



Mrs Angie Motshekga,  
Minister of Basic  
Education

Mr Enver Surty,  
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, Mr Enver Surty.

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.



ISBN 978-1-4315-0081-9



9 781431 500819

ENGLISH HOME LANGUAGE  
GRADE 4 – BOOK 2  
TERMS 3 & 4

ISBN 978-1-4315-0081-9

**THIS BOOK MAY  
NOT BE SOLD.**

### Learning about the Constitution of the Republic of South Africa (1996)

The Constitution of South Africa (1996) is the highest law in the country. This law is higher than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of us now, and our children in the future.

**Be aware of  
our past.**

We, the people of South Africa;

Recognise the injustices of our past;

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

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

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 law of the Republic so as to—

Heal the division 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.

**Claim your rights as a South  
African and be responsible to  
protect the rights of others.**

**Know your Bill  
of rights & Bill of  
Responsibilities.**

*May God protect our people.*

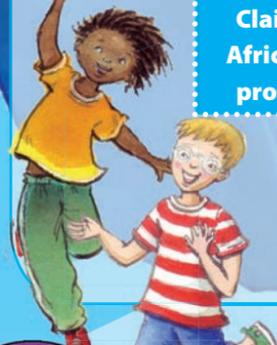
*Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.*

*God seën Suid-Afrika. God bless South Africa.*

*Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.*

Workbooks available in this series:

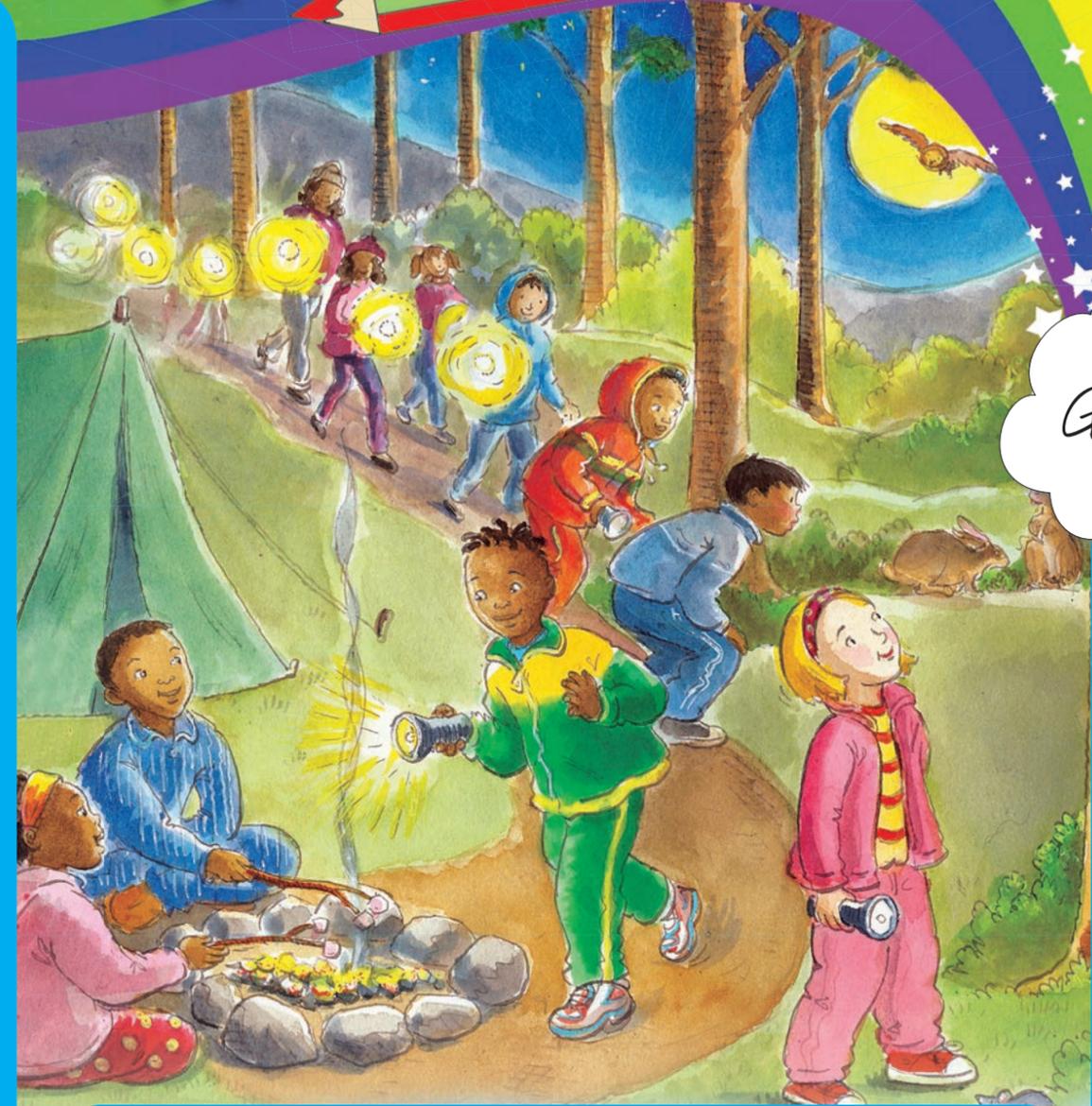
- First Additional Languages Grades 1–2 (In all official languages)
- First Additional languages Grades 3–6 (In English)
- Home Language Grades 1–6 (In all official languages)
- Mathematics Grades 1–3 (In all official languages)
- Mathematics Grades 4–9 (In English and Afrikaans)
- Lifeskills Grades 1–3 (In all official languages)



Revised and  
CAPS aligned

ENGLISH HOME LANGUAGE – Grade 4, Book 2

ISBN 978-1-4315-0081-9



Grade 4

ENGLISH HOME  
LANGUAGE

Name:

Class:



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Book 2  
Terms  
3 & 4

# The writing process

## Plan

Decide on your topic. Talk to your group to gather ideas. Use a mind map to clarify your ideas about the plot, characters and setting.

## Draft

Write your first draft. When you do this think about your audience. Also think about the structure and each paragraph you will write.

## Revise

Read the draft critically and get feedback from your classmates and teacher.

## Edit

Edit to check spelling and punctuation. Make corrections to the draft.

## Publish

Write your edited draft neatly as your final version.

# The reading process

## Pre-reading



- Think about what you already know about the topic.
- Think about the author and the date of the publication.
- Read the first and last paragraphs of a section.
- Try to predict what the text will be about.

## Reading



- While reading, pause occasionally to check that you understand.
- Compare your predictions with what you read.
- If you can't work out the meaning of unknown words use a dictionary.
- If you don't understand a section read it again slowly. Read it aloud.

## Post-reading



- Try to remember specific information.
- Make a mind map of key ideas.
- Write a summary to help you remember key ideas.
- Use ideas from what you read in your own writing.





# 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.



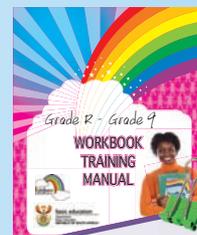
Let's write

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.



**Term 3: Weeks 1 - 2**  
**People who care**

**65 A new pet for Mary Ann** 2

Discusses and makes prediction based on a picture.  
Reads a story.

**66 Thinking about the story** 4

Discusses the story in groups.  
Writes an ending for the story.  
Answers questions based on the story.  
Writes a diary entry.

**67 Choosing a pet** 6

Reads the ending of the story.  
Identifies the actions described by adverbs in the text.  
Writes sentences with adverbs.

**68 Keeping a diary** 8

Plans to write a diary entry by filling in the mind map.  
Writes diary entry.

**69 Lost dog** 10

Designs a lost dog poster.  
Assesses their partner's poster using given criteria.  
Uses adverbs to form sentences.

**70 Complex sentences** 12

Identifies verbs in simple sentences.  
Joins simple sentences to form complex sentences.  
Divides complex sentences into simple sentences.  
Uses phrasal verbs to replace words in brackets.  
Fills in correct phrasal verbs in sentences.

**71 Read a diary** 14

Reads two diary entries.

**72 Writing your own diary** 16

Answers questions based on diary entries.  
Writes their own diary entries for three days.

**Term 3: Weeks 3 - 4**  
**Reading for information**

**73 Screen time** 18

Reads information in a pamphlet.  
Discusses questions based on pamphlet.

**74 About the pamphlet** 20

Answers questions based on the pamphlets.  
Matches words with their meanings.  
Designs a poster to encourage children to do other activities besides watching TV.  
Interprets a bar chart.  
Lists harmful effects of too much screen time.

**75 Where things are** 22

Reads a picture story.  
Fills in correct prepositions for each picture.  
Writes sentences for each picture using prepositions.  
Illustrates given similes, metaphors and alliteration.

**76 All about bullying** 24

Reads information text about bullying.  
Discusses questions about bullying.

**77 Thinking about bullying** 26

Answers questions based on the bullying pamphlet.  
Designs a sign to put an end to bullying.  
Uses conjunctions to join sentences.  
Matches words with their meanings.

**78 Past and future continuous tenses** 28

Plays a game using past and future continuous tenses.

**79 Design a pamphlet** 30

Uses a planner to design their own pamphlet.  
Cuts out and folds the page to make the pamphlet.  
Uses the planner to complete the pamphlet neatly.

**80 Cut out pamphlet** 31



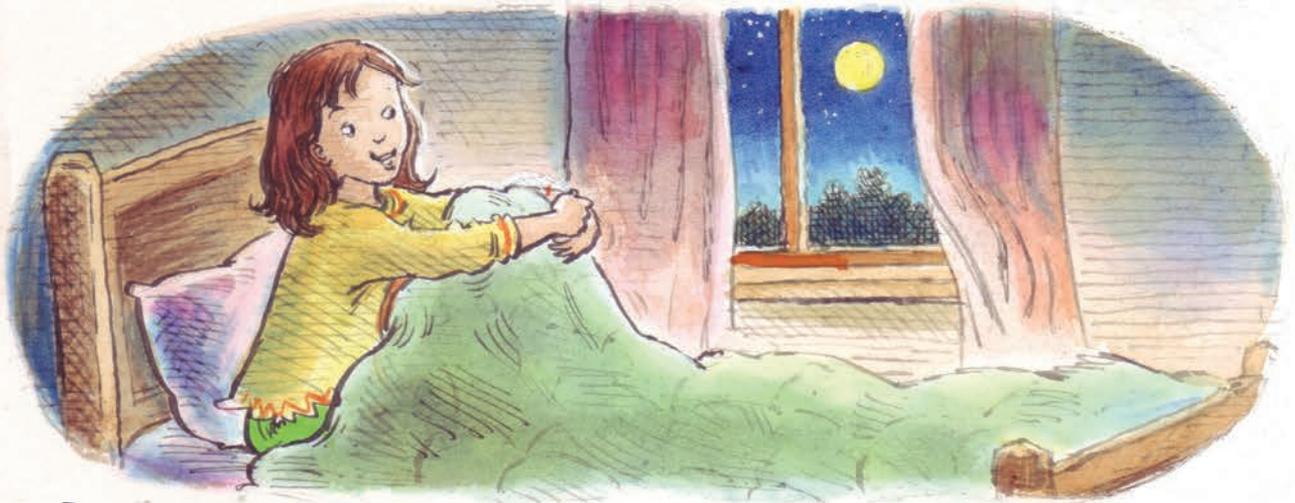


Let's talk

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

Who do you think are the main characters in this story?

How old do they look?



Let's read

Read the story and then answer the questions that follow.

## Choosing a pet

The moon was bright. It was just after midnight on Friday night and Mary Ann lay awake in her bed. She was thinking about the little puppy she was going to buy when she and Nomsa went to the animal shelter in the morning. Mary Ann was the only girl in the class who did not have a pet because she had always lived in a flat. When her family moved into a house, Mary Ann started saving her pocket money to buy a puppy. She now had R25 to pay for a puppy.

At last it was morning and Mary Ann jumped out of bed. She washed and dressed and then waited **impatiently** for her friend, Nomsa, who was coming to visit. Nomsa had promised that she would go to the animal shelter with Mary Ann to help choose a pet.

Eventually Nomsa's bus arrived. She jumped off, ran **quickly** through Mary Ann's gate, and greeted Mary Ann's family **cheerfully**. The two girls began to walk

### Before you read

- Look at the pictures and heading/s 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.

**eagerly** to the animal shelter. They were both excited, and chattered and laughed **loudly** as they walked. They crossed the road **carefully** at the robots and went into the shelter.

Mary Ann was exhausted and she sat on top of a pile of dog food to rest. She saw six little puppies fast asleep in a basket. The girls leaned forward and stroked the puppies **softly**, wondering which one to choose.

"So, young lady, do you want to buy a puppy?" asked the manager.

"Yes! I have saved the money I got for my birthday and for helping my mom with the dishes," she said. Her eyes were gleaming.

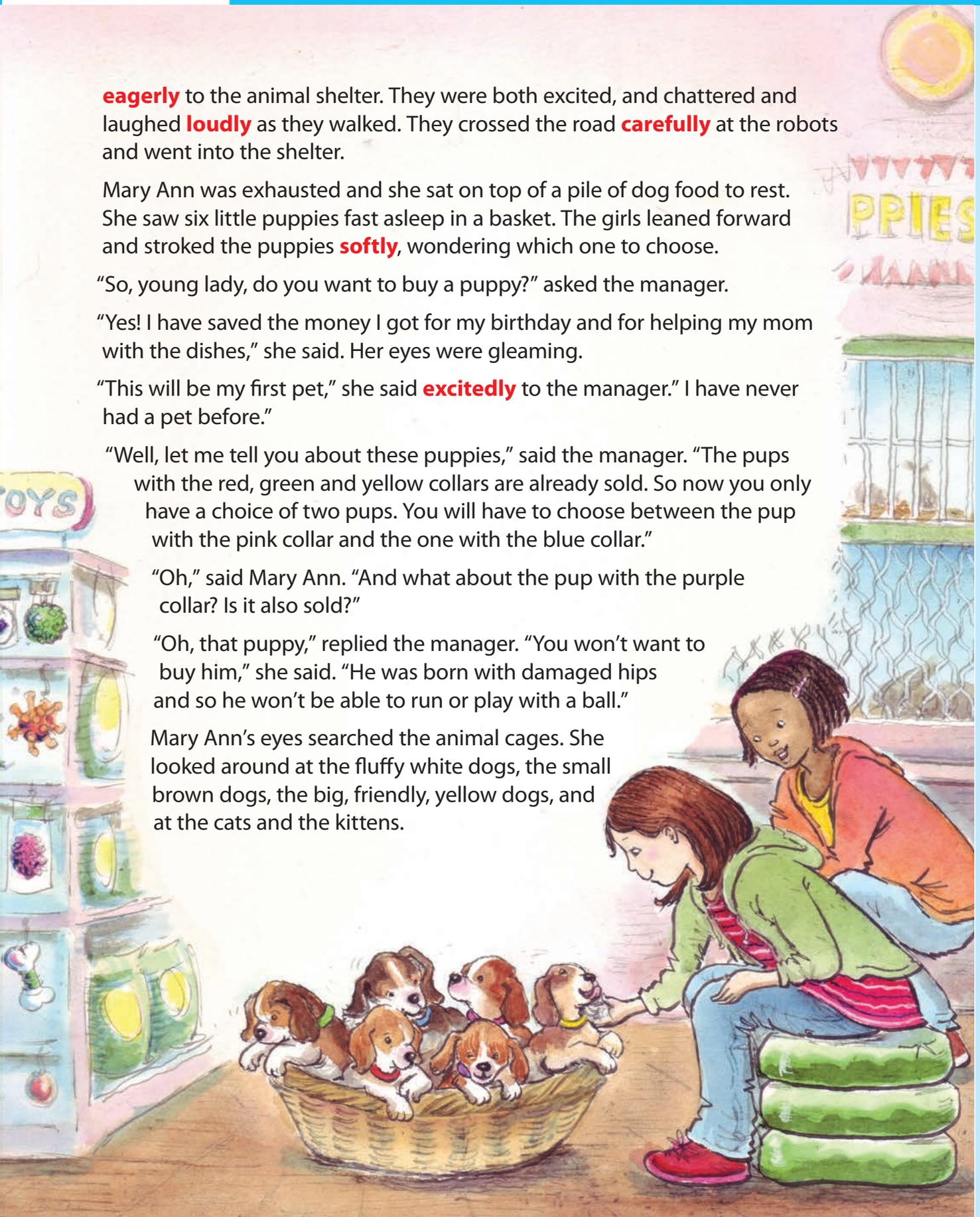
"This will be my first pet," she said **excitedly** to the manager. "I have never had a pet before."

"Well, let me tell you about these puppies," said the manager. "The pups with the red, green and yellow collars are already sold. So now you only have a choice of two pups. You will have to choose between the pup with the pink collar and the one with the blue collar."

"Oh," said Mary Ann. "And what about the pup with the purple collar? Is it also sold?"

"Oh, that puppy," replied the manager. "You won't want to buy him," she said. "He was born with damaged hips and so he won't be able to run or play with a ball."

Mary Ann's eyes searched the animal cages. She looked around at the fluffy white dogs, the small brown dogs, the big, friendly, yellow dogs, and at the cats and the kittens.



# Thinking about the story



Let's write



Let's talk

In your group, talk about the story so far.  
Which pet do you think Mary Ann will buy?  
What would you do if you were Mary Ann?  
How do you think the story will end?



Write a paragraph about how you think the story will end.

---



---



---



---



---



---



---



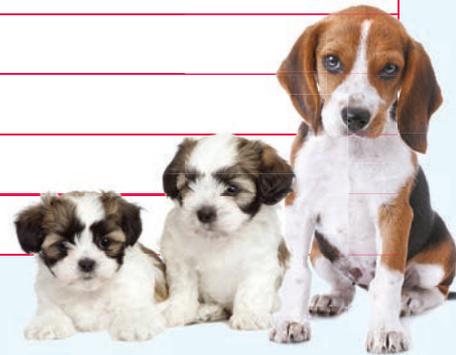
---



---



---



Read the story again and then answer these questions.

Which sentences in the story tell us that Mary Ann was very excited about getting a pet?  
Find and copy them here.

---



---



---

Why was Mary Ann the only person in the class who did not have a pet?

---



---

How do we know that Mary Ann and Nomsa were good friends?

---



---

The story tells us that Mary Ann was tired when the girls arrived at the shelter. Why do you think she was tired?

---



---



Let's write

What did the manager tell the girls about the availability of each of the six puppies? Which of the dogs were for sale and which were not? (Look at the colours of their collars.)

	<i>This puppy had already been sold.</i>
	
	
	
	
	



Let's write

Imagine you are Mary Ann. Write a diary entry describing how you could not sleep the night before, and how you felt about having to make a decision about which pet to choose.

Dear Diary \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's read

Now read the end of the story and compare it with the ending you wrote.

## The new pet

Mary Ann stroked the little pup in the purple collar. He pricked up his ears, wagged his tail and stared at Mary Ann with his appealing brown eyes. Mary Ann looked around at the other animals in the shop. She looked at the six pups lying in the basket.

Then she bent down and carefully picked up the puppy with the purple collar and held him tightly against her chest. She could feel his heart beating. He sniffed her, snuggled into her neck and wagged his tail. She stroked him gently, and then turned to the manager.

"It doesn't matter if he can't play ball or run," she said. She pulled up the leg of her jeans to show the manager the orthopaedic callipers on her leg. "I was also born with a disabled leg," she said. "I also struggle to run and I can't play ball. But I have my family and many friends who love me, and that means so much."

"I think he is adorable," she said.

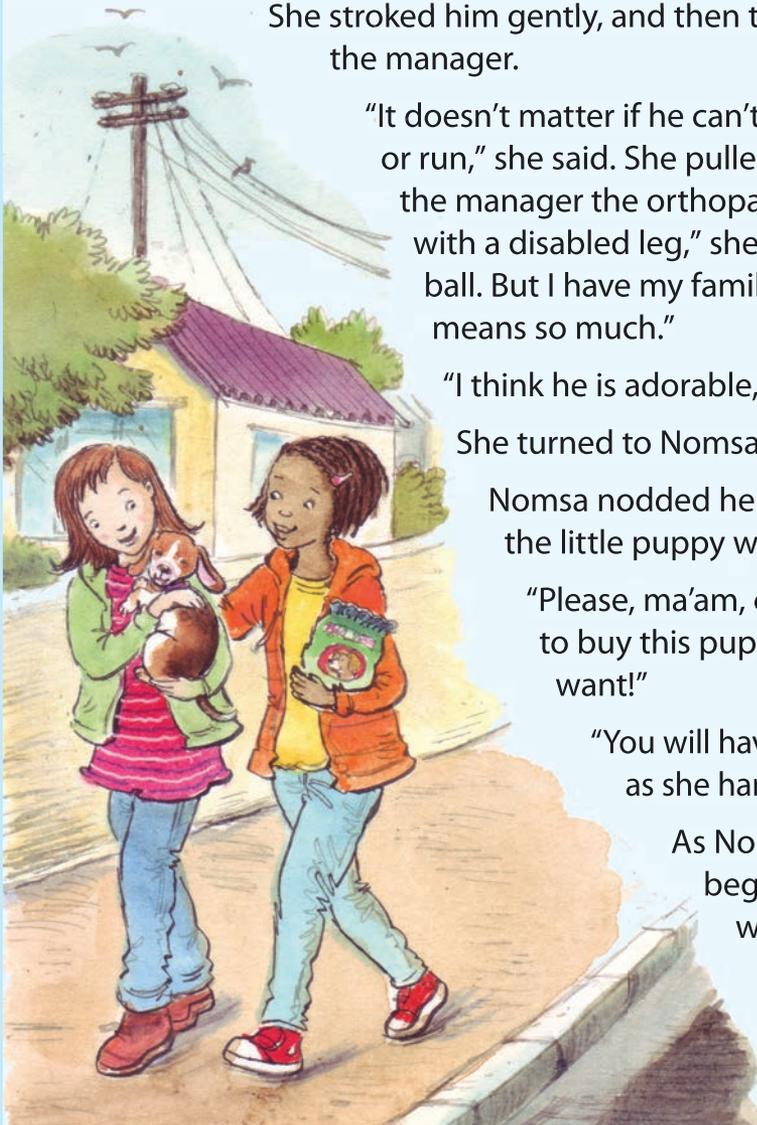
She turned to Nomsa and asked, "What do you think, Nomsa?"

Nomsa nodded her head with approval and lovingly stroked the little puppy with the purple collar.

"Please, ma'am, can I pay for him?" Mary Ann asked. "I want to buy this puppy with the purple collar. This is the puppy I want!"

"You will have a caring home, little puppy," she whispered as she handed over the money to the manager.

As Nomsa and Mary Ann left the shop, the puppy began to wag his tail furiously. The two girls walked slowly down the road carrying the little puppy with the purple collar. You could hear them chatting happily as they took the new arrival into the house.



## Looking at adverbs

Adverbs give more information about verbs. You will remember that verbs are action words.

Examples:

Nomsa walks slowly.

The girl sings loudly.

The adverbs in blue tell us about the verbs. They tell us how Nomsa walks and how the girl sings.



Let's write

Look back at the story and look at the **adverbs** highlighted in red in the first part of the story in worksheet 65. Underline the action each adverb describes. Now use five of the adverbs to make sentences of your own.

impatiently	
quickly	
cheerfully	
eagerly	
loudly	
carefully	
softly	
excitedly	

Look back at the part of the story in this worksheet (67). Underline all the adverbs ending in **-ly**. Then circle the actions they describe.

Lastly, use five of the adverbs you underlined to write sentences of your own.




Let's write

Imagine that you are Mary Ann. Plan to write a diary entry describing what happened to you when you went to the animal shelter. Use the following mind map to help you to plan your entry. Remember to write your diary entry in the past tense.



- 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 happened last night**

*Last night I could not sleep because ...*

---



---



---



---



2

**Going to the animal shelter**

*Eventually my friend Nomsa arrived and we walked to the animal shelter.*

---



---



---



---

**A new pet for Mary Ann**



3

**Deciding which pet to choose**

*I decided to buy the little dog in the purple collar and then ...*

---



---



---



---



4

**Going back home**

*I knew I had made the right decision ...*

---



---



---



---



Let's write

Now use your mind map to write the diary entry. Write the diary entry in rough and ask a friend to check it for you. Then make the corrections and write the diary entry neatly in the space on the opposite page.



Let's write

Write the diary entry neatly in the space provided.

Dear Diary

Date:

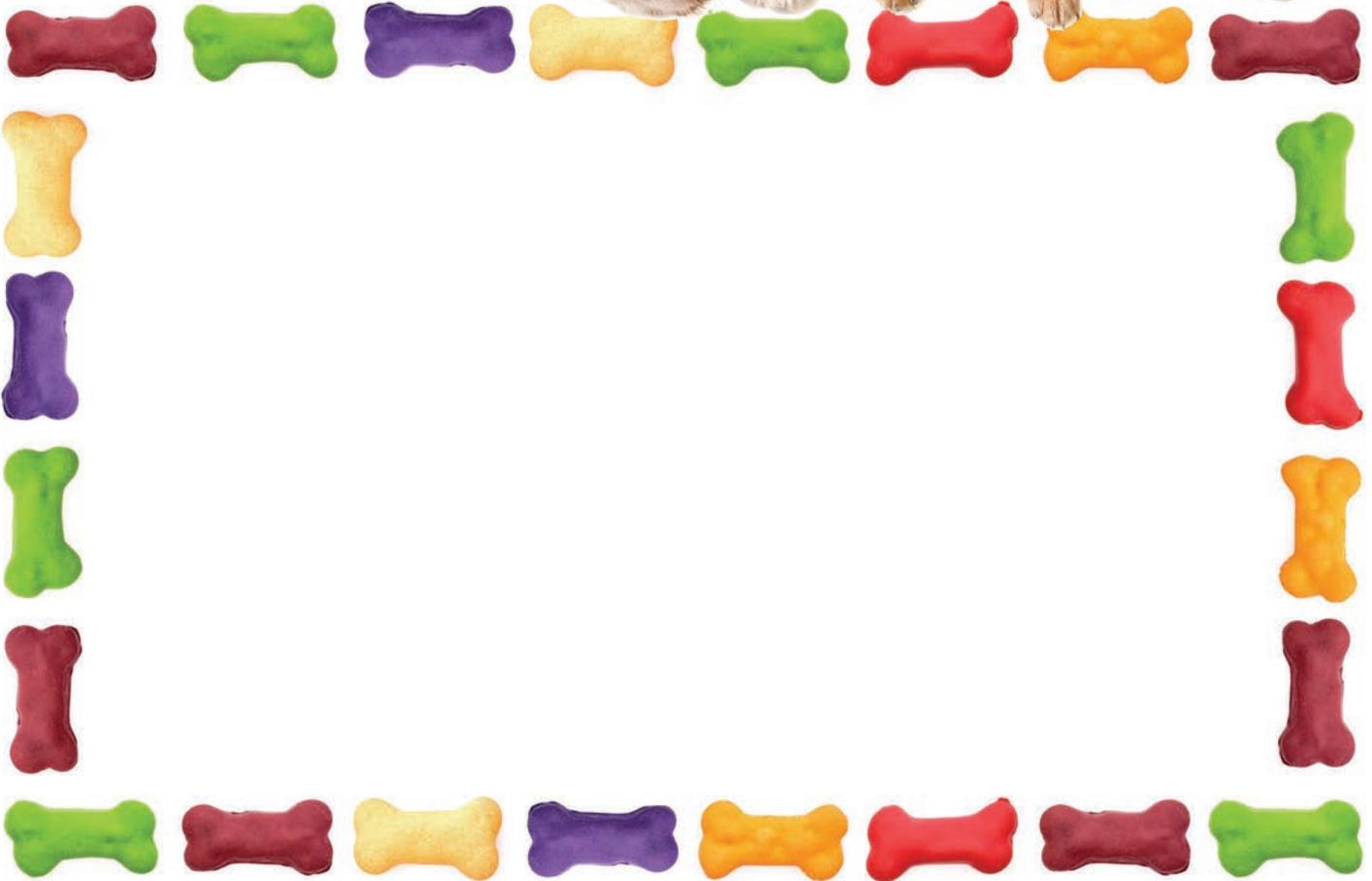




Let's do

Your friend has lost a dog. Design a LOST DOG poster giving details about the dog and how to contact the owner.

Draw a picture of the dog. Use bright colours to attract attention.

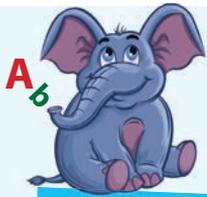


Compare your poster with that of your friend's. Assess each other's posters using the following checklist.

**Does the poster have:** *Just checking*



Does the poster have:			
a picture of the dog?			
a large heading to attract attention?			
the relevant information for contacting the owner?			
a clear description of the dog?			
information about when and where the dog went missing?			
the name of the dog?			



Word work

Most adverbs that tell us about the manner of an action end in **-ly**. There are some examples in this table.

bright <b>ly</b>	sad <b>ly</b>	kind <b>ly</b>
slow <b>ly</b>	proud <b>ly</b>	quick <b>ly</b>
quiet <b>ly</b>	loud <b>ly</b>	gent <b>ly</b>



Look carefully at the suffixes (the letters at the end) of the words in the next table. Notice that the **-ly** sounds the same with all the words, but the words in the second table have a **double l** before the **y**.

beautiful <b>ly</b>	real <b>ly</b>	accident <b>ally</b>
care <b>fully</b>	skil <b>fully</b>	final <b>ly</b>
natural <b>ly</b>	total <b>ly</b>	wish <b>fully</b>



Why do you think the words in the second table have a **double l** in the suffix? Did you see that without the suffix they all end in **l**?



Let's write

Now use four adverbs from each table to make sentences (eight sentences altogether).





Let's write

Complex sentences have more than one verb. Underline the verbs in each of these simple sentences. Then join each pair of sentences to form a complex sentence, using the words in brackets.

The girl walked slowly.

She hurt her leg.

(because)

*The girl walked slowly because she hurt her leg.*

She could not sleep.

She read a book.

(so)

The dog wagged its tail.

It was watching the cat.

(because)

We baked a cake.

We ate the cake.

(and then)

I like apples.

I bought two apples.

(and so)



Let's write

Now divide each of these complex sentences into two simple sentences.

The boy limped because he hurt his leg.*The boy limped.**The boy hurt his leg.*

Yvonne ate five cakes because she was a greedy girl.

The dog barked because it heard a noise.

I help my mother cook and then I set the table.



Let's write

In this next activity we look at how phrasal verbs are used to replace the explanations in brackets. Look at the words below each sentence. Select the correct word and write it in the space provided. .



Every morning I (stop sleeping) **wake up** at six o'clock.

wake up

stand up

wake off

You must (stop being so slow)  or you will miss the bus.

make quick

hurry up

walk



When we reached the bus stop we (climbed down from )

 the bus.

got off

went off

went down



Now fill in the correct **phrasal verbs** in these sentences.

look after

sit down

put on

tune in

turn down

switched on

turn on

get up

take off

turn off

I went into the room and  the light.

I don't like to  early in the morning.

She told me to  my seat belt each time I get into the car.

My mother told Jabu to  the music because it was too loud.

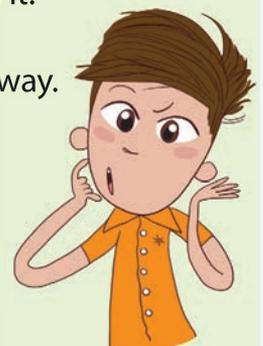
I could not  to the radio programme so I missed it.

I had to  my baby sister while our mother was away.

My teacher told us to  and be quiet.

When I get home I  my school uniform.

Please  the tap so you don't waste water.





Let's read

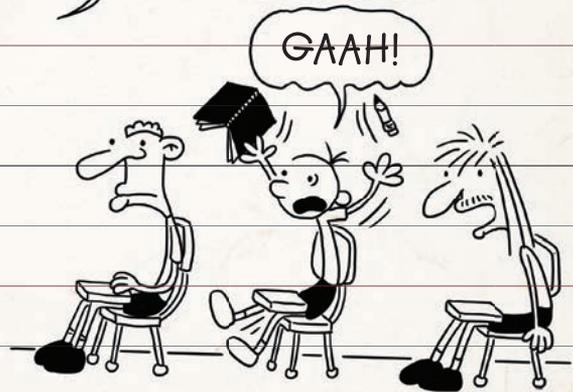
Read these diary entries and then answer the questions that follow. Underline all the words that are spelled incorrectly.

The following diary entries are taken from the *Diary of a Wimpy Kid* by Jeff Kinney. These diary entries are written by Greg Heffley, who is a school boy in an American middle school. Middle school roughly equates to Grades 4–7 in the South African school system. Some of the words he uses are typical American words which we explain below.

Today is the first day of school, and right now we're just waiting around for the teacher to hurry up and finish the seating chart. So I figured I might as well write in this book to pass the time.

By the way, let me give you some good advice. On the first day of school, you've got to be real careful where you sit. You walk into the classroom and just plunk your stuff down on any old desk and the next thing you know the teacher is saying –

I HOPE YOU ALL LIKE WHERE YOU'RE SITTING, BECAUSE THESE ARE YOUR PERMANENT SEATS.



So in this class, I got stuck with Chris Hosey in front of me and Lionel James at the back of me. Jason Brill came in late and almost sat to my right, but luckily I stopped that from happening at the last second.

IS THIS SEAT TAKEN?



YES! YES!



? ? ? ? ?

plunk – plonk or put ?

hassling – annoying ?

? flunk – fail ? ?

piped up – said loudly

Tuesday

I don't know if I mentioned this before, but I am SUPER good at video games. I'll bet I could beat anyone in my grade head-to-head.

Unfortunately, Dad does not exactly appreciate my skills. He's always getting on me about going out and doing something "active".

So tonight after dinner when Dad started hassling me about going outside, I tried to explain how with video games, you can play sports like football and soccer, and you don't even get all hot and sweaty.



But as usual, Dad didn't see my logic.

Dad is a pretty smart guy in general but when it comes to common sense, sometimes I wonder about him.

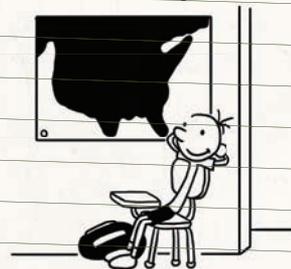


I'm sure Dad would dismantle my game system if he could figure out how to do it. but luckily, the people who make these things make them parent-proof.

Wednesday

Today in Geography we had a quiz, and I have to say, I've been looking forward to this one for a long time.

The quiz was on state capitals, and I sit in the back of the room, right next to this giant map of the United States. All the capitals are written in big red print, so I know I had this on in the bag.



But right before the test got started, Patty Farrell piped up from the front of the room.



Patty told Mr Ira that he should cover up the United States map before we got started.



So thanks to Patty, I ended up flunking the quiz. And I will definitely be looking for a way to pay her back for that one.



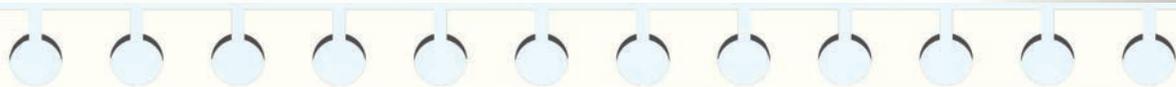
Date:

*Dear Diary*

*Day:*

*Date:*

Handwriting practice area with blue lines. A large rectangular box on the right side is labeled "Illustrate your diary entry".



*Dear Diary*

*Day:*

*Date:*

Handwriting practice area with blue lines. A large rectangular box at the bottom is labeled "Illustrate your diary entry".



TEACHER: Sign

Date

In the previous worksheets you read and wrote a story. For the next two weeks you will focus on information texts. You will read information pamphlets and you will design a pamphlet of your own.



#### Before you read

- Look at the pictures and heading/s 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.

## DO YOU HAVE SQUARE EYES?

### Hi Kids

Do you spend too much time watching TV or movies, playing with a cell phone, a computer or video games? Are you a **couch potato**?



Most kids spend too much time in front of a screen.

Of course, some screen time can be educational, but too many children spend far too much time in front of a screen. Some children spend more time watching TV and playing games than the hours they spend in school!

Why is too much screen time a problem?

- **Not enough sleep.** The more you watch TV, the more likely you are to go to bed late and not have enough sleep. Too little sleep causes tiredness, and tired children struggle to concentrate in class.

- **Obesity.** The more you sit in front of a TV, the greater your risk of becoming overweight. Many children who sit in front of a TV for long periods develop an appetite for the junk food advertised on television. It is easy to overeat while watching TV.

- **Poor school performance.** Children who watch too much TV or play too many computer games often find that they do not have enough time for homework or to study for exams.

- **Exposure to violence.** TV programmes often show violence. Children need to know that the violence and aggression they see on the TV is wrong. It is not the correct way to solve problems.

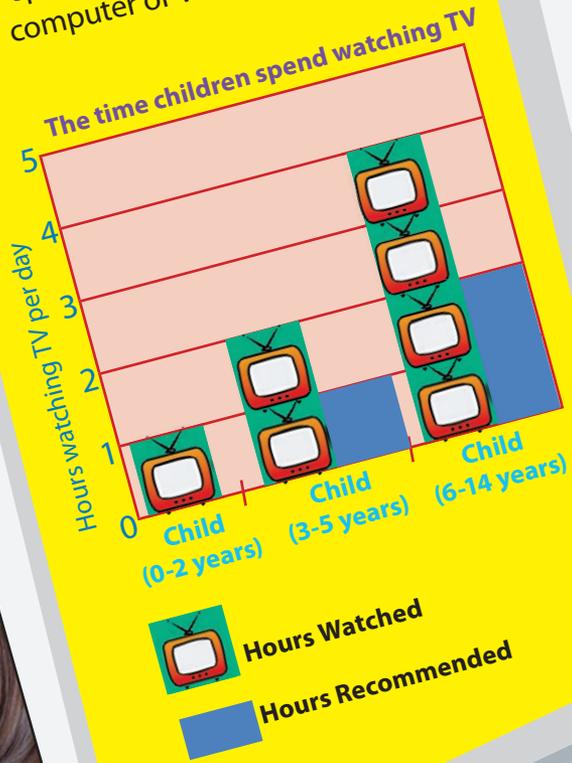
- **Not enough time for play.** Too much screen time leaves you with less time for playing.



## Do what is good for kids

Schoolchildren should not spend more than one or two hours a day in front of a screen.

You need to set time limits so that you minimise the time you spend watching TV and playing computer or video games.



## What other activities can you do?

Join a sports club or join the library and read books. Play with friends or play in the park. Learn to play a musical instrument, play board games or take up another hobby.



Let's talk

- How much time do you spend watching TV in a day?
- What programmes do you like to watch?
- What do you like to do while watching TV?
- What kinds of screen games do you play?
- How much time do you spend playing screen games in a day?
- What is a "couch potato"?

# About the pamphlet

Read the pamphlet again and then answer these questions.



Let's write

Match these words with their meanings.

obesity
exposure
screen time
concentrate
minimise

think
overweight
reduce
contact
time spent looking at a screen

Who is this pamphlet written for? Tick ✓ the correct box.

Parents

Teachers

School children

Old people

Why do you say this? Copy one sentence from the pamphlet that tells us this.

What does this pamphlet tell us?

1	That watching TV and playing video games wastes electricity.
2	That children should not spend more than 1 – 2 hours a day in front of a screen.
3	That boys prefer playing video games and girls prefer watching TV.
4	That you will develop square eyes from too much screen time.

Why does too much TV cause poor school results?

1	Because children like to eat the junk food they see advertised on TV.
2	Because children do not exercise.
3	Because TV encourages violence.
4	Because children do not have enough time for doing their homework.

Look carefully at the bar chart on page 19. What does the chart tell us about the amount of time children of different ages spend watching television? What is the recommended time?





Let's write

Write down three harmful effects mentioned in the pamphlet caused by too much screen time.






Let's do

Work with a friend and design a poster to encourage children to do other activities rather than playing video games or watching TV.



Let's write

Now write a paragraph to explain your poster. Explain why children should spend less time in front of a screen and more time doing other activities.




- 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.

# Where things are



Let's write

Look at this picture story of the dog that buys a newspaper. Fill in the correct preposition in the space in each picture. You can use each preposition only once.

Looking at prepositions

Prepositions show you where things are in relation to each other. They come before nouns or pronouns.

across

towards

up

into

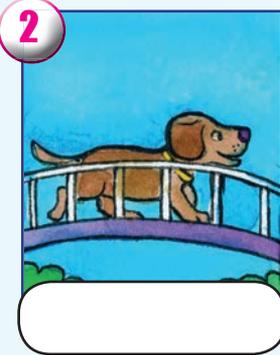
along

under

out

past

over



Let's write

Now write a sentence for each picture using each of these prepositions only once.

1 Rover is walking to the shop. He walks *across* the road.

2

3

4

5

6

7

8

9



Find out what these figures of speech are and then draw a picture to illustrate each example.

## Simile

A simile compares two things using the words "like" or "as."

Last night, I slept like a log.

They are as funny as a barrel of monkeys.



## Metaphor

A metaphor compares two very different things and brings them together without using "like" or "as".

He is a couch potato. He sits in front of the TV all day.

It's raining cats and dogs. We won't be able to play soccer.



## Alliteration

Alliteration is the repetition of the first sounds of a word.

Silly seals swim in sunglasses.

Betty bought some bitter butter.





Let's read

Read the pamphlet and then answer the questions that follow.

**Before you read**

- Look at the pictures and heading/s 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.

## Put an end to bullying

Many schoolchildren are bullied. Bullying is a problem that we need to stop in our schools. You need to be on the lookout for bullying behaviour.

### What is bullying?

Bullying is aggressive behaviour among school children. Often the behaviour is repeated. Bullying includes threatening, teasing, name calling, hurting someone and excluding someone from a group on purpose.

### Where does bullying happen?

Bullying happens anywhere

- at school
- in the playground
- on school outings
- on the way to school
- in the toilets
- on the phone or the internet

### How does it feel to be bullied?

Bullying is hurtful and children who are bullied feel unhappy, frightened and lonely.

The bullying will not stop unless you tell someone about it. If you are being bullied you need to tell a teacher or another adult who will listen to you and who will help you.

If you can't get help, call Childline on this toll free number



**Childline**

☎ 08000 55 555

### What can you do if you are being bullied?

**Tell someone** Tell your teacher or your mother or father or someone in your family. Ask them to help you work out what to do. If you are being bullied on the phone or the internet, keep the messages and show them to an adult.

**Stay positive** Try to think about positive things such as what you enjoy doing at school or what you are good at. Always remember that there are people who like you and who care about you.

**Try some things yourself** Tell the person who is bullying you that you don't like it. Say "I don't like that." Say it with **confidence**. If you feel that it is safe, you can ask the bully what the problem is and whether you will be able to

sort it out together. Never speak to the bully when you are on your own. Ask a friend to come with you.

### Have you been called a bully?

It does not feel good to be called a bully.

Sometimes you don't know why you are called a bully but sometimes you do know why. If you are called a bully you need to think about what you are doing and how you can change your behaviour.

You can ask for help to change your behaviour. Talk to your parents or teachers and ask for help.

### What should you do if you are a bully?

- Admit that you have been a bully and start to change your behaviour. Think about what made you behave in this way.
- Apologise to the person you have bullied. Saying sorry is the first step to making things better.
- Write the person a letter or send an e-mail or an SMS if he or she does not want to talk to you.
- Tell your teacher that you have been unkind and that you need help to change your behaviour.

### What should you do if you know someone who is being bullied?

If someone you know is being bullied, he or she needs your help.

You may not be able to stop the bullying yourself, but you can help.

Talk to your teachers about the bullying.

Help the person who is being bullied to get away and go somewhere safe.

Ask him or her to join your group or game.



Let's talk

- What can you do in your school to prevent bullying?
- How can children be bullied on the phone or internet?
- Who can you talk to if you are being bullied?

# Thinking about bullying



Let's write

Read the pamphlet on bullying and then answer these questions. You can tick more than one box.

Who is this pamphlet written for? Tick ✓ the correct box(es).

Parents

Children who are bullied

Children who are bullies

Teachers

Why do you say this?

Match these words with their meanings.

outings

internet

confidence

apologise

admit

with certainty

visits

confess

saying sorry

computer networks

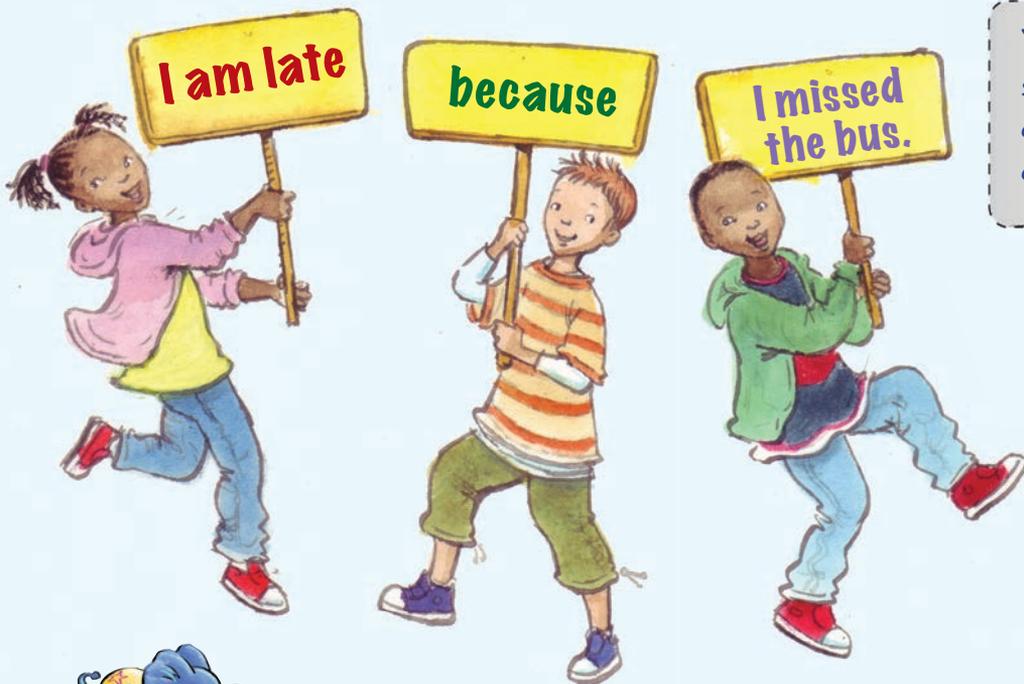
Name four places where bullying happens.


List three things you should do if you are being bullied. What can you do if you have tried some things yourself but you are still unable to put an end to the bullying?


How can a person be bullied on the phone or on the internet?


Design a "stop bullying" sign.

# Compound sentences



You can join two simple sentences with a conjunction to form a compound sentence



Let's write

Use the conjunction in brackets to turn the simple sentences into compound sentences.

I love going to the Kruger Park.

Ann prefers going to the beach. (but)

My friend likes camping.

So does my sister. (and)

We saw rhinos in the park.

We saw elephants in the park. (and)

My mother hid the cookies.

We found them. (but)

I would like to go to the beach often.

I live too far away. (but)

I enjoy singing in the choir.

I also like playing soccer. (and)

# Past and future continuous tenses

We use the past continuous tense to describe an action that was happening at a specific time in the past.

How to form it: **was/were+verb+ing**

I was watching TV. I was sleeping when the rain started. Last night it was raining.

We use the future continuous tense for future plans.

How to form it: **am/is/are+verb+ing**

We are leaving for Durban on Friday. They are going to the shop.

I am going to a new school next term.

## RULES

Play this tense game and see how well you are able to form sentences in the past and future continuous tense.

How to play

- Flip a coin. Heads you move forward two places. Tails you move forward one place.
- Use the words in the box you land on to form a sentence in either the past or future continuous tense.
- If you land on an even number start your sentence with **tomorrow, next week, next month or later today**.
- If you land on an odd number start your sentence with **yesterday, last week, last Saturday, last year**.
- The first one to finish is the winner.





33

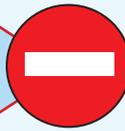
buy shoes

34

go to the book shop

35

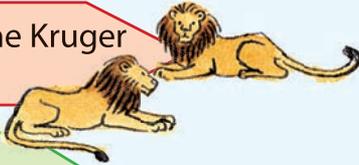
move back 3 spaces



40

32

go to the Kruger Park



36

go to the shop

39

play in the river

31

go to church

37

work in the garden

38

eat breakfast

30

spell your name backwards (If you cannot spell your name backwards you must go back to 28.)

29

help my mother



14

help with the washing

28

go to the zoo



13

join boy scouts

15

go back 3 spaces



27

watch TV

go to a fancy dress party

17

ride my bike



26

play video games

18

bake a cake

23

join a sports club

25

stop and sing a song

19

go to the dentist

22

work in the garden

24

learn First Aid

20

miss a turn

21

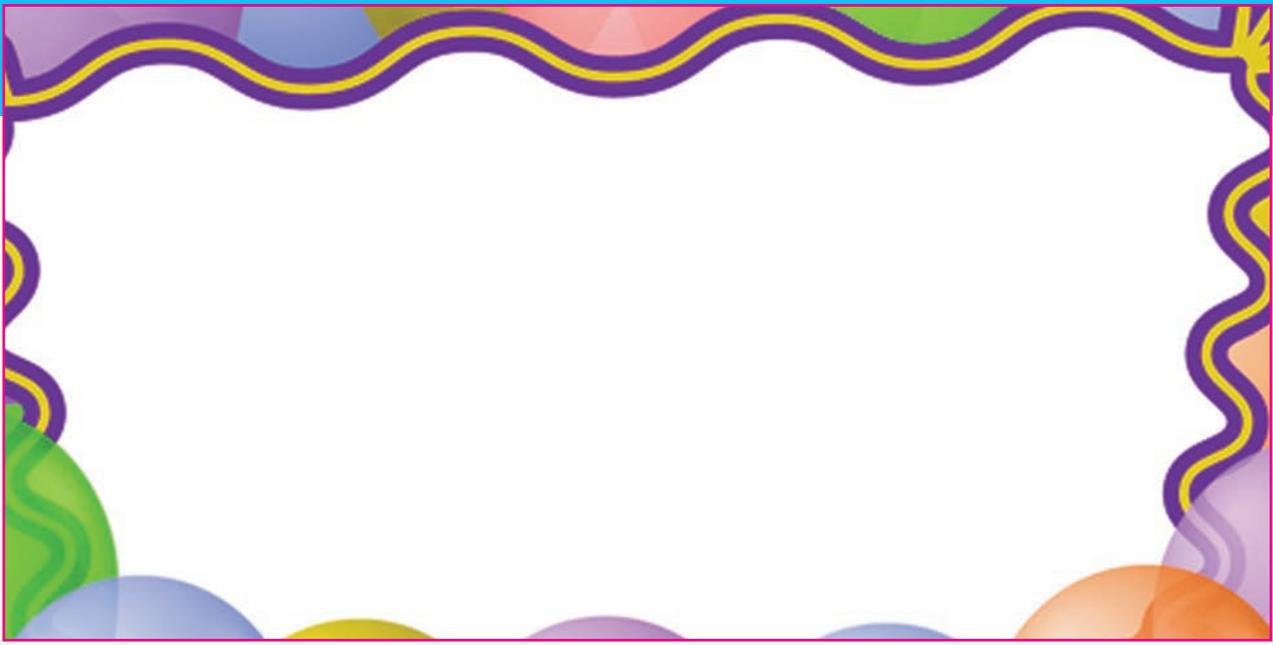
eat Chinese food





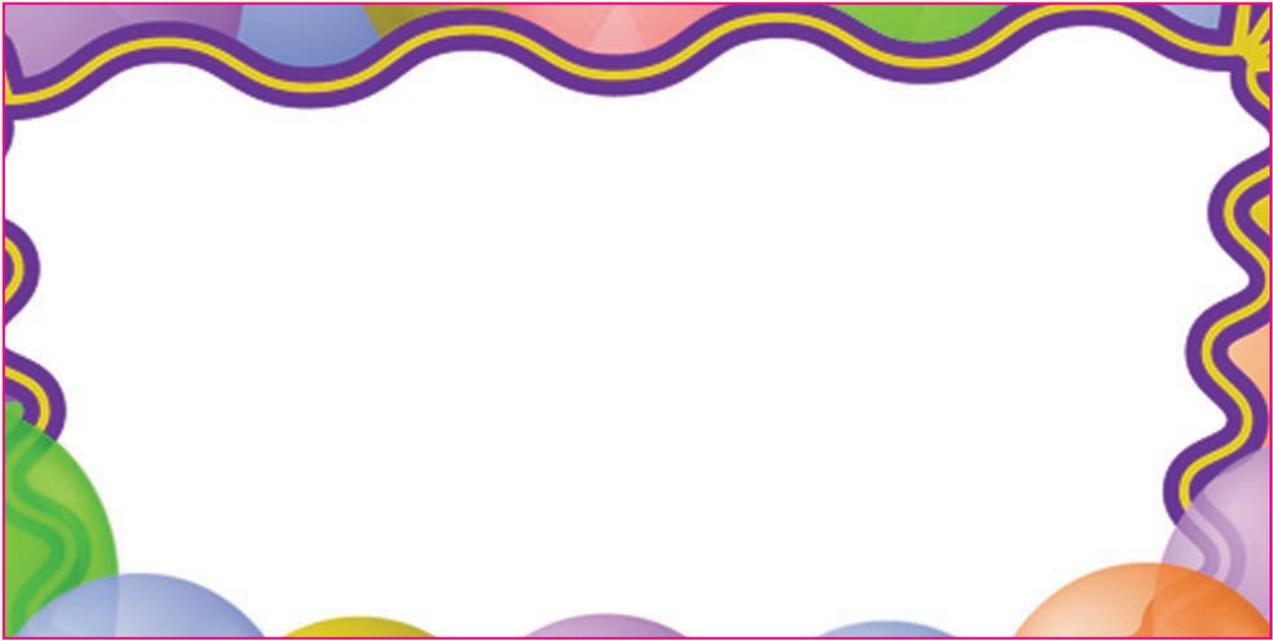
FRONT PAGE: fold forward

1

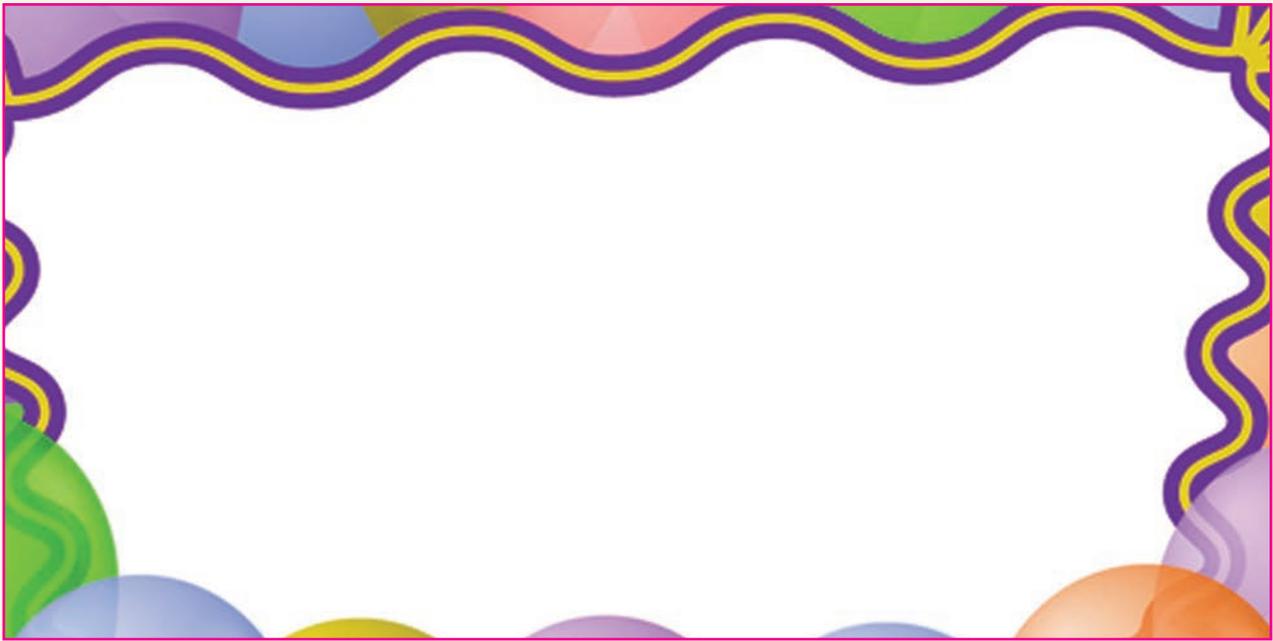


BACK PAGE: for general information such as the Childline phone number, address and e-mail address.

6

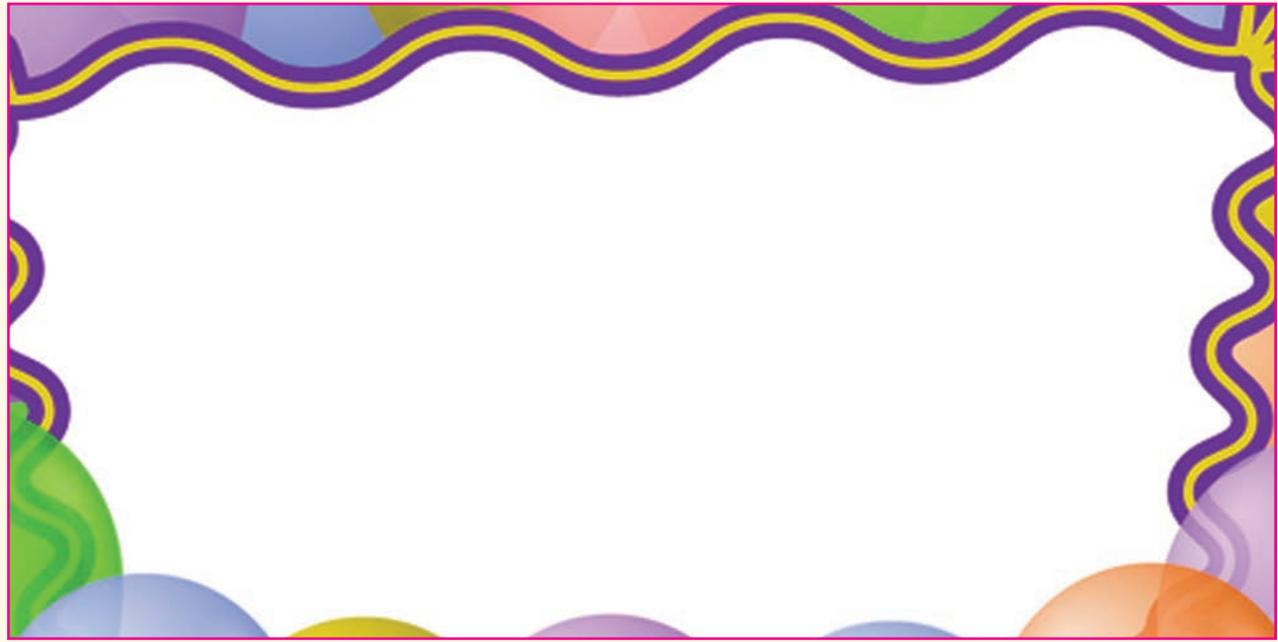


5

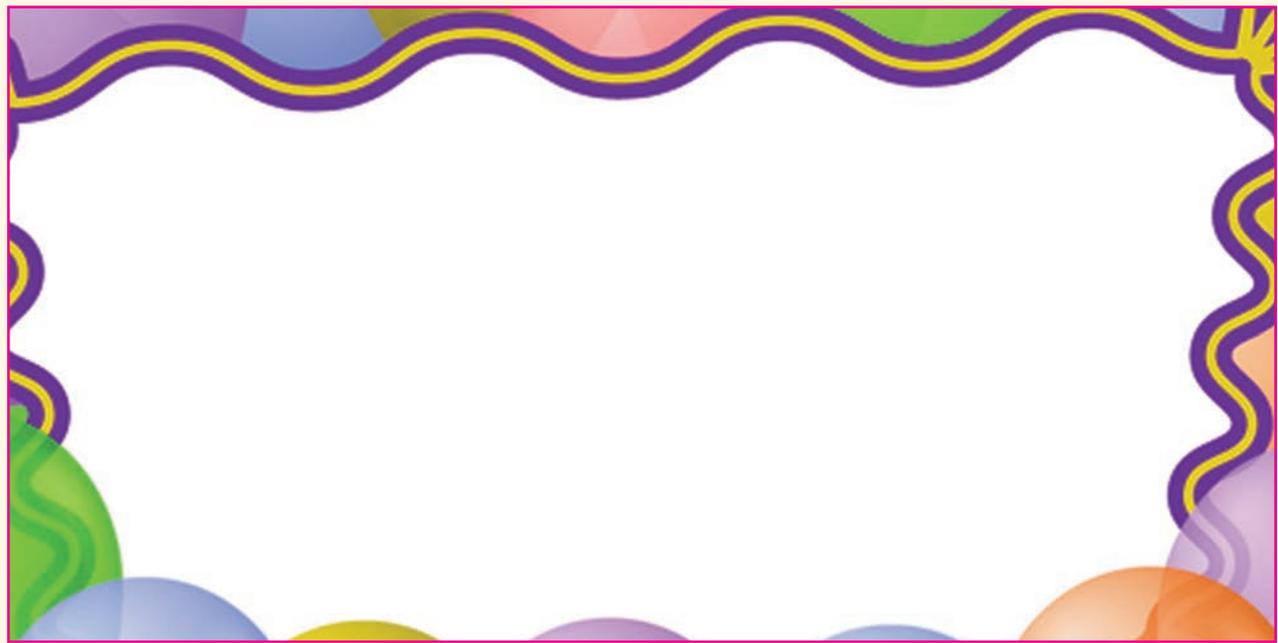




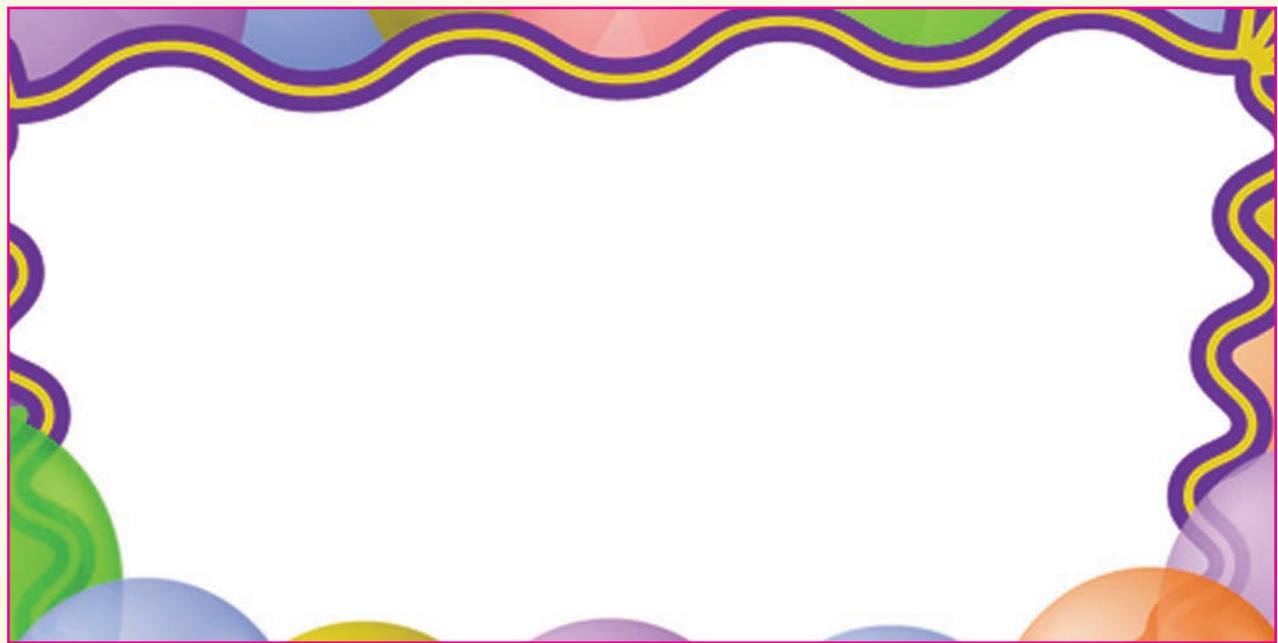
2



3



4



A young boy with brown hair, wearing a green turtleneck sweater, is smiling and holding a large red spiral-bound notebook. The notebook has several colorful tabs at the top: blue, green, orange, red, pink, and red. The notebook page contains a checklist titled 'I CAN' with two columns for tracking progress: a smiley face and a frowny face.

I CAN	😊	☹️
read a diary entry.		
read a picture story.		
read a story.		
read an information pamphlet.		
answer questions based on a story.		
answer questions based on a pamphlet.		
answer questions based on a picture story.		
design a pamphlet.		
design a poster.		
discuss and predict a story based on a picture.		
divide complex sentences into simple sentences.		
identify metaphors, similes, alliteration.		
identify verbs.		
interpret a bar graph.		
join simple sentences to form complex sentences.		
match adverbs and actions.		
match words with their meanings.		
plan and write a diary entry.		
use adverbs in sentences.		
use conjunctions to join sentences.		
use phrasal verbs.		
use prepositions correctly.		
use the past and future continuous tenses.		
write a diary entry.		
write an ending for a story.		





Let's do Ask your friends to write friendship messages in the spaces below.

Example:

*To my friend Ann  
I will care for you whenever I can.  
From Mary*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Theme 6: Playing and poetry

Term 3: Weeks 5 - 10

**Term 3: Weeks 5 - 6**

**Fun with poetry**

**81 Fun with poetry 36**

Discusses the poem and tongue twister words.  
Finds rhyming words in the poem.  
Identifies personification in the poem.  
Practises saying the tongue twisters.  
Identifies alliteration in the poem.

**82 More poems for pleasure 38**

Reads a poem.  
Answers questions based on the poem.  
Finds rhyming words in the poem.  
Identifies the subject and the predicate.  
Writes some simple sentences and indicates the subject and the predicate.

**83 Write your own poem 40**

Completes the verse of a poem by filling in rhyming words.  
Answers questions based on the poem.  
Plans to write a poem using the poetry planner.

**84 Looking at language 42**

Fills in the predicates to complete sentences.  
Writes the meanings of abbreviations.  
Uses conjunctions to turn the simple sentences into compound sentences.

**85 The animal rescue store 44**

Reads a poem aloud with expression.  
Answers questions based on the poem.

**86 Poems from Africa 46**

Reads shape poems.  
Identifies rhyming words in the poems.  
Draws illustrations to match the verses of the poem.

**87 Writing a shape poem 48**

Plans to write a shape poem.  
Writes the poem in rough and then neatly.

**88 Can you remember? 50**

Rewrites sentences using the correct punctuation.  
Indicates whether sentences are commands, questions, statements or exclamations.  
Uses conjunctions to combine sentences.

**Term 3: Weeks 7 - 8**

**People and places**

**89 People and places 52**

Looks at a South African map and reads about children from each province.  
Tabulates information about the children from each province.

**90 About languages 54**

Conducts a language survey and tabulates findings.  
Discusses questions about multilingualism.  
Reads a chart.  
Answers questions based on the chart.  
Answers questions based on the map.  
Identifies verbs.

**91 Schools around the world 56**

Reads world map and descriptions of different schools from other countries.

**92 Going to school in other countries 58**

Answers questions based on the world map.  
Lists problems from the discussion.  
Matches countries and continents.  
Completes the questionnaire about school uniforms, meals, etc.  
Writes sentences using some of the answers from the questionnaire.

**Term 3: Weeks 9 - 10**

**Play way**

**93 Play time 60**

Reads a play.

**94 Thinking about the story 62**

Answers questions based on the play.  
Completes a crossword puzzle using collective nouns.

**95 Write your own play 64**

Plans to write a play using mind map and an organiser.  
Writes a play.

**96 Looking at language 66**

Writes sentences using prefixes.  
Writes sentences using suffixes.





Let's talk

Have you ever been tongue tied?  
Can you say these words very quickly?



In this section you will look at different kinds of poems and you will try to write a few poems yourself.

**Red lorry, yellow lorry, red lorry, yellow lorry, red lorry.**



You probably ended up saying things like **red rorry, yellow lolly!** This is called a tongue twister.



The writer of this poem had the same problem reciting her poem. She became tongue tied when reading words like "elephant" and "telephone".

Look at the picture and the title of the poem. What do you think this poem will be about? Talk to your partner about this.



Let's read

Read the poem carefully.  
Then read it aloud as a group.

## Elelelephony

Once there was an elephant,  
Who tried to use the **telephant** -  
No! no! I mean an **elephone**  
Who tried to use the telephone -  
(Dear me! I am not certain quite  
That even now I've got it right.)  
Howe'er it was, she got her trunk  
Entangled in the **telephunk**;  
The more she tried to get it free,  
The louder buzzed the **telephee** -  
(I fear I'd better drop the song  
Of **elephop** and **telephong!**)

Laura Richards (adapted)





What is the poem about?

Let's talk

Which words did you have problems saying? Underline them.



Let's write

Because the writer got tongue tied, she used a few strange words. However, they rhyme with other words in the poem. Find the words they rhyme with and write them in the spaces.

telephant	elephone	telephunk	telephee	telephong

What was the elephant trying to do?

Why couldn't she do this?

## Personification

When writers give animals or things human qualities we call this **personification**. In this poem the writer gives the elephant human characteristics.

Copy a sentence from the poem that shows the elephant behaving like a human.


## Alliteration



Let's do

Practise saying these tongue twisters.  
How fast can you say them?

**Fresh fried fish, fish  
fresh fried, fried  
fish fresh, fish fried  
fresh.**



**A tricky frisky  
snake with sixty super  
scaly stripes.**



**If two witches were  
watching two watches,  
which witch would watch  
which watch?**



When we repeat letters at the beginning of words that are close together in a sentence, we call this **alliteration**.



Let's write

Read the information about alliteration, and then underline the repeated sounds in the tongue twisters.



Let's read

Read the poem and then answer the questions.

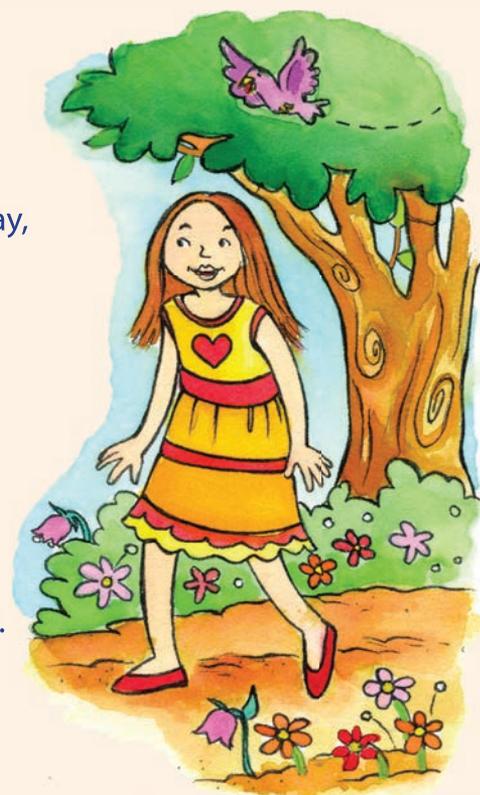
### *Myself and the elf*

I was walking in the woods one day,  
Walking by myself.  
I heard a noise along the way,  
And there I saw an elf!

His cap was blue,  
His hair was gold,  
His shoes and socks were yellow.

I wish I'd see that elf again,  
He was a funny fellow.

Helen Moor



Let's write

Where did the writer see the elf?

What made the writer notice the elf?

How often did the writer see the elf?

Copy the sentence that tells us that she would like to see the elf again.

Do you think this is a true story? Why do you say this?

Fill in words from the poem that rhyme with these words.

day	myself	yellow
<input type="text"/>	<input type="text"/>	<input type="text"/>

## Simple and complex sentences

Simple sentences have a subject and a predicate.



The subject refers to a person or thing.



The predicate tells us something about the person or thing.

Mary	sings.
subject	predicate



Let's write

Circle the subject and then underline the predicate in each of these sentences.

The old lady is reading.

He kicked the ball.

I am tired.

She sings.

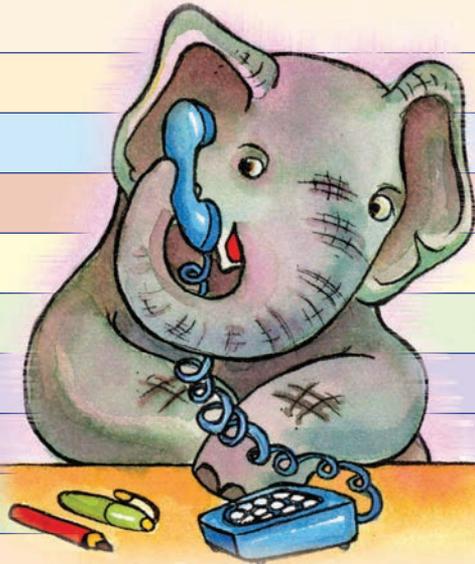
The dog is hungry.

You are late.

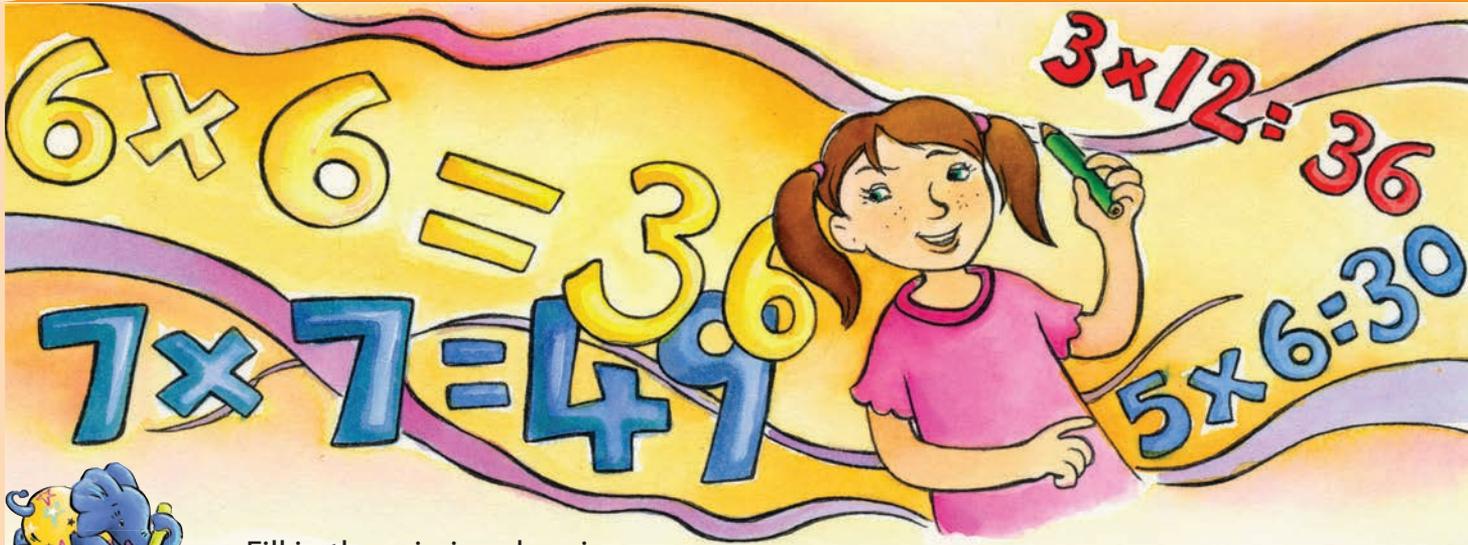
The elephant spoke on the telephone.

My puppy bit my ball.

I baked a cake.



Write some simple sentences of your own. Circle the subject and underline the predicate.

Let's write

Fill in the missing rhyming words to complete this verse.

right

tables

wrong

long



Let's write

### Timetables

Gertie Gables learned her \_\_\_\_\_ (1).

Though it took her \_\_\_\_\_ (2).

Every night she got them \_\_\_\_\_ (3).

Next day she got them \_\_\_\_\_ (4).

Answers 1 tables, 2 long, 3 right, 4 wrong

What is this poem about?

---



---



---

Why do you think she got her tables wrong on the following day?

---



---



---

Have you ever forgotten some of your work, like Gertie Gables? Describe what happened.

---



---



---



- 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

Plan to write a poem. Work with a partner, and think of a topic and a starting sentence. Make your verses four lines long. The second and fourth lines must be the same length, and must have the same number of syllables. Try to get the last words of lines 2 and 4 to rhyme.

Before you begin, work out the theme of the poem and brainstorm for rhyming words.

## My poetry plan

Write the poem in rough on a piece of paper and then write it neatly in the space below.

Title of poem

Theme of poem

Fill in the rhyming words for the second and fourth lines of each verse.

Verse 1	Verse 2	Verse 3

## My poem

Title \_\_\_\_\_




## Subjects and predicates

- The subject of a sentence tells us about the person, place or thing.
- Usually the subject is a noun or pronoun.

Look at this example.

*My sister likes chocolate.*

Subject

The predicate that tells us about the subject



Let's write

Complete these sentences by adding predicates that tell us about these subjects.

Most children *like playing*.

Most animals

My friend

Soccer players

Hungry cats

Our teacher



Let's write

What do these abbreviations stand for? Write them out in full.

Rd		SAPS	
cm		SABC	
phone		SPCA	
cell		Gr	



# Joining sentences



Let's write

Use the words in the middle column to join these sentences. Draw a line to connect the first part of each sentence in column A to the correct part in column B to form a complete sentence.

We use joining words like *but*, *so*, *that* and *because* to join sentences together.

A	Because tells us the reason	B
I was late for school	because	it is cold today.
I am wearing a jersey		I woke up late.
The boy was frightened		he teaches me how to spell.
I like my teacher		he was being bullied.

	But shows us the contrast	
I like watching TV	but	I have never been to a farm.
I have been to a big city		I don't like video games.
I wanted to stop him bullying me		he forgot his socks.
He packed his soccer boots		I was afraid of him.

	So that tells us the purpose	
I did my homework everyday	so that	I did not miss the bus.
I woke up early		I would pass grade 4.
I trained everyday		I could leave as soon as the bell rang.
I packed my bag		I would be selected for the team.

Now use "because", "so that", or "but" to join these sentences.

I have been on a train		I have not been on an aeroplane.
We can't play soccer		it is raining.
I am studying hard		I pass my exams.
I was late for school		my alarm did not ring.
I like soccer		I don't like cricket.



Let's read

Read the poem aloud with expression. Then read the poem carefully more than once to make sure you understand it.



## The animal rescue store

If I had a hundred Rand to spend,  
Or maybe a little **more**,  
I'd hurry as fast as my legs would go  
Straight to the animal rescue store.

I wouldn't say, "How much for this or that?"  
"What kind of a dog is **he**?"  
I'd buy as many as rolled an eye,  
Or wagged a tail at me!

I'd take the hound with the drooping ears  
That sits by himself **alone**.  
Cockers and Cairns and wobbly pups  
For to be my very own.

I might buy a parrot all red and green,  
And the monkey I saw **before**,  
If I had a hundred Rand to spend,  
Or maybe a little more.

Adapted from Rachel Field





Let's write

Read the poem carefully, discuss all the questions with your friend and then write the answers.



Which words rhyme? Go back to the poem and circle the words that rhyme with the words in red. Write them down here.



more	he	alone	before

What does the writer say she will do if she had some money?

What are "wobbly pups"?

What pets would the writer buy if she had money?

How many dogs would she buy?

What would persuade her to buy a dog?

What type of dog would she like to buy?

How do we know that the writer likes animals?

What would you buy if you had some money?





Let's read

Look at the poems on this page. They are called shape poems and they are written to fit the shape of a picture. Although these shape poems rhyme, many shape poems do not rhyme. Now read the poems.



Let's write

Underline the pairs of rhyming words in the same colour in each of the shape poems.

## Vusi Drives a taxi

Vusi drives the taxi that takes us all to school.  
We open all the windows so the air blows nice and cool.

He turns on the radio and we sing as we drive along,  
We listen to the music and we sing our favourite song.

He hoots when he fetches us, he hoots when he goes,  
He hoots as he drives around, so everybody knows.

Vusi drives the taxi that we all love to ride.

If you want to travel with us, there's lots of room inside!

### THE BABY HIPPO

A little hippo went  
out to play,

He splashed in the  
river one sunny day.

"I am lost," he said,  
"I am all alone."

"I wish I'd  
remembered to bring  
my phone."



### THE ELEPHANT'S TOE

Way down south where  
bananas grow,

A little ant stepped on an  
elephant's toe;

The elephant said with tears  
in his eyes,

"Why don't you  
pick on someone  
your own  
size?"



Let's read

## Where is the rain?

The giraffe and the elephant went for a walk.  
 They stopped in some shade and started to talk.  
 "I wish it would rain," said the giraffe with a sigh,  
 "I'm tired of watching the clouds pass us by!"  
 "Yes," said the elephant, "where is the rain?  
 I wish I could eat fresh green leaves again.  
 The sun is so hot and the land is so dry;  
 When will the rain start to fall from the sky?"



Later in the day the sky turned grey,  
 The flying ants flew out to say,  
 "The rain is coming! We smell it in the air!  
 And in the distance is thunder we can hear!"  
 The giraffe and the elephant looked up at the sky  
 And heard the black eagle shout out its cry,  
 "The rain has come, the rivers will flow;  
 The dry season is over; now the green grass will grow!"

Source: <http://www.canteach.ca>

Let's do

In the poem you have just read, the writer gives a vivid description of the environment before and after the rain. Read the two verses very carefully and draw a picture to match each verse.



Verse 1

Verse 2

--	--



# Writing a shape poem

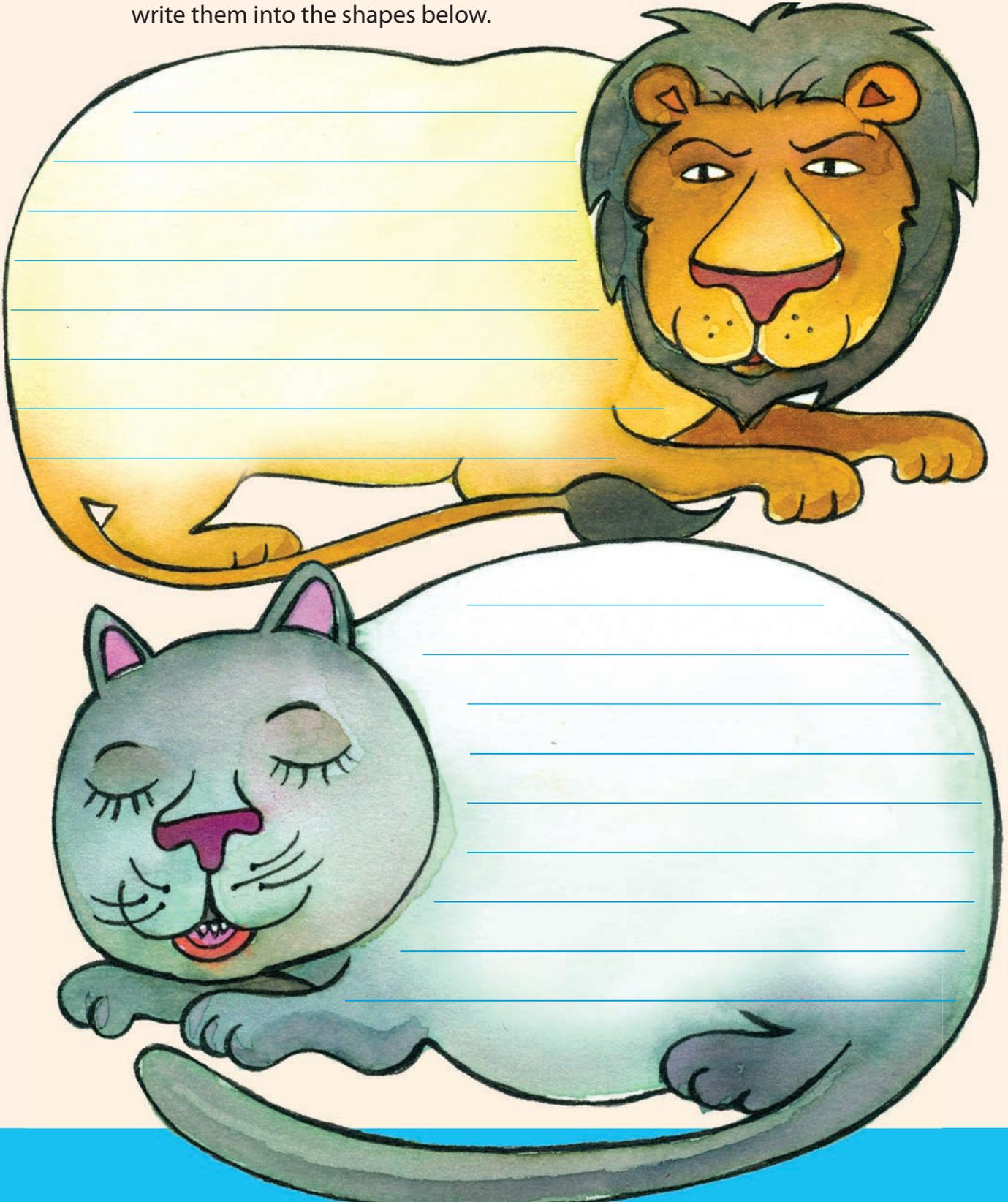


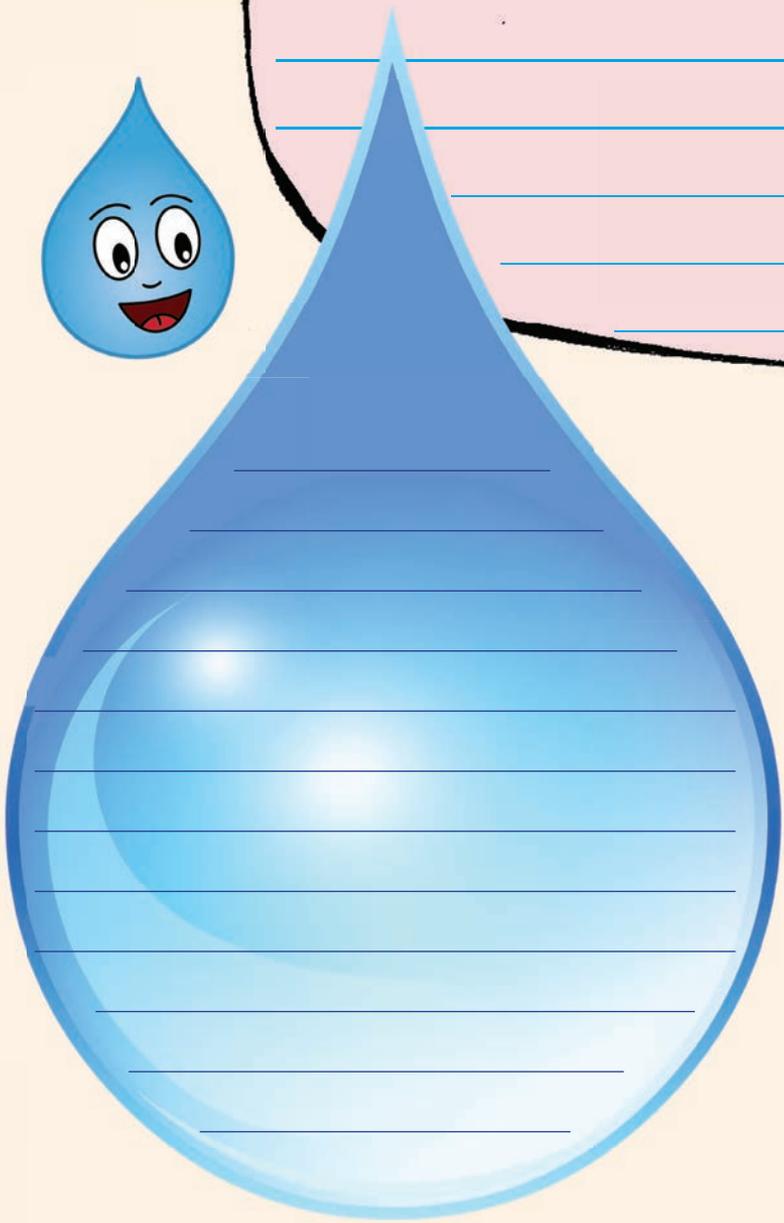
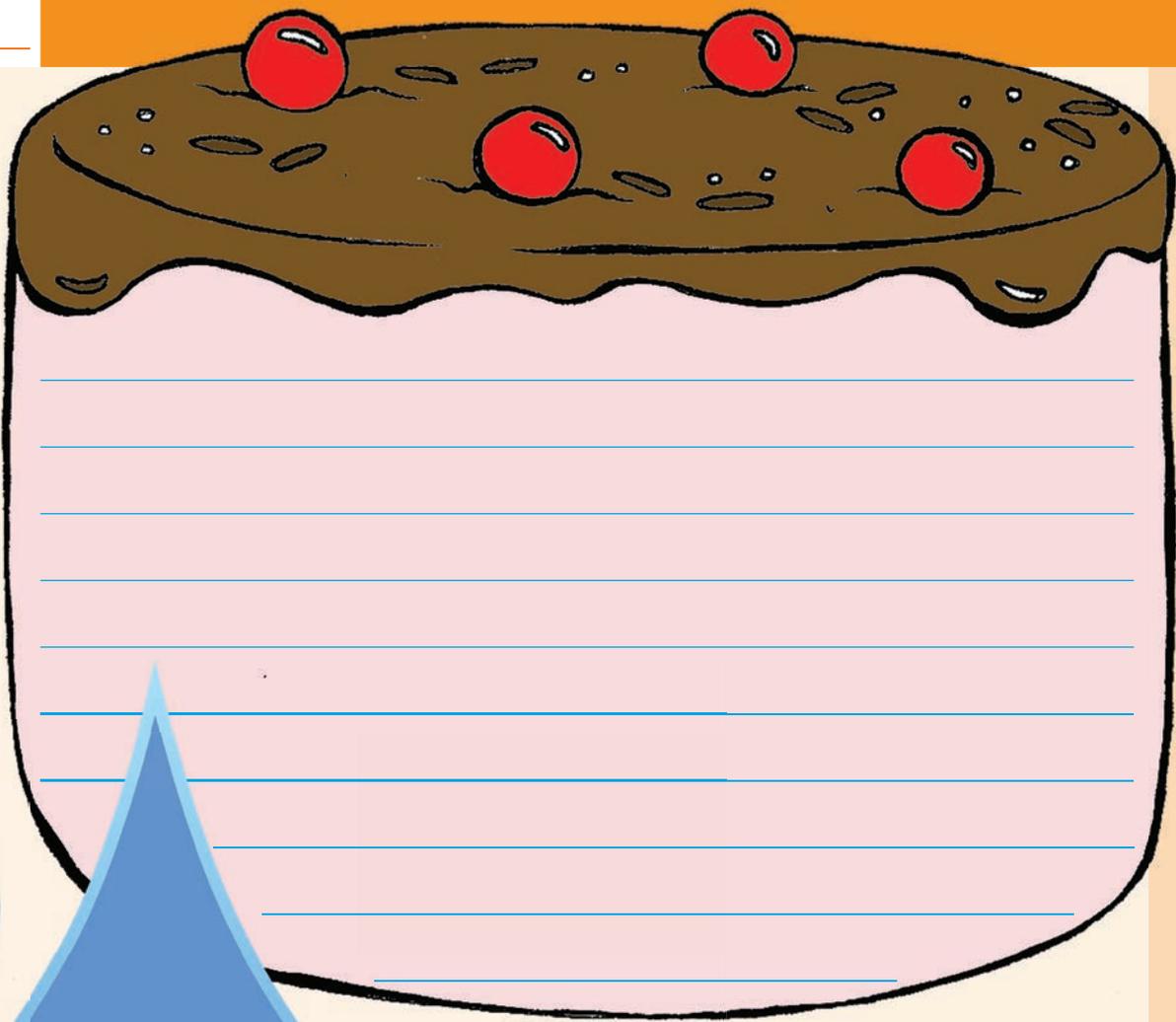
Let's talk

Look at the four pictures. Plan to write some shape poems.

- What topic does each picture make you think of?
- What words will you use in your poem?
- Will your poem rhyme?

Work in pairs to plan your poems. Write them in rough first. When you are satisfied write them into the shapes below.





# Can you remember?

**Statements** are sentences that tell us something. They end with a full stop.

*I am in Grade 4.*

**Questions** are sentences that ask for an answer. They end with a question mark?

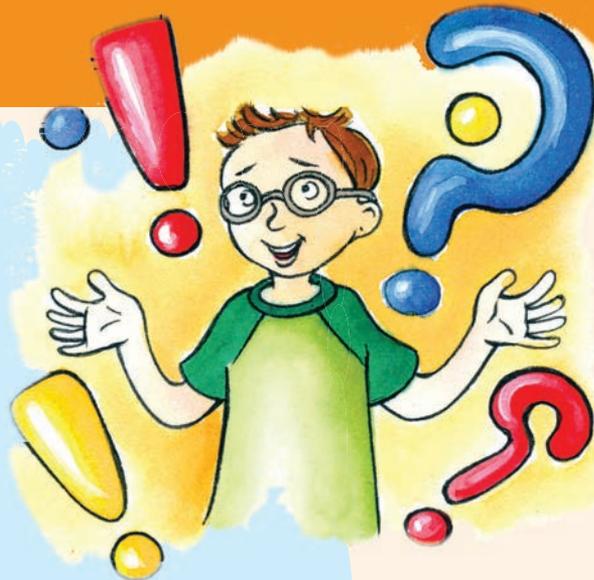
*When is your birthday?*

**Commands** are sentences that give instructions. They end with a full stop.

*Come here. I want to see you.*

**Exclamations** are sentences that show strong feelings like surprise, fear or anger. They end with an exclamation mark!

*Watch out! You will fall!*



Let's write

Rewrite each sentence, using the correct punctuation. Then say whether it is a command, question, statement or exclamation.

dont you dare say I took your book

--	--

have you seen my jersey

--	--

wow look how fast he runs

--	--

are you sure you brought your soccer boots

--	--

the bus leaves at 12 o'clock

--	--

please stay in your seats until the bell rings

--	--

ugh I can't believe the dog ate my lunch

--	--

# More about conjunctions

You already know that we use conjunctions to combine sentences.

and	Tells us what happened in addition
but	Shows us the contrast between the two parts of a sentence
before	Tells us what happened before an action
then	Tells us what happened afterwards
because	Tells us the reason



Let's write

Combine each pair of sentences using the conjunction given in brackets.

We were tired when we reached school. We had to walk uphill. (because)

I always put on soccer boots. I go for soccer training. (before)

I like reading fiction stories. I don't like fairy tales. (but)

She does her homework. She goes to music lessons. (before)

He will complete Grade 7 at this school. He will go to high school. (then)



# People and places

Term 3 – Weeks 7–8



Let's talk

Look at the map and tell your partner which province has the largest and smallest populations, which are inland and which share their borders with more than three provinces.

## South Africa



Let's write

Read these descriptions and then complete the table which follows.



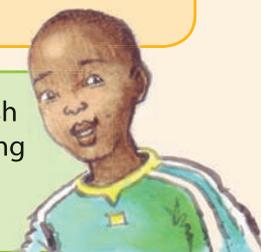
My name is Malebo. I live in Soshanguve in Gauteng. I am 10 years old and I am in Grade 5. I speak Sepedi at home. My hobby is reading. I belong to a book club and we meet every Saturday at the library. We tell each other what books we have read and we then exchange our books. I hope to become a librarian when I leave school.

I am Lulama and I live in Mthatha. Xhosa is my first language but I also speak Zulu. I am 11 years old and I am in Grade 6. My special talent is music. My father is a trumpeter, and he taught me to play. When I finish school, I would like to study music at university.



I am Ndivhuho. I am Venda-speaking. I live in Thohoyandou in Limpopo. I am 14 years old and I am in Grade 9 at school. I play soccer for my school and I also play soccer for the under 15 Junior Black Leopards. I hope to become a professional soccer player when I finish school.

I am Refloee. I am 11 years old. I live in the Free State. I speak Sotho at home. I learn Sotho, English and Afrikaans at school. Most of my friends are Sotho-speaking but I have one Afrikaans-speaking friend and two English-speaking friends. Now that I am in Grade 4 we have all our classes in English. I enjoy playing chess and hockey. I want to become an engineer when I leave school.





I am Phaladi from Mahikeng in the North West province. I am 12 years old, I speak Setswana and I am in Grade 7. My friends and I belong to an environmental club. We get together on the weekends and clean up the parks and river banks. We have lots of fun doing this because we enjoy being together helping to preserve our environment. I would like to become a game ranger when I finish school.



I am Zodwa and I come from Mbombela in Mpumalanga. I am a 9-year-old Siswati speaker in Grade 5. I love animals. I have 3 dogs and 2 cats. When I leave school, I would like to become a veterinary surgeon. I help out at the SPCA every Saturday. We have a cat-care group and we look after stray animals.



I am Marieta. I live in Cape Town in the Western Cape. I am Afrikaans-speaking and I am in Grade 12. I love to swim and I spend most of my time at the beach. I have trained as a life guard. Next year I want to study to become a teacher.



I am Jan and I live in Kuruman in the Northern Cape. I speak Afrikaans. I am 13 years old and in Grade 7. My hobby is growing vegetables and exotic plants. I want to be a horticulturalist when I leave school.



I am Mandu. I live in Umlazi in KwaZulu-Natal. I speak isiZulu and English. I am 14 years old and I am in Grade 9. I have joined a first aid club at my school. I want to be a nurse when I leave school. First aid is very useful. I have already saved a little boy's life.

Name	Age	Language	Province	Hobby	Wants to be

# About languages



Let's write

Find out from five classmates which languages they speak in different situations.

Write their names in the blue row and then say what language they use.

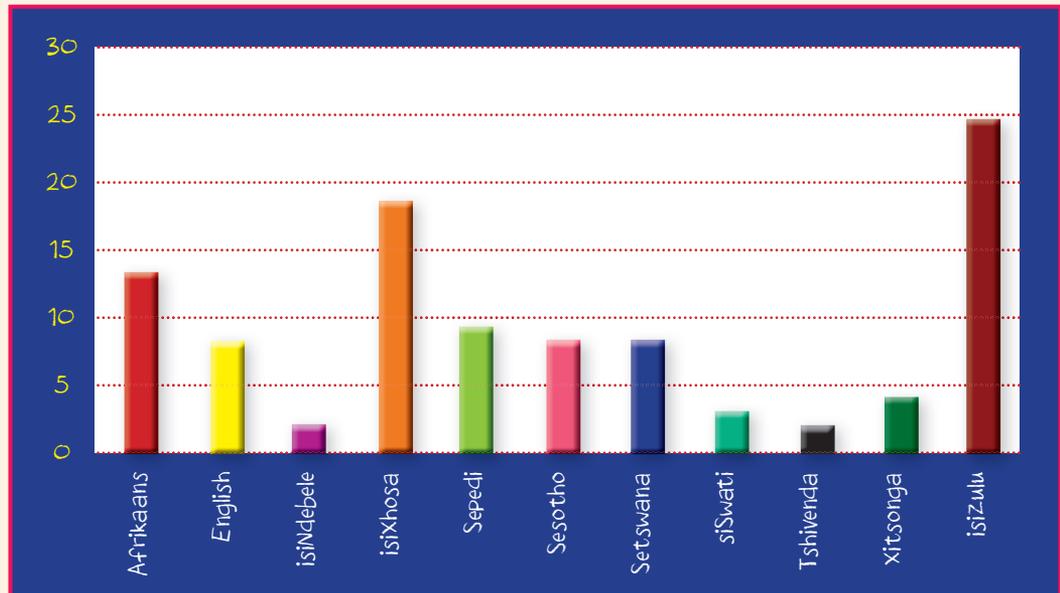
Names					
at home					
in class					
with friends					
at the shops					



Let's read

Look at the chart and then answer the questions that follow.

% What official languages do we speak in South Africa?



Which is the language most people speak in South Africa?	
Which is the language spoken by the fewest people?	
According to this chart, are there any languages that are spoken by the same number of people?	
Which is your home language?	
What percentage of South Africans speak your home language?	



Let's write

Write about eight sentences describing what languages your friends use in different situations.






Let's write

Look carefully at the map on the previous page and then answer these questions.

How many provinces are there in South Africa?	
Which province has the most people?	
Which province has the fewest people?	
How many people are there in the province you live in?	
What is the capital of the Northern Cape?	
Which provinces are next to the sea?	
Which is the biggest province in size?	
Which province has the longest coastline?	

## Looking at language

Underline the verbs (action words) in these sentences.

I walked to school and sat in the classroom.

I phoned Jim and told him to come to my party.

The dog ran into the house and chewed his bone.

He kicked the ball and it bounced off the roof.

I was running to school when I fell and hurt my leg.



Let's read



## France

The school day in France starts at 8 am and ends at 4 pm, with a two-hour lunch break. Learners do not attend school on Wednesdays or Sundays, but they have half a day at school on Saturdays. They do not have to wear uniforms.



## Dubai

School hours in Dubai are from about 7:45 am to 1:30 pm. Because it is so hot in summer, the summer holidays are quite long. School children in Dubai are not allowed to carry their bags on their backs because doing so is bad for their backs. They have to use trolley bags.



## Brazil

The school day in Brazil runs from 7 am to midday, and learners go home at noon to share lunch with their family. Most schools require learners to wear a uniform.



## Kenya

Many schools in Kenya provide lunch for learners. Some learners save part of their lunch to share with their families. Learners go to school from Monday to Friday, and some even go on Saturdays. Learners must wear uniforms.





### Iran

In Iran, boys and girls are educated separately. Girls usually have female teachers, while boys are taught by men.



### South Korea

Although the school day is from 8 am to 4 pm, many learners stay at school till late in the evening. After 5 pm learners have study time. Then, before they go home, they clean their classroom.



### Japan

In Japan, learners must wear uniforms, and there are strict rules about neat hair styles, shoes, socks and skirt length. There are usually about 29 learners in a class, and the classrooms have five or six computers for learners to share between them.



### China

The average school day runs from 7:30 am to 5 pm with a two-hour lunch break. All learners are given free uniforms, but wearing them is not compulsory.



### Australia

The school day for Australian children is from 9 am to 3:30 pm. Children eat their midday meal at school.





Let's write

Look at the map and then answer the following questions.



Which country says school bags are too heavy for school children to carry?

In which country do children go to school for the most number of hours per week?

In which countries do children not have to wear uniforms?

Which countries provide meals at school?



Let's talk

What problems and challenges would you have if you went home for lunch and then had to go back to school in the afternoons and evenings? Discuss this in your group. Make a list of the problems your group thought of.


Look back at the map. On which continents do we find these countries?

Brazil		Japan	
China		Kenya	
France		South Korea	
Iran		Australia	

Think carefully about Australia!



Let's write

Ask five friends these questions and then fill in the questionnaire.



- 1 Should schools provide free meals?
- 2 Should we have to wear uniforms?
- 3 Are school bags too heavy for children?
- 4 Should schools provide free uniforms?
- 5 Should the school day be longer?

Answer yes or no to each of the following:

	Schools should provide meals.		We should wear uniforms.		School bags are too heavy.		Schools should provide free uniforms.		School days should be longer.	
<b>Friend 1</b>										
<b>Friend 2</b>										
<b>Friend 3</b>										
<b>Friend 4</b>										
<b>Friend 5</b>										
<b>Total</b>	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No



Let's write

Write some sentences about the answers your friends gave to these questions.

## The wolf and the seven little goats



Let's read

Read this play based on a well-known fairy tale and then answer the questions in the following worksheet.

Did you know that we call young goats "kids"? Read this play about the seven little kid goats.



Once upon a time there was a mother goat who lived in a house with her seven little kid goats. One day she wanted to go into the woods to get some food.

**Mother:** Children, I am going into the woods. Be **on your guard** for the wolf. If he gets in, he will eat up all of you. You will know it's the wolf if you hear his **gruff voice** and if you see his black feet.

**Kids:** Don't worry about us, mother. We will **take care of ourselves** and we won't open for the wolf.

It was not long before someone knocked at the door.

**Wolf:** Open the door dear children, your mother is here. I have brought you lots to eat.

**Kids:** We will not open the door. You are not our mother. Your voice is too rough. You are the wolf.

The wolf went off and found himself a large piece of chalk which he swallowed to make his voice softer.

**Wolf:** Open the door, children dear. Your mother is here.

The wolf's voice was now soft and sweet. The little goats were about to open the door when they saw a pair of big black paws at the window.

**Kids:** We will not open the door. Our mother does not have black feet. You are the wolf.

By now the wolf was very hungry. He ran and bought some cake flour and sprinkled the flour onto his feet. They looked white and fluffy. He then went back to knock on the door.

**Wolf:** Children, I am home. Open the door for me. I have brought you lots to eat.

**Kids:** Show us your paw so we can see that you are our mother.

So the wolf put his white paw inside the window.

**Kids:** Okay mom, we are unlocking the door.

When they opened the door they saw the wolf. They were terrified and tried to hide. One of the little goats jumped under the table, the second into the bed, the third into the stove, the fourth hid in the kitchen, the fifth hid in a cupboard, the sixth under the sink, and the seventh climbed into the clock case. The wolf found six of the little goats and he swallowed them. The youngest goat was safely hidden in the clock case. **Soon afterwards** the mother goat came home from the woods.

**Mother:** Where are you, my little goats?

**Kid 7:** Mother, I am hiding in the clock case. The wolf ate my brothers and sisters!

The mother goat was furious. She walked towards the well looking for the wolf and found him fast asleep under a tree. The mother goat looked at him from all sides and saw that something was **moving and jiggling** inside his full belly.

**Mother:** Is it possible that my poor children can still be alive? Baby goat, go and fetch my scissors and a needle and thread.

When he returned she cut open the wolf's stomach. Out jumped the six little goat kids.

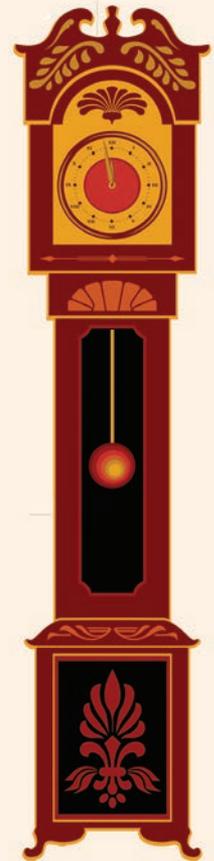
**Kids:** Hooray, we are all alive!

**Mother:** Let's find some big stones. We will fill the beast's stomach with stones while he is still asleep.

They filled his belly with stones and the mother goat stitched up his belly. The wolf finally awoke. He was very thirsty and walked to the river to drink.

**Wolf:** What rumbles and tumbles inside of me? I thought I ate goat kids but it feels like I have eaten stones.

When the wolf leaned over the well to drink, the heavy stones pulled him down and that **was the end** of the bad wolf.



# Thinking about the story



Let's talk

We know that fairy tales often describe the most impossible events. What is impossible in this story?

What is the setting? The story takes place in two different places, what are these scenes?

What do the phrases highlighted in the text mean?



Let's do

Role play the story in your group. You will need a mother goat, seven goat kids, a wolf and a narrator to read the parts in between.



Let's write

Retell the story in sequence.

Use these words to help you.

then

after that

finally

first






Now answer these questions.

Let's write

What did the mother goat warn the goat kids about?

--

Mother told them to look out for the wolf. How could they identify if it was the wolf?

--

Where did the little goats hide?

1	2	3
4	5	6
7 <i>Clock case</i>		

What happened in the story that would be impossible in real life?

1
2
3

# Collective nouns

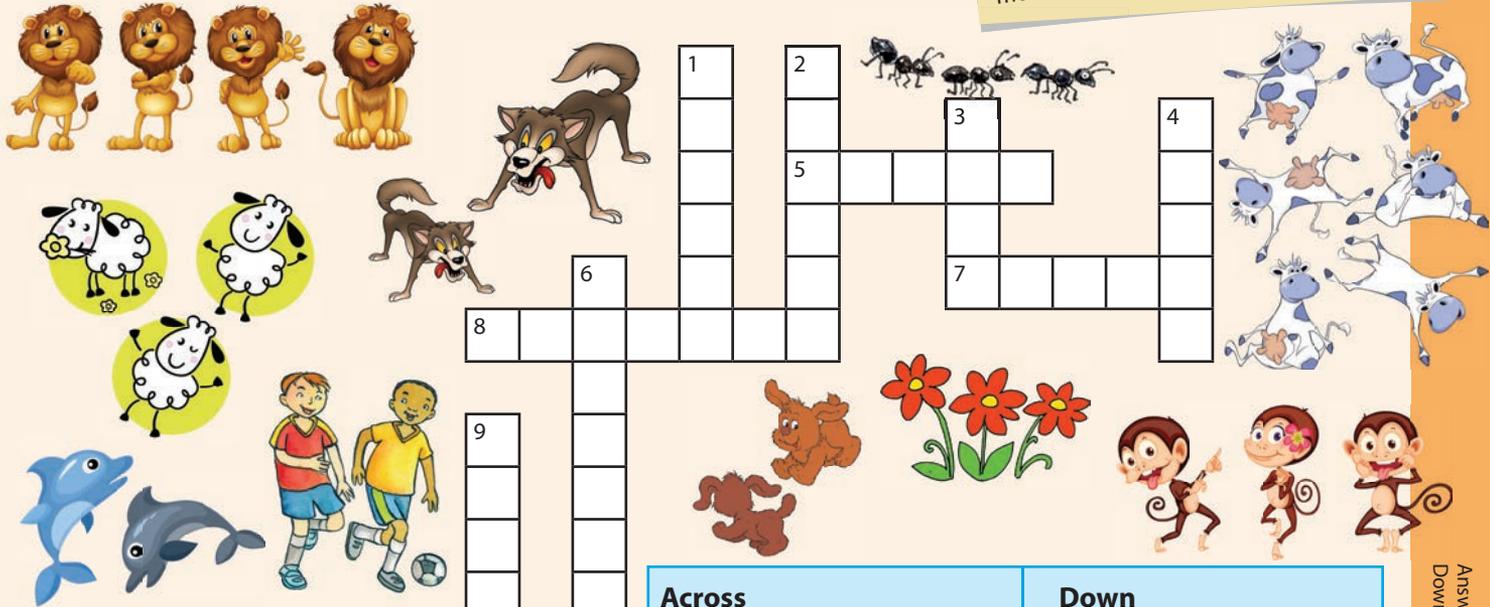


Let's do

Use the pictures and the clues to help you to complete this crossword puzzle. Then fill in the correct collective noun in the clues below.

## Looking at collective nouns

Collective nouns are names for groups of people, animals or things that are of the same kind. Some examples include **a bunch** of grapes or flowers, the members of a **family** or a **team**.



### Across

- 5 A pride of \_\_\_\_\_.
- 7 A flock of \_\_\_\_\_.
- 8 A bunch of \_\_\_\_\_.
- 10 A team of \_\_\_\_\_.
- 11 A litter of \_\_\_\_\_.

### Down

- 1 A herd of \_\_\_\_\_.
- 2 A pack of \_\_\_\_\_.
- 3 An army of \_\_\_\_\_.
- 4 A fleet of \_\_\_\_\_.
- 6 A school of \_\_\_\_\_.
- 9 A troop of \_\_\_\_\_.

## Verb clauses

Look at these pictures and use them to help you complete these sentences. When you have done this, underline the verb in the part (clause) you have written.



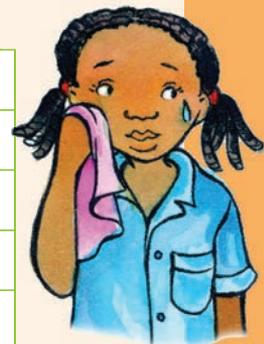
1 Mother shouted at John because he

2 I knew she was sad because she

3 He was a good runner and he

4 It was my birthday and so I

5 I went on holiday and I



Answers: Across: 5 Lions, 7 Sheep, 8 Flowers, 10 Footballers, 11 Puppies  
Down: 1 Cattle, 2 Wolves, 3 Ants, 4 Ships, 6 Dolphins, 9 Monkeys

# Write your own play



Let's write

Work with your classmates to produce a play. Complete the chart to help you with your planning.

Characters	Describe the characters.	What will each character wear?	What will the characters say?
Fill in the names of your classmates who will play each role.			

As a group, brainstorm ideas for the text and use the mind map to organise your ideas.

Who are the characters?

---

---

---

---

---

---

---

---

Title

---

---

---

---

What is the setting?  
Describe the scene.

---

---

---

---

---

---

---

---

What is the plot?

First

Then

Then afterwards

Finally

---

---

---

---



Let's write

Write the play in rough in your exercise book. Edit it and then write up your final version in the space provided. If you need additional space, insert a page from your exercise book.

Title

Setting

Characters

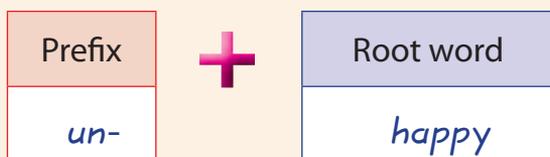
## What is a prefix?

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.



Let's do

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



Let's write

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

triangle   unfair   disobedient   remove   misbehave

rewrite   disgrace   misunderstand   prepaid   disagree   untidy

unhappy   prereading   misplace   tricycle   redo

What do these prefixes mean?

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



Let's write

Write five sentences using words with prefixes.

---



---



---



---



---

# What is a suffix?

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.



Let's do

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

Root word	+	Suffix
<i>colour</i>		<i>ful</i>



Let's write

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

walking

walked

hopeful

hopeless

backward

cheerful

colourful

wonderful

weakness

understandable

reckless

neatly

hoped

jumped

wooden

forward

speaking

slowly

woollen

dancing

playful

quietly

readable

What do these suffixes mean?

Suffix	Meaning	Suffix	Meaning
-less	without	-ward	in the direction
-ful	full of	-en	made of
-able	can be done	-ing	continuous verb
-ed	past tense	-ly	the way it's done



Let's write

Write five sentences using words with suffixes.


I CAN	😊	☹️
read a bar chart.		
read a poem.		
read a poem aloud with expression.		
answer questions based on the chart.		
answer questions based on the poem.		
answers questions based on a map.		
write a play.		
write a poem.		
write simple sentences.		
complete a crossword puzzle.		
complete the verse of a poem by filling in rhyming words.		
extract information from a map.		
fill in a questionnaire.		
find rhyming words in a poem.		
identify alliteration in a poem.		
identify alliteration in tongue twisters.		
identify collective nouns.		
identify personification in a poem.		
identify subject and predicate in sentences.		
identify verbs.		
identify whether sentences are commands, questions, statements or exclamations.		
illustrate a poem.		
plan a play.		
predict what the poem is about based on the title and picture.		
use conjunctions to combine sentences.		
use conjunctions to form compound sentences.		
use prefixes.		
use punctuation.		
use suffixes.		



**Term 4: Weeks 1 - 2**  
**It's in the news**

**97 Lost and found 70**

Makes prediction based on picture, headline, caption of newspaper article.

Reads newspaper article.  
Identifies synonyms in the text.  
Answers questions based on the newspaper article.

**98 Thinking about the news 72**

Answers questions based on the newspaper article.  
Uses conjunctions to join sentences.  
Answers questions based on the newspaper article.  
Writes direct speech into speech bubbles.  
Writes a diary entry using first, then, afterwards, lastly.

**99 Writing a news article 74**

Completes the writing planner for writing a newspaper article.  
Completes information about their article.  
Edits, reviews article and then writes it out neatly.

**100 Looking at language 76**

Identifies helping verbs.  
Divides words into syllables.  
Discusses meaning of headlines.

**101 Read all about it 78**

Reads newspaper article.  
Matches antonyms.  
Answers questions based on the newspaper article.  
Retells a story in sequence under prescribed headings.

**102 What's in the news? 80**

Conducts a survey with friends as preparation to write a newspaper article.  
Completes the writing planner for newspaper article.  
Edits, reviews and writes article in neatly.

**103 What a dictionary tells us 82**

Identifies the conventions in a dictionary such as guide words, entry words, different definitions and parts of speech.

**104 Can you remember? 84**

Uses verb to be in sentences.  
Completes information card of phone numbers.  
Uses conjunctions to join sentences.  
Completes a maze.

**Term 4: Weeks 3 - 4**  
**Going to a new school**

**105 Jojo goes to a new school 86**

Makes prediction based on picture and title.  
Skims the story.  
Reads the story.  
Tabulates answers to questions based on the story.  
Writes an ending for the story and then role plays the ending.

**106 What happens to Jojo 88**

Reads the rest of the story.  
Compares two characters.

**107 Thinking about Jojo 90**

Answers questions based on the story about Jojo.  
Writes a diary entry pretending to be Jojo to show what happened on that day.  
Fills in missing adverbs of degree.

**108 Writing a letter 92**

Completes the writing planner to write a letter.  
Writes the letter under the prescribed headings using the information from the writing planner.

**109 Reading a diary 94**

Reads diary entries.

**110 Getting it right 96**

Records diary entries for three days.  
Fills in correct adverbs of degree.  
Divides words into syllables.  
Fills in correct comparative adverbs.

**111 Looking at language 98**

Fills in adverbs of place to complete sentences.  
Forms sentences from noun phrases.  
Completes sentences using noun clauses.  
Fills in reflexive pronouns to complete the sentences.

**112 Write a story 100**

Completes writing planner to write a story.  
Makes a cut-out book, writes and illustrates a story.





Let's read

Look at the newspaper article and try to predict what the article will be about. What do the headline, place-line, lead paragraph, picture and caption tell us about the article?

**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.

Name of newspaper

**DAILY NEWS**

28 September 2015

Date

**TOP SCHOOLGIRLS LOST AND FOUND**

Headline

Nadine Murdock

By-line

Durban

Place-line

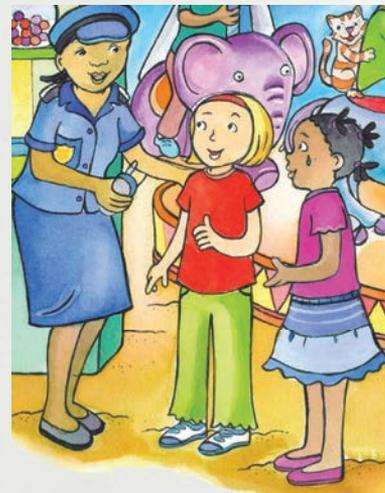
Lead paragraph

**Yesterday two of Greenway Primary School's top Grade 4 schoolgirls were lost and later found by the SAPS.**

Fifty Grade 4 learners from Greenway Primary School were taken on a school outing to the Durban Beach Front Amusement Park. The learners were taken on a special school outing for doing extremely well in their ANA examinations.

Greenway's Principal, Mrs Shirley Ntuli, said that the two Grade 4 classes were taken on

a school trip because they had improved their results in their ANA examinations. "Grade 4 A and B were the most improved classes in the school," said their proud principal. "Their marks went up from a low 36% in Grade 3 to a high score of 68% in Grade 4." The learners showed most **improvement** in the language examinations. One of the Grade 4 teachers, Mr Keith Brown, said "I **encouraged** my class to work hard during the year and their marks are the result of hard work!"



Lost schoolgirls found by Constable Shozi

Caption

"We had a campaign called **read-a-book-a-week** and I made sure that each child joined the library," said the other Grade 4 teacher, Mrs Elsie Myeza. "This helped them to pull up their language marks by nearly 20%," she said **proudly**."

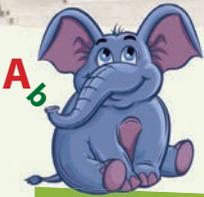
### Girls get lost

As a reward for their improved marks, the Grade 4 learners were taken to the amusement park on the beach front. Unfortunately two girls, Nomsa Shabalala and Ann Smith, got lost. They were later found when they reported to a policewoman at the amusement park. Nomsa said, "I was scared in case the others had left on the bus." Ann said, shakily, "It was starting to get dark and

we could not see so well." The girls had **wandered** off and could not find their group. After searching high and low, the two frightened girls saw a policewoman and asked her for help.

"Many children get lost at the amusement park because they get so excited by the rides that they forget to stay with their teachers or parents. I contacted my colleagues and they **located** the Greenway School group, so we could

return the girls to safety very quickly," said the **efficient** Constable Shozi. The ANA examinations are held each year in August and learners in Grades 1 to 6 and 9 across South Africa write these examinations. The results show the Department of Education which parts of the curriculum are giving learners problems so that the department can strengthen the teaching and learning in these areas.

A  
6

#### Word work

Find the synonyms or words in the text that have similar meanings to the following:

found	
competent	
strolled away	
with pride	
recommended	
progress	



#### Let's write

Fill in the following information:

What is the name of the newspaper?	
What is the headline?	
What is the by-line?	
What is the place-line?	
What is the caption?	
What is the date of the newspaper?	
What does ANA stand for?	



Let's write

Read the newspaper article and then answer these questions.



What happened?

When did it happen?

Why did the school take the group on a trip?

Who was lost?

Who found the girls?

What caused the girls to get lost?



Let's write

## Conjunctions

Use the conjunction at the end of each line to join these sentences.

because

then

before

and

but

The Grade 4 class was rewarded.	The Grade 4 class improved their marks.	because
<input type="text"/>		

They looked for their teacher.	They asked a policewoman for help.	before
<input type="text"/>		

Nomsa liked the merry-go-round.	She preferred the big wheel.	but
<input type="text"/>		

Ann did well in Maths.	She did well in language.	and
<input type="text"/>		

They did badly in Grade 3.	They did well in Grade 4.	then
<input type="text"/>		



Let's read

Look at the article in the previous worksheet.  
Fill in the information each person gave.



Name	Who is she/he?	What did she/he say?
Mrs Ntuli		
Mr Brown		
Ms Myeza		
Nomsa		
Ann		
Ms Shozi		

Write down what each of these people are saying.

Imagine you are either Ann or Nomsa. Write a diary entry summarising what happened to you that day. Use these words: *first then afterwards lastly*

Blue dashed speech bubble with three horizontal lines for writing.

Red dashed speech bubble with three horizontal lines for writing.

Purple dashed speech bubble with three horizontal lines for writing.



Dear Diary

Date:

Large orange scalloped-edged area with horizontal blue lines for writing a diary entry.

# Writing a news article



- 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

You are now going to write a newspaper article of your own. What would you like to write about? Use this mind map to help you to plan your article.

Write the headline for your article

What happened?

Who was involved?

When did it happen?

Where did it happen?

Why did it happen?

How did it end?

Complete this information about your article.

Name of newspaper	
Date of newspaper	
Place-line	
By-line	

Ask your friend to edit your article. Then make the necessary changes, and write your article in the space on the next page.





Let's write

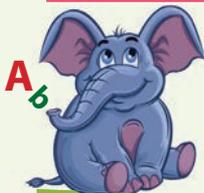
Underline the helping verbs in each of these sentences. Then circle the verbs that they are helping. Lastly, change these sentences into questions.

**L**ooking at auxiliary verbs

You already know that the **main verb** in a sentence tells us what the subject does. Auxiliary verbs are **helping verbs**. They help the main verb to tell us about an action.

These are helping verbs: am, are, is, was, were, can, have, has, had, should and will.

He <u>is</u> sleeping.	<u>Is</u> he sleeping?
I can speak Xhosa.	
They are reading.	
They have eaten.	
We must do our homework.	
We should walk home.	
They will eat at school.	
We are working late.	
She was waiting at home.	
They were playing soccer.	
He has left for school.	
They have decided to go to the beach.	



Word work

Divide these words into syllables and then say how many syllables each word has.

de/ci/ded	3	exclamation		recognises	
conjunctions		adjectives		information	



Let's read

Look at these headlines and discuss what they might mean, with your partner.

# FIRE SWEEPS THROUGH BUILDING



# RAIN CAUSES HAVOC



# Children flock to school

# Earthquake shakes village



Let's write

Look at each of these pictures. Add an appropriate headline, and then describe what the picture is about in the caption.

Headline



Caption

Headline



Caption

Headline



Caption

Headline



Caption

# TODAY'S NEWS

5 October 2015

## WINNERS NEARLY LOSE

Ansie de Beer

**Cape Town. Two school boys nearly die from poisoning after winning a soccer match. The two boys accidentally drank paraffin because they thought it was water.**

Pierre Cilliers, aged 10, and his friend, 11-year-old Jabu Zondo, felt very pleased with themselves after they each scored a goal in today's soccer match at New Town School. After the game the two boys went to Jabu's house. His mother, Mrs K Zondo, is a dressmaker who was at work in town. After arriving at the house the two boys were hot and thirsty and decided to make some orange juice. They accidentally added paraffin instead of water to the juice. The paraffin was in a plain, unmarked bottle and the two boys thought it was water.

When they started feeling ill, Jabu struggled to the neighbour's house and quick-thinking Mr Shozi, seeing that they were ill, phoned the Poison Advice Centre. "I could see that they had paraffin on their skin and clothing. They complained of stomach ache. I immediately rushed them to the hospital where their lives were saved," said their kind neighbour.

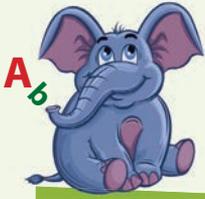
Dr Zuma, who treated the two boys, explained that "most people don't know that paraffin is very dangerous. If you swallow it, it can cause severe illness and even death."

Paraffin should never be kept in an unmarked bottle. If a child swallows paraffin, get him or her to a doctor or a clinic as soon as possible. Very important: **do not** give her or him anything to eat or drink.

Paraffin is dangerous in other ways as well. It causes many household fires each year. It is both toxic and flammable. When you use a paraffin appliance, like a stove or a lamp, you should never leave it unattended. Do not leave the room, and always place it on a firm, flat surface where it will not fall over. Also make sure that it cannot be knocked over by a pet or a young child. Finally, if you use a paraffin appliance in your home, always have a bucket of sand nearby. Water will not put out a paraffin fire. In fact, it can cause the flames to spread. Paraffin fires can only be extinguished using sand or a fire extinguisher.



Shortly after scoring the winning goal the two boys struggled to stay alive.

A  
B

## Word work

Draw a line to match the words in the top row with their antonyms (opposites) in the bottom row.



immediately

accidentally

flammable

toxic

quickly

fireproof

eventually

intentionally

slowly

non-toxic



## Let's write

Read the article and then answer the following questions.

What is the name of the newspaper?	
What is the headline?	
What is the by-line?	
What is the place-line?	
What is the date of the newspaper?	
On what date did the accident happen?	
What are the captions?	



## Let's write

Retell the story of the accidental poisoning. Use the words in the frame below to help you.

First

Then

After that

Finally

# What's in the news?



Let's talk

You are now going to write a newspaper article about a problem in your area.

Ask five friends to tell you whether any of these is a problem in your area. Colour in one block each time they say one of them is a problem. Work out which is the most common problem. Talk to your friends about an incident that you can write a report on.

- 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.

5					
4					
3					
2					
1					
	<b>Fires</b>	<b>Household poisons</b>	<b>Road safety</b>	<b>Water accidents</b>	<b>Children missing school</b>

Use this mind map to help you to plan your article.

Write the headline for your article		
<b>What happened?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Who was involved?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>When did it happen?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Where did it happen?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Why did it happen?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>How did it end?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Write your article in rough. Ask a friend to edit it and then write it on the next page.



Let's write

Write your article neatly in the space provided.



Name of newspaper	Date
Headline	
Place-line	By-line
Introductory paragraph	
Write your news	
	Illustrate your article
	Write a caption



Let's read

The **head word** tells you what the first word on the page is.

The bolded word is called an **entry word**. The entry word is printed in bold dark letters.

The word in the **[square] brackets** tells us how to pronounce the word.

The small word next to the entry word tells us what part of speech it is. It says whether the word is a noun, verb, preposition etc.

A explanatory dictionary tells you the meaning of words and how to say them. The words in a dictionary are arranged in alphabetical order.

## sad

a

**sad**, ADJECTIVE

If you are **sad**, you feel unhappy.

b

**sadness**, NOUN

**Sadness** is a feeling of unhappiness.

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

Ss

t

u

v

w

x

y

z

**safe**, ADJECTIVE

1. If you are **safe**, you are not in danger. 2. Something that is **safe** does not cause harm or danger.

**safety**, NOUN

**Safety** is the state of being safe or protected.

**salt**, NOUN [sawlt]

I sprinkle salt on my food.

**salty**, ADJECTIVE [sawltly]

This soup is very salty.

**same**, ADJECTIVE

1. If two things are the **same**, they are like one another. 2. If something stays the **same**, it is not different from what it was.

**save**, VERB

1. If you **save** someone or something, you rescue them or help to keep them safe. 2. If you **save** something, you keep it so that you can use it later. 3. If you **save** time,

money or effort, you stop it from being wasted.



**scare**, VERB

If something **scares** you, it frightens you.

**scary**, ADJECTIVE INFORMAL

If something is **scary** it is frightening.



**score**, NOUN

A score is the number of goals, runs or points obtained by the two opponents in a game.



**scrape**, VERB

If something **scrapes** something else, it rubs against it harshly.

## seem

**scream**, VERB

If you **scream**, you shout or cry in a loud, high-pitched voice.

**scream**, NOUN

A **scream** is a loud, high-pitched cry.

**scruffy**, ADJECTIVE

Someone or something **scruffy** is dirty and untidy.

**search**, VERB [SERCH]

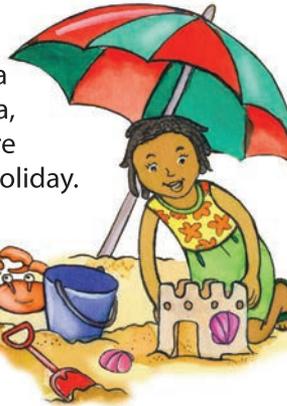
If you **search** for something, you look for it very thoroughly.

**search**, NOUN

A **search** is an attempt to find something.

**seaside**, NOUN

The **seaside** is a place by the sea, especially where people go on holiday.

**second**, NOUN

A **second** is one of the 60 parts that a minute is divided into.

**secret**, ADJECTIVE

Something that is **secret** is known to only a small number of people and hidden from everyone else.

**see**, VERB

1. If you **see** something, you look at it or notice it with your eyes. 2. If you **see** something, you understand it or realise what it means. 3. If you go to **see** someone, you visit them. 4. If you **see** to something, you make sure that it is done.

**seem**, VERB

If something **seems** to be the case, it appears to be the case, or you think it is the case.

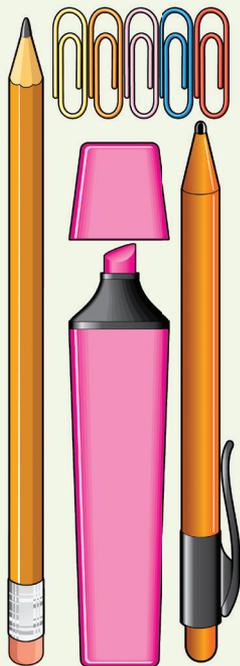
a  
b  
c  
d  
e  
f  
g  
h  
i  
j  
k  
l  
m  
n  
o  
p  
q  
r  
Ss  
t  
u  
v  
w  
x  
y  
z

The definition tells the meaning of the word. When a word has more than one meaning, the definitions are numbered.

(Look at the four definitions of the word "see".)



Let's write



Fill in the correct word to complete these sentences.

am	I _____ happy that you are back.
are	We _____ happy that we won the soccer match.
were	She _____ safely at home.
was	We _____ afraid because it began to rain.
are	He _____ coming to visit me after school.
is	They _____ going on a football tour.
run	She _____ across the road.
runs	They _____ in the 100 m race.
put	I _____ my book in my bag.
puts	The children _____ their books in their bags.
cuts	I _____ my birthday cake.
cut	They _____ some cake for tea.
sings	The children _____ happy birthday.
sing	Nomsa _____ with them.
has	Do you _____ my book?
have	She _____ taken it.



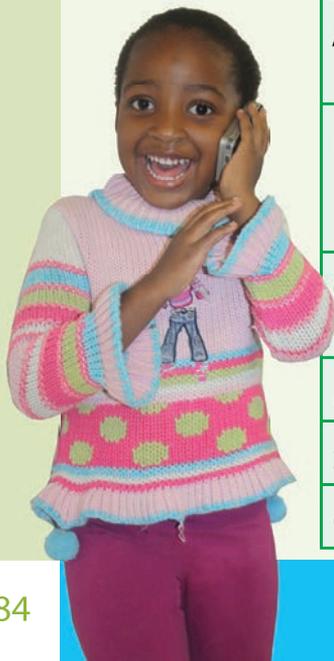
Let's write

### My safety phone list

Find the correct numbers and fill them in.



Police	10111
Ambulance	10177 112 if you are on a cell phone
Poison centre	Gauteng: 0800 111 229 (toll free) KwaZulu-Natal: 0800 333 444 (toll free) All other provinces: 021 9316129
Child line	0800 055 555 (toll free) 0800 123 321 (24 hours, toll free)
My parents	
Someone I can trust	
Other	





Let's write

Join these pairs of sentences using one of the following words.  
Write your sentences in the space provided.

and

because

so

but



Jabu likes orange juice.

He also likes mango juice.

We moved closer to school.

I can walk to school.

He keeps getting lost.

He does not have a map.

I like reading books.

I don't like reading comics.



Fun

Help the firefighter to get to the burning house.





## Let's talk

Look at the picture and the title of this worksheet and discuss what you think the story might be about. Skim the story by reading the first and last lines of each paragraph.

Think about how it might feel if you were a new child in a new school.



## Let's read

Read the story and then answer the questions that follow.

Jojo was having a tough time at school. "Why did I have to come to this school?" he muttered as he sat with his face in his hands. "These kids are so mean!"

Last year, Jojo had to go and live with his dad in Gauteng. He had to leave his mother and sister behind in Limpopo. He also had to leave his small village school, and all his school friends. He now lived in Johannesburg and went to a large school with nearly 1 000 children.

When Jojo first arrived at his new school, the children gave him strange looks. His English was not so good because he did not speak English at his previous school. The children teased him because he was small and wore thick spectacles. At his old school, the children accepted each other as they were. He missed his friends and the feeling of safety that he had at his old school. He missed his mother and his younger sister.

Everyone at his new school seemed to be bigger than Jojo, and good at sport. Although Jojo did not play soccer, he knew a lot about soccer. He always watched the big games on the TV. He knew all the players and he knew about all the matches. Sport was not really important at his old school and, in any case, Jojo's parents did not have money to buy him football boots. But at his new school, sport was everything! If you were good at sport you were regarded as cool. If you were not good at sport you were regarded as a wimp or a nerd not popular with the other children.

One afternoon, as all the children went over to the sports fields, Jojo stood and watched, and wished he had the courage to join



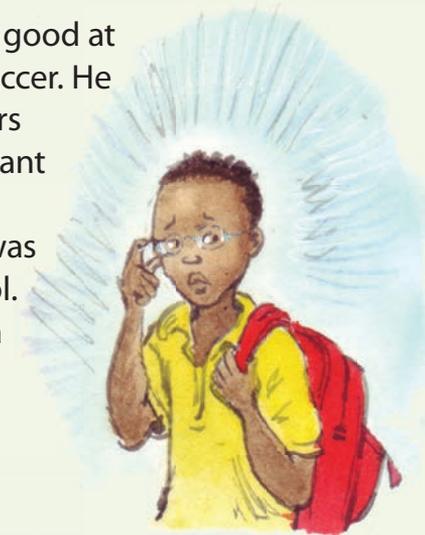
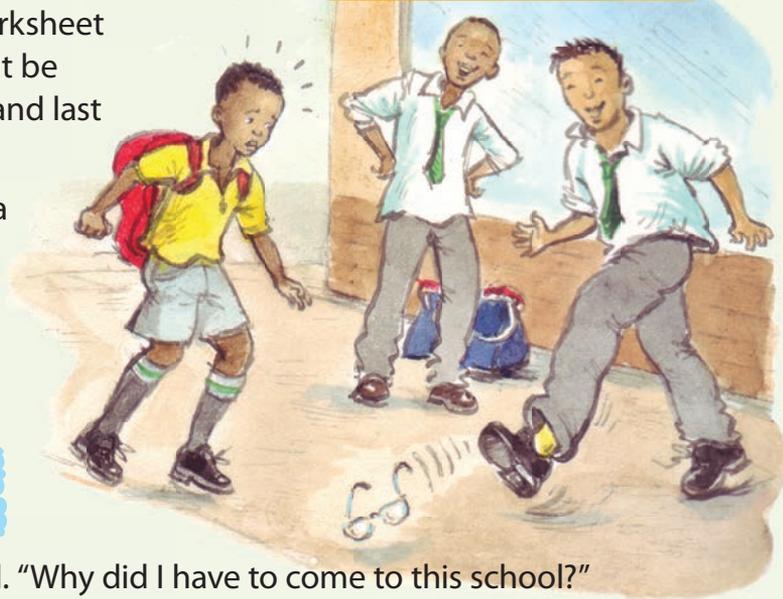
## Before you read

- 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.



them. But he didn't. So he walked home alone. He took his usual route, which was over the bridge, past the sports shop, past the Wimpy and then across the field. Jojo had just crossed the bridge when he was stopped by a group of bullies.

One of the boys grabbed Jojo's bag. They started throwing it to and fro. Then Bruce, one of the biggest boys in the school, knocked Jojo's glasses off. He picked them up ran away with them. Jojo begged him to give back his glasses. "Please, I can't see without them," he called. But Bruce just threw them into the road. Jojo bent down to pick them up. He could not believe his luck. He had expected the spectacles to be broken into small pieces, but they weren't. Luckily they had landed on a cardboard box that had given them a soft landing, and so they had not broken.

Jojo picked up his bag and his spectacles. And then he picked up the box. It felt a bit heavy. He shook it. There was something inside it!



Let's write

Compare the way Jojo lived previously with the way he lives now.

	The way it was	The way it is now
Family	He lived with his mother and sister.	He lives with his father.
School		
Language		
Friends		
Sport		
Feelings		



Let's write



Let's role play

Talk about how you think the story will end.  
Make up an ending and then role play it.

Write an ending for the story.

---



---



---



---



---



---



Let's read

Read the rest of the story. When you have read it, see whose story has an ending similar to this ending.

Jojo shook the box again. He turned it over and over, trying to see if it belonged to anyone. He cautiously opened the box and to his surprise he found one right soccer boot. He looked around to see if anyone had dropped it. He then tried the right boot on and it fitted perfectly. "Not much use, though," he said to himself. "There's only one boot!"

Just then, the shopkeeper from the sports shop threw out another boot. "We can't sell these," he told Jojo. "We used them for customers to try on for size," he said.

Jojo picked up the shoe. It was the left boot from the same pair. "They fit me!" said Jojo excitedly, tying up the laces.

"Then they're yours!" said the shopkeeper. "We're getting new stock tomorrow, and at three o'clock today, Big Ben, the soccer star from the Bears Soccer team in England, is coming to do a promotion. I'm cleaning up the shop."

At that moment, Big Ben arrived.

"Hi there, kid!" he shouted at Jojo. "I'm going to be training the team at the school in the next street. Are you coming?"

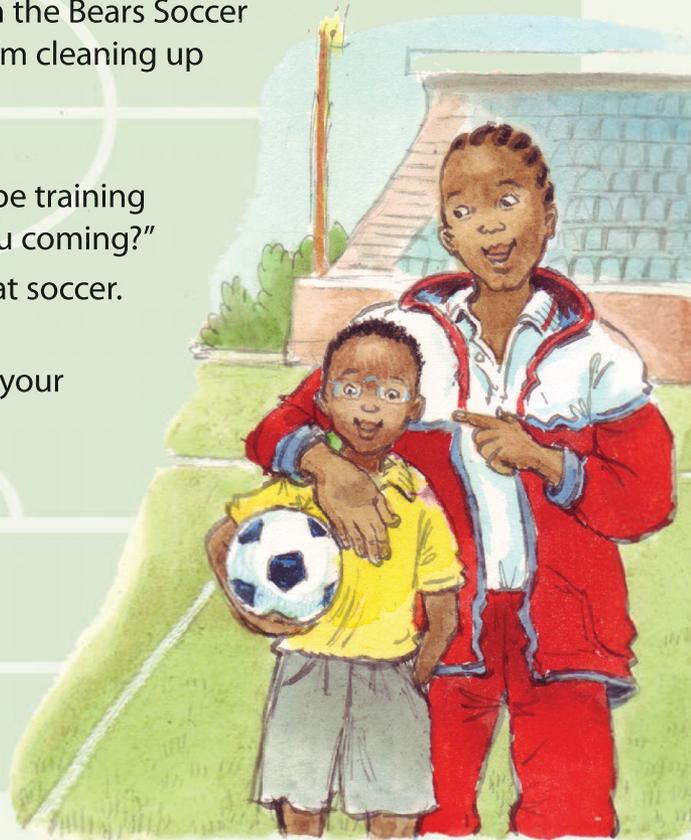
"I can't come, sir" said Jojo. "I'm not much good at soccer. In fact, I'm not much good at anything, sir."

"Come on boy, **you've got magic boots**, what's your name?" Big Ben asked.

"Jojo, sir."

"Don't worry Jojo, you'll be fine!" And before Jojo knew what was happening, Big Ben was escorting him back over the bridge and onto the soccer field.

"What are you doing here?" asked the coach, looking at Jojo.



"Jojo's come with me and he's on my side," said Big Ben.  
 "Come on Jojo, I want you to go out there and play like you're a pro. Keep your eye on the ball, and remember, you got the magic boots!"

Jojo ran on to the field started dribbling down the field.

It was as if the boots took over. He dribbled and kicked and the spectators began to shout "Jojo! Jojo!"

Then Jojo missed a pass.

"C'mon, Jojo, use the magic boots, kid!" shouted Big Ben.

Jojo scored, and then he scored again.

Big Ben rested a big hand on Jojo's shoulder and said, "Well done, kid. You know how to use those boots. Just keep practising!"

Bruce and the bully boys just looked on. They could not believe their eyes.

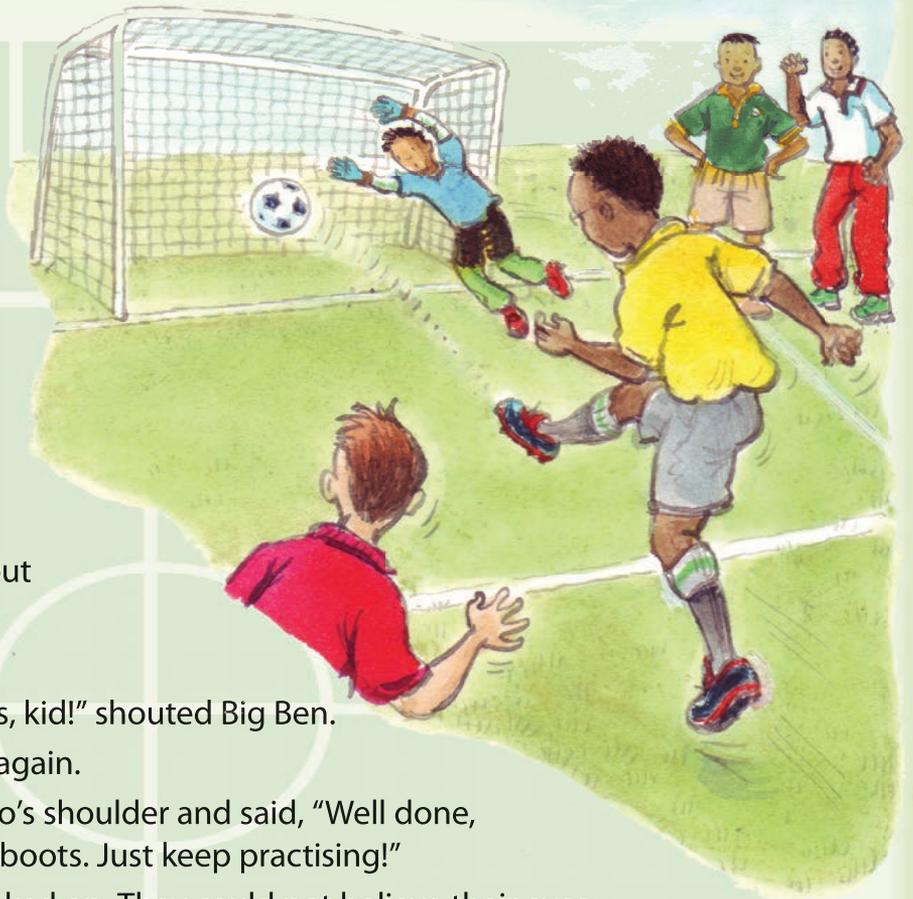
"Jojo," said Big Ben, "You don't have to be popular, the only thing that really matters is what you think about yourself," he said, pointing to his head.

Even the coach was surprised. "Well played, Jojo. Are you going to join the team?" he asked.

"No thanks, coach," said Jojo. "I am fine, sir."

"It's all about what I think about myself," he whispered softly to himself.

And so, whatever he did and wherever he went, Jojo always felt like he was wearing his magic boots.



Let's talk

Compare the characters of **Bruce the bully** and **Big Ben** the soccer player.

-  How do we know that Big Ben is a caring person?
-  Find and then underline sentences in the story that show us that Big Ben motivated Jojo.





Let's write

Read the story about **Jojo's soccer boots** carefully, then circle the letter next to the correct answer.



Why was Jojo unhappy at the start of the story?

- A He did not have soccer boots.
- B He was not in the team.
- C He was not good at soccer.
- D The other children were mean to him.

What is the main message of the story?

- A Run away from trouble
- B Believe in yourself
- C Fight bullies
- D Never trust anyone



Why did the shopkeeper throw out the soccer boots?

- A They were broken.
- B He only had one shoe.
- C He did not like them anymore.
- D People had tried them on for size and he could not sell them.

What route did Jojo take when he walked home?

- A Bridge, Wimpy, sports shop, field
- B Bridge, sports shop, field, Wimpy
- C Bridge, sports shop, Wimpy, field
- D Wimpy, sports shop, field, bridge

Now ✓ the words that best describe the characters of Big Ben and Bruce.

### Big Ben

kind	✓		nasty
clever			stupid
happy			angry
helpful			unhelpful
brave			cowardly
strong			weak

### Bruce



kind		✓	nasty
clever			stupid
happy			angry
helpful			unhelpful
brave			cowardly
strong			weak

Write two sentences about what Big Ben did that made Jojo feel better.

1

2



How did Jojo's feelings change during the story?

*At the beginning of the story Jojo felt*

*because*

*Then at the end*



Let's write

Imagine you are Jojo. Write a diary entry to show what happened to you that day. Start with the way Jojo felt in the first part of the story and then describe what happened when Big Ben took him onto the soccer field. Write your diary entry in the past tense, using the first person.

*Dear Diary*

*Date:*



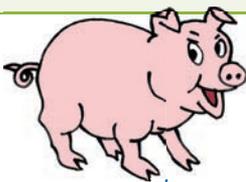
Let's write

Fill in the missing adverbs of degree.

### Adverbs of degree

You already know that an **adverb** is a word that tells you more about a verb. Adverbs tell you how an action takes place. **Adverbs** can also be used when we compare things.

- We add **-er** to short adverbs to compare two actions.
- We add **-est** to short adverbs to compare more than two actions.



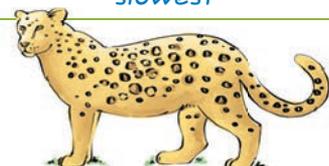
*slow*



*slowest*



*faster*



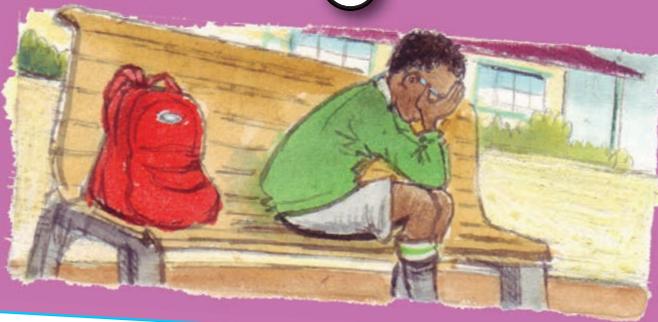


Let's write

Imagine you are Jojo. You are going to write a letter to your friend in the village school that you attended before you went to Johannesburg. In your letter describe your new school. Then describe what happened when you found the soccer boots.

Use this mind map to help you to plan the letter.

1




---



---



---



---



---

2




---



---



---



---



---

3




---



---



---



---



---

4




---



---



---



---



---



Let's write

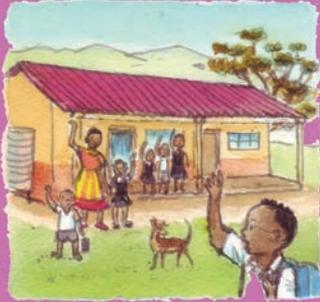
Now use your mind map to help you to write Jojo's letter to his friend at his old school.

Use your mind map and the pictures and suggestions we have given you for each paragraph. Write your letter in rough in your exercise book and then let your friend check it. Then write it neatly on this page.

Fill in your address

Date

1



Dear

Say how sad you felt leaving the village.

2



Describe your new school, the children and how you felt.

3



Describe what happened when the bullies took your spectacles.

4



Say how Big Ben helped you to feel better about yourself.

Your friend

Fill in the name of the letter writer



Let's read

Today I played in a soccer match. We won 3-0. After that my mom took us to a restaurant. I had a burger and chips. I saw Bongji and her brother there.

Then after that, at about 4 pm, we visited my cousin Maria. We played cricket in their backyard. I hit a six and then she bowled me out. It was a fun day.

*Start each paragraph with a time word.*

*Use the first person "I".*

*Say who, when, where and what.*



Let's read

Read the diary entry written by Jojo's friend in the village and then, after that, read the diary entry written by Charlie, another friend of Jojo's.



Dear Diary

Today I woke up early as usual. I helped my grandmother fetch water from the tap and then I dashed off to catch the bus to school.

I was sorry that I had to go to school because our neighbour gave me a cute little kitten and I wanted to stay at home and play with it.

As we drove off to town, the bus driver discovered that the bus had a flat wheel. We had to stop so that he could change the tyre. Most of the passengers were upset because they would be late for work. They were even more annoyed when he said that he did not have a spare tyre and that it would take one and a half hours for a replacement bus to come. I wasn't annoyed at all. I just came home to play with the kitten.

Sarah



*Dear Diary*

*I had a marvellous time today. We had a school outing and we went to the Cradle of Humankind in the North West Province. It took us about an hour from Johannesburg. We saw the Sterkfontein Caves and the site where the fossils, "Mrs Ples" and "Little Foot" were discovered. These are fossils or skeletons that are about 3,3 million years old. It makes my birthdays seem so unimportant.*

*The boring part was driving home. We seemed to drive forever and I started to get cold. Unfortunately I left my school jersey at the site, so when I got back my mother was mad at me.*

*Charlie*





Let's write

Keep a diary for yourself for the next three days. Write down what you did each day, how you felt, and write about your joys and disappointments.

*Dear Diary**Day:**Date:*

---

---

---

---

---

---

---

---

---

---

*Dear Diary**Day:**Date:*

---

---

---

---

---

---

---

---

---

---

*Dear Diary**Day:**Date:*

---

---

---

---

---

---

---

---

---

---



Let's write

## Adverbs of degree

Add the correct form of the word in brackets to complete the sentences below.

The bully ran (fast)  than Jojo.

I will get there (soon)  than you.

Jabu jumped (high)  than the other boys.

Sarah got to school (late)  than everyone else.

Refilwe waited for the bus (long)  than Rachel.

The lights in town shine (bright)  than the lights in rural areas.

I felt (happy)  than I had ever felt when I won the race.

In winter I go to bed (early)  than I do in summer.



Let's write

Now try these comparative adjectives.

Divide the words into syllables and say how many syllables each word has. Then fill in the correct comparative adverb.

If the word has three or more parts (syllables), we use **more** and **most** when we make comparisons. When you use *more* or *most*, do not use the ending *-er* or *-est*.

beau/ti/fully	<b>3</b>	more beautifully	most beautifully
intelligently			
attractively			
energetically			
disastrously			
gracefully			
fast			
diligently			
deliciously			
late			



Let's write

## Adverbs of place

Adverbs of place tell us where things are.

Fill in these adverbs of place to complete the sentences below.  
You can use each word once only.

nearby

in

around

outside

upstairs

everywhere

Don't play in the house. Go and play \_\_\_\_\_.

I looked \_\_\_\_\_ the room.

John looked \_\_\_\_\_ but could not find his phone.

Come \_\_\_\_\_.

They live \_\_\_\_\_.

I went \_\_\_\_\_ to the second floor.

## Noun phrases

Read the noun phrases below and then complete each sentence in an imaginative way.

**The parrot is very colourful.**

Mandu's skateboard \_\_\_\_\_.

The circus \_\_\_\_\_.

School holidays \_\_\_\_\_.

My bike \_\_\_\_\_.

Playing sports \_\_\_\_\_.

Chocolate bars \_\_\_\_\_.





Let's write

## Noun clauses

Complete these sentences.

**Whose pen is this? I don't know whose pen it is.**

Where does he live? I don't know \_\_\_\_\_.

What is her name? I don't know \_\_\_\_\_.

When will she come? I don't know \_\_\_\_\_.

What is this? I don't know \_\_\_\_\_.

Who is she? I don't know \_\_\_\_\_.

## Reflexive pronouns

Can you remember what reflexive pronouns are? We use a reflexive pronoun if the subject and the object of the verb are the same; for example: **She** saw **herself** in the mirror. We also use a reflexive pronoun after a preposition, if the object of the preposition is the same as the subject of the sentence; for example: **She** took an orange for **herself**.

Fill in one of these reflexive pronouns to complete the sentences.

ourselves

themselves

yourselves

myself

himself

herself

itself

yourself

1 Get off the roof. You will hurt \_\_\_\_\_.

2 I always do my homework by \_\_\_\_\_.

3 He dresses \_\_\_\_\_ and he is only two years old.

4 She makes her school lunch for \_\_\_\_\_ every day.

5 The dog helps \_\_\_\_\_ to food because we leave the bag open.

6 The athletes got \_\_\_\_\_ fit before the Olympic games.

7 We cooked lunch for \_\_\_\_\_.

8 You must look after \_\_\_\_\_ when you all go hiking.



Let's write

Plan to write your own story.

What will it be about?

---

---

---

---

---

---

---

---

Who will your main characters be?

---

---

---

---

---

---

---

---

What information will you give?

---

---

---

---

---

---

---

---



## What can you do?

I CAN	😊	☹️
read a newspaper article.		
read a story.		
retell a story in sequence.		
answer questions based on newspaper articles.		
answer questions based on a story.		
write a diary entry.		
read a diary entry.		
write an ending for a story.		
write, edit and review a story.		
conduct a survey.		
describe characters.		
divide words into syllables.		
identify adverbs of place and time.		
identify helping verbs.		
match words with their antonyms.		
match words with their synonyms.		
plan and write a letter.		
plan and write a story.		
plan and write diary entries.		
predict a newspaper article based on pictures and headline.		
predict a story based on a picture and title.		
role play an ending for a story.		
skim a story or newspaper article.		
understand the meanings of headlines.		
use adverbs of degree.		
use conjunctions to join sentences.		
use the correct comparative adverbs.		
use direct speech.		
use noun clauses.		
use noun phrases.		
use personal pronouns.		
use the verb "to be" (is, are, am, etc.) in sentences.		

Make your own book on pages 101–102. On the cover, write the title of the 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.

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.

Draw picture here.

Draw picture here.

Start writing your story here.

Finish your story.

2

7

3

9

Continue with your story here.

Write what happens at the end of your story.

Draw picture here.

Draw picture here.

**Term 4: Weeks 5 - 6**  
**Going to a new school**

**113 Kiddy Camp 104**

Reads advertisement.  
Discusses questions based on the advertisement.

**114 Thinking about the advert 106**

Writes answers to questions based on the advertisement.  
Identifies verbs and adverbs.  
Sorts adverbs into how, when, where.  
Identifies correct form of the verb to be.

**115 Planning your own advertisement 108**

Completes a mind map to design a poster advertising a school trip under prescribed headings.  
Makes the poster using notes from the mind map.

**116 Statements, questions and exclamations 110**

Identifies adjectives and nouns.  
Punctuates sentences correctly.  
Identifies verbs and adverbs.

**117 Wild animals 112**

Reads information on animals.  
Tabulates answers to questions based on the information about wild animals.  
Matches words with their meanings.  
Discusses some of the facts learned about the animals.

**118 Design a pamphlet 114**

Completes the planner to design a pamphlet about an animal.  
Cut out the pages and make the pamphlet, writing out the information neatly.

**119 Cut out page for pamphlet 115**



**Term 4: Weeks 7 - 8**  
**Children like us**

**120 Looking at language 117**

Identifies finite verbs and past and present tense.

**121 The boy who refused to learn 118**

Reads the play using all the characters and a narrator.

**122 Thinking about the play 120**

Discusses the play and the questions.  
Writes answers to the questions about the play.  
Draws the two scenes of the play and identifies the main character.  
Identifies synonyms.  
Writes a summary.  
Identifies adjectives.  
Writes a character description for two of the characters.

**123 Writing a play 122**

Completes the writing planner for writing a play under the prescribed headings.  
Writes the play neatly from the planner.

**124 Characters 124**

Uses alliteration to make up names for characters in their play.  
Makes up words using onomatopoeia.  
Designs a poster to advertise their play.  
Assesses all the other posters and chooses the best one.

**125 Shadow Girl saves the day 126**

Reads a play.  
Discusses the story



**126 Thinking about the story 128**

Acts out the play.  
Answers questions based on the play.  
Identifies independent clauses.  
Completes the similes.

**You are special 130**





Let's read

## South Africa's best KIDDY CAMP

The Super Kids Holiday Camp offers activity-filled camps for children aged between 8 and 12 years. Register now for the summer holidays and spend a fantastic camping holiday at an animal lodge. You will be cared for by an experienced team of people who will make sure you are well looked after and have a lot of fun!

Try out new activities, make new friends, see new animals and swim in new waters! Most of all have a great time! Your parents will have peace of mind, while you are being well cared for and are having lots of FUN!

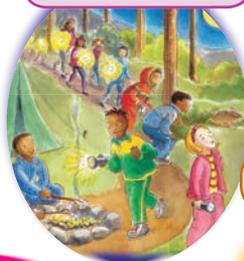


# Something for everyone!

**ENJOY**



**Camp fires**



**Night walks**



**Sports**



**Jumping castle**



**Arts and crafts**



**Game rides**



**Bird watching**



**Swimming**

## **THE ULTIMATE KIDDY CAMP!**

*Giving children such an amazing experience they can't wait to come back!*

Call Kiddy Camp on 20121 212

Cost: R300

Days: Monday through to Friday each week of the school holiday. Bring your swimwear, sun block and sunglasses.



Let's talk

Look carefully at the advertisement and discuss the following with a friend.

- What does the writer do to attract the reader's attention?
- Which headings are bold or highlighted?
- How many exclamation marks can you find in the advert?
- Why do you think the advert contains so many pictures?
- Who do you think the advert is directed at? You can tick ✓ more than one box. Give your reason for ticking a box.

Boys	Girls	4 to 7-year-olds	8 to 12-year-olds	Older people	Teenagers

# Thinking about the advertisement



Let's write

Look at the advert on the previous page and then write down answers to these questions.

What does it advertise?

Who is the main target group of the advertisement?

What does "something for everyone" mean?

What could a child who is disabled do at this camp?

Can you attend the camp over a weekend?

Why does the advert say "cared for by an experienced team of people"?

List the activities you would enjoy if you attended the camp.

What is meant by the following messages?

**THE ULTIMATE  
KIDDY CAMP!**  
Giving every child such an amazing  
experience they can't wait  
to come back!

Why should you bring sun block?

Why will your parents have "peace of mind" if you are on the camp?

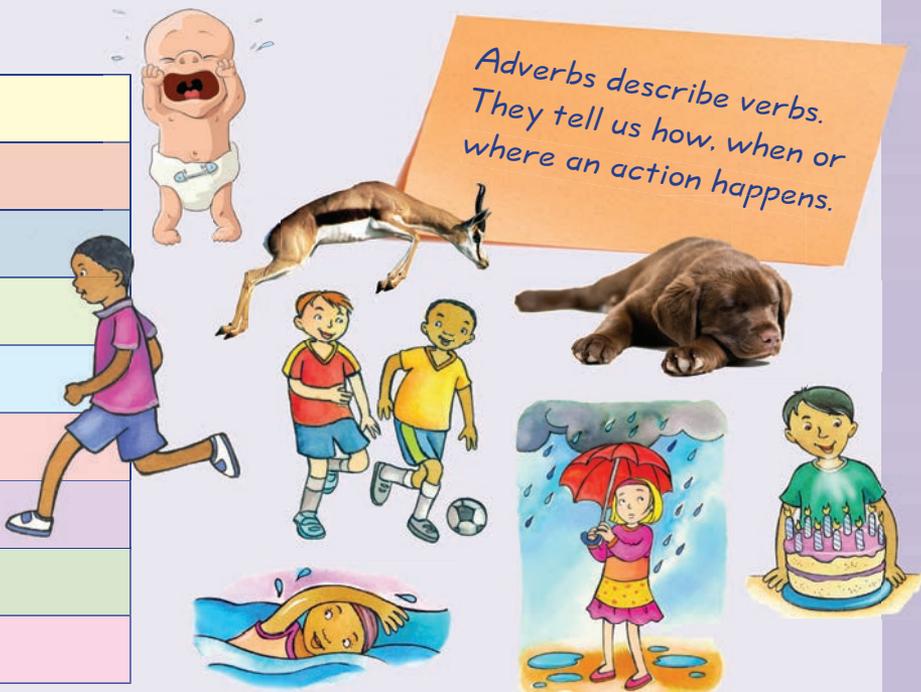
# Verbs and adverbs



Let's write

Underline the verbs in these sentences. Then circle all the adverbs that describe the verbs.

- The baby cried loudly.
- The boy ran fast.
- The buck jumped high.
- We play soccer outside.
- He kicked the ball upstairs.
- The dog slept outside.
- Yesterday it rained.
- Tomorrow I will swim.
- Yesterday was my birthday.



Now fill in the adverbs that you circled under the correct headings.

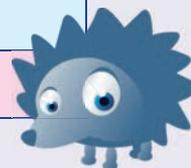
How	Where	When



Let's write

Circle the correct form of the verb in each of these sentences.

- I **is/am** going to the Kruger National Park.
- You **is/are** late for school.
- The poachers **was/were** hunting rhino.
- The elephants **was/were** drinking water.
- He **was/were** taking photos of the animals.
- We **is/are** in Grade 4.





Let's write

Work with a friend. Plan to design a poster to advertise a school trip.

1

Where are you going?

---



---



---

When is the trip? From \_\_\_\_\_ to \_\_\_\_\_

---



---



---

2

3

What will you see?

---



---



---

How much will it cost?

---



---



---

4

5

Who should go?

---



---



---

What should they bring?

---



---



---

6

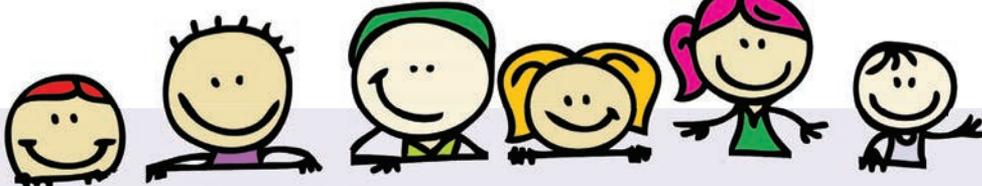
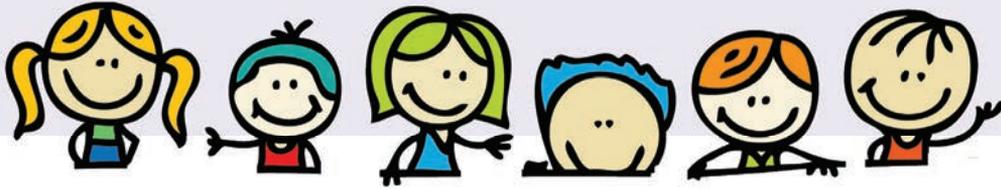
## TIPS FOR MAKING A POSTER

- Make your poster as large as possible.
- Keep the writing as big as possible so that people can read it easily.
- Use simple, clear sentences.
- Do not put too many pictures on your poster.
- Include the venue, and the day, date and time.
- Give the poster a heading.
- Colour your poster to attract more attention.

Now use your mind map and rough notes to design your own poster.



Let's write



**Do not confuse adjectives** and **adverbs**. Remember:

- An **adjective** describes nouns. It gives information about a **person, place or thing**.
- An **adverb** tells more about the verb. It gives information about an action, such as **how, when** and **where** an action takes place.



Let's write

Underline the adjectives in each of these sentences, then circle the nouns they describe.

You will see the beautiful night sky with its twinkling stars.

Swim in the cool water in the warm sunshine.

Dive into the blue sea and see the glistening reef.

Bring your binoculars and see the baby birds in their nests.

Meet new friends and play on the big jumping castle.

See the tall trees with naughty monkeys.

Walk along the running rivers in the cool breeze.

Eat delicious food at the hot braai.

- Every sentence begins with a capital letter.
- A question ends with a question mark.
- A statement or a command ends with a full stop.
- An exclamation ends with an exclamation mark.

## Punctuation

Read these sentences. Now rewrite them, using the correct capital letters and punctuation.



Let's write



stop the robot is red

i'm starving

are you going to the school camp

don't cross in front of the truck

don't play near the river

whose jersey is this

wow look at the big lion

peter and sam went to the sea in july

did you go on holiday

i went to the shop and bought sweets chips and apples

mix the eggs with the sugar and then add the milk

i went to the game park and saw lions cheetahs monkeys and hippos



Let's write

Underline the adverb in each sentence, then circle the verb that it describes.

We happily jump onto the bus.

The stars sparkled in the sky.

We sang cheerfully as we rode.

We drive slowly through the park.

We sit quietly at the water hole.

A buck runs quickly down the path.

We shouted excitedly when she saw the lion.

He ran quickly past us.



Let's read



## THE LION

Lions belong to the cat family. The lion is often called the king of the animal kingdom. Lions hunt and kill animals such as buck and zebras. The females do most of the hunting. They usually hunt at night in groups. Lions prefer living on open grassland. They live in groups called prides.



## THE ELEPHANT

Elephants are the largest mammals on land. They live on open grassland. They are often in danger because poachers hunt them for their ivory tusks. An elephant uses its trunk to bring roots, fruit and water to its mouth. It eats up to 200 kg of food a day and drinks 190 litres of water.



## THE RHINOCEROS

Rhinos, as they are mostly called, live in grassland areas. They are herbivore, which means they eat grass and plants. They prefer to drink twice a day if water is available, but in drought conditions they can live four or five days without water. There are two kinds of rhino – the black and the white rhino. They are however neither black nor white: they are both grey. Rhinos don't see very well, but they have a very good sense of smell. They are very large and can weigh up to 2 500 kg. They are regularly hunted by hunters and poachers for their horns. We need to protect rhinos against poaching.



Let's write

Read the passages about the 3 animals again, and then fill in the following table.

What do they eat?

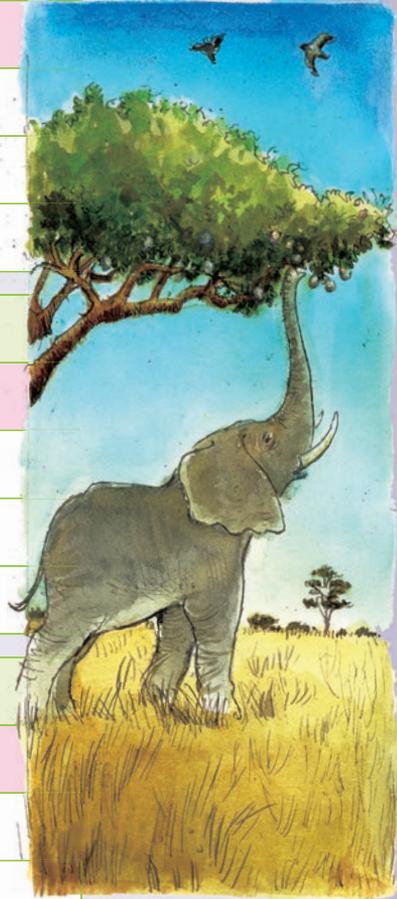
Lions	Elephants	Rhinos

Where do they live?

Lions	Elephants	Rhinos

Why are they threatened?

Elephants	Rhinos



Draw a line to match these words to their meanings.

herbivore

someone who kills animals illegally

mammals

animals that eat plants

poacher

endangered

threatened

animals that feed milk to their babies



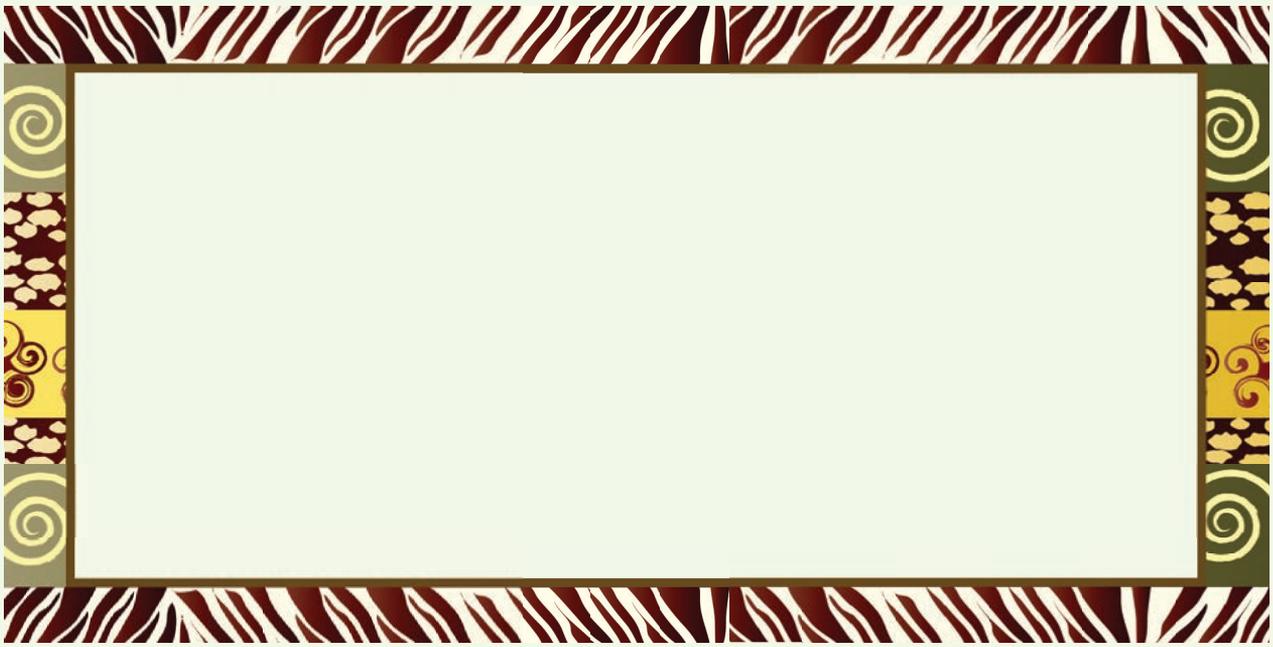
Let's talk

Tell your friend two facts that you read about each of the three animals.



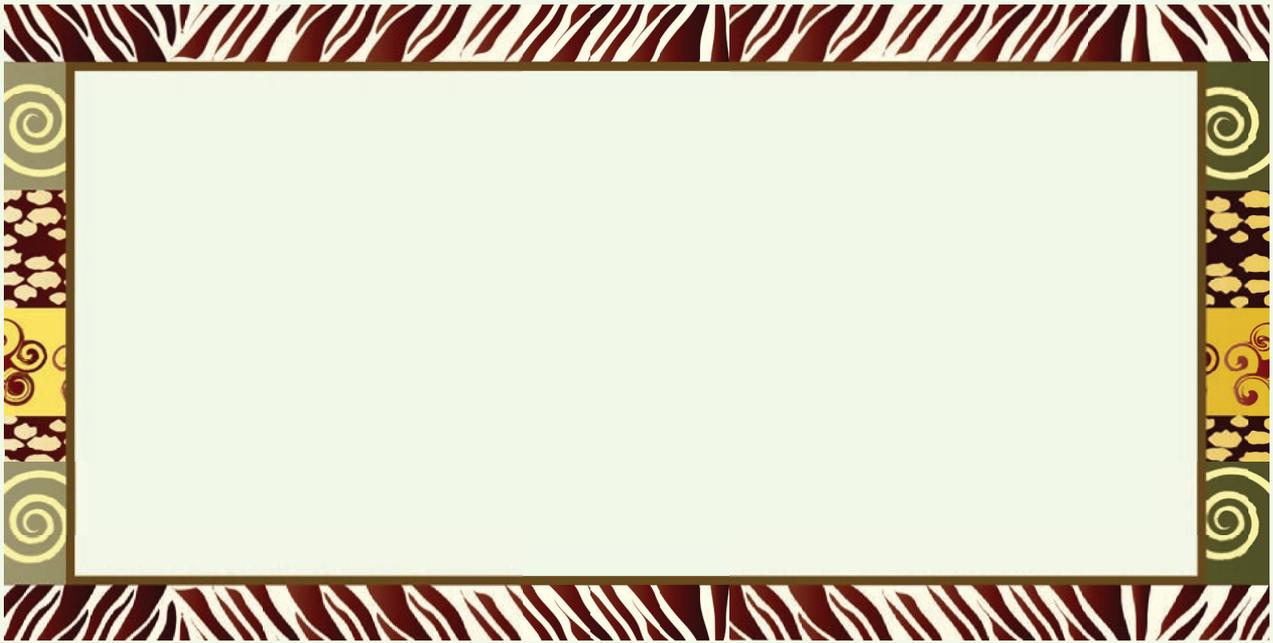
FRONT PAGE: fold forward

1



BACK PAGE: for general information such as your phone number, address and e-mail address.

6



5





2



3



4

## Do you remember?

The main verb in a sentence is called a **finite verb**. Finite verbs tell us what the person does or what more than one person is doing. They change according to the tense.

Example: Yesterday I **washed** the dishes. Today I **wash** the dishes.



Let's write

Underline the finite verbs in these sentences. Then say whether they are in the past or the present tense.



### Tense

I walked to the school.	
She went to the doctor.	
They go to church.	
She plays netball.	
I ate my breakfast.	
She runs after the bus.	
He drank his juice.	
They watch the news.	
I flew my kite.	
She brushes her teeth.	
She feeds the cat.	
The dog runs after the postman.	



TEACHER: Sign

Date



Let's read

Read this play out loud in your group. You will need six characters: Steve, Sam, Ann, Pam, Jabu and Mr Brown. You will also need a narrator who reads the parts of the story that are not told by the other actors.

*The scene and the stage instructions (which tell the actors what to do) are given in square brackets. They are always in the simple present tense.*

[SCENE 1 Mr Brown's classroom. All the children except Steve are working quietly. They are drawing mind maps and making notes. Steve is sitting in the front desk, playing with his Nintendo game.]

**Narrator:** Mr Brown teaches an after-school class for children who want to study for the end-of-year exams. The class is voluntary and Mr Brown has offered to help the children with any parts of the work that they do not understand.



**Steve:** [Looks around at the other children.] Why are you all working? Who's going to play with me? Come and play Nintendo! Look at this new game my mom bought on Saturday. Why don't you just stop working and come and play with me?

**Ann:** No thanks, I'm too busy. The exams start next week and I need to study so that I pass them. You should do the same, Steve.

**Steve:** Oh no, I can't be bothered. The exams are a long time off and there's still a lot of time to study. Come on Sam, come and play with me.

**Sam:** I can't. I'm trying to learn for the exams.

**Steve:** Don't be a nerd. Jabu! You come and play.

**Jabu:** Not now, Steve, I'm trying to learn for the Life Skills exam next Friday.

**Steve:** Why are my friends so unreliable? What kind of friends are you? Pam, you're good at games, don't you want to play?

**Pam:** No Steve, not today. If you don't study, you will fail.

**Mr Brown:** Steve, if you're not going to study, you should rather go and sit under the tree with your games and stop disturbing the others.

**Narrator:** Steve decides to leave the room. He drags his backpack and jersey and goes and sits under the tree. He sings as he plays his games. He is having a wonderful time thinking how silly his friends are to work for exams that are two whole weeks away!



[SCENE 2: The day before the exams arrives and Steve walks nervously into the study class. He begins to fidget in his bag.]

**Steve:** Please can someone help me? I um ... ah ... I need to learn for the exam tomorrow and I think I've lost my book. Umm ... maybe it's under my desk. [Looks under the desk.] No, it's disappeared.

[Bumps his head.] Ouch! Whew! Please won't someone lend me a book?

**Sam:** No, Steve. You spent the last two weeks playing games and now you want to prepare for the exams in one day? There is a time to work and a time to play.

**Ann:** Here, Steve, you can use my mind map. Let me show you how it works.

**Steve:** [Crying] Boo hoo! I'll never get all of this information into my head. How can I learn all of this in one day! I'm going to fail.

**Ann:** Shoo, don't cry. I'll help you.

**Mr Brown:** Pull yourself together, Steve. Next time you'll start learning long before the exams begin. Jabu and Sam, please give Steve a hand and let him use your notes.

**Steve:** [Shaking his head] Sob! It's no use. I'll never manage now. I shouldn't have played while you were all working.

**Narrator:** The next term Steve works very hard. He does his homework every day and he makes his own mind maps. He has learned a good lesson. He now knows that "there is a time to work and a time to play".

# Thinking about the play



Let's write

Read the play again and then answer the questions. Discuss them in your group before you write down the answers.

What is the message of the play? Copy the sentence in the play that tells us this.

Who is the main character?

What does "the class was voluntary" mean?

How do we know that Steve learned a lesson?

Is this story similar to any other stories you know of?

Do you remember the story of the grasshopper and the ants? If you do, can you say how the two stories are similar?

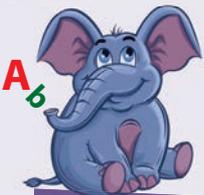


Let's do

Think about the setting of this play. Two scenes are mentioned. Draw them, and in each case show the main character.

**Scene 1**

**Scene 2**



A  
b

Word work

Find words in the play that mean the same as the words on the right, and write them down in the spaces provided.

fiddle		unsettling	
vanished		enjoyable	



Let's write

Imagine you are Steve. Summarise what happened to you in the story.

First, Mr Brown had a study class for us to prepare for our exams but I

Then, Mr Brown said I should go outside and so I

Lastly, the day before the exam, I decided to study but I



Let's write

Think about adjectives that describe Steve and Ann. Fill them into the spaces below. We have given you a few adjectives to help you.

hard working

lazy

kind

careless








Now write a short description of each of these characters.


# Writing a play



Let's write

You are going to write a play with your friends in your group. Complete this chart, which will help you to plan the play. Then write your play in rough. Ask your friend to check it. Then ask different friends to read the different character parts of the play. Finally, when you have corrected your rough notes, write the play neatly on the opposite page.

- 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** Who are the different characters?

---



---



---

**2** How do the characters behave?

---



---



---

**3** When does the story take place?

---



---



---



**4** What are the scenes and what happens in each scene?

---



---



---

Describe the plot.

First
Then
Afterwards
Finally



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



Let's write

Write your play neatly on this page.  
Remember to use the simple present tense  
for the setting and the stage instructions.



Title

Setting

Characters

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

Date \_\_\_\_\_

## ALLITERATION

We often give characters in a play or a movie names that have the same first letters. Sometimes these names are funny. When we repeat the first letters of each word, we are using alliteration. Look at these names and notice how the first sounds are repeated.

Bullyboy Bruce

Talkative Tom

Naughty Nomsa

Clever Clive

Jolly Jabulani

Foxy Fred

Greedy Greg

Big Ben

Silly Sam



Let's write

Use alliteration to make up names for the characters in your play.

---



---



---



---

## ONOMATOPOEIA or sound words

Now go back to the play in worksheet 121 and underline all the sound words. When we use words to imitate a sound, we are using onomatopoeia. It is a big word for simple words that imitate a sound, like "sob", or "boo hoo", which imitate the sound of crying.



Let's write

Look at the examples below, and then make up some sound words of your own.

SPLISH SPLASH

HOOT

# Advertising your play



Let's write

Make a poster to advertise your play.

Use alliteration for the names of your characters. Use some sound words to attract attention.

- The name of the play in big, bold, colourful letters (you must give the play a name)
- Who is acting in the play
- Where it will be performed
- The dates and the times of the performances
- A brief description of what the play is about
- Booking information

Hints for designing a poster

- Use clear language.
- Vary the lettering and sizes of words, phrases and sentences.
- Use bright colours to attract attention.
- Draw or paste in pictures to tell people more about the play.

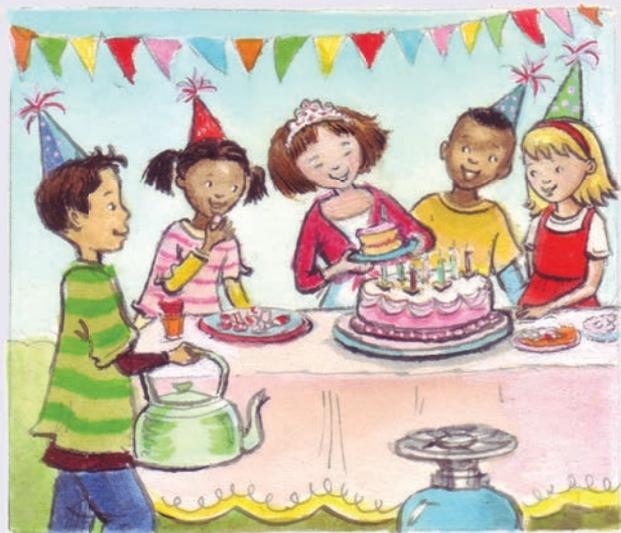


Look at the posters designed by your friends and choose one that you like best.



Let's read

[SCENE 1: A park on the river. There is a table under the tree. The tree is decorated with balloons and streamers. There is a big pink birthday cake on the table.]



- Narrator:** It's Tania's eleventh birthday party. Among the guests is eleven-year-old Lindi Myeza, dressed in her party dress. Although Lindi looks like any other eleven-year-old schoolgirl, she is a superheroine and has the remarkable ability to turn into a shadow that has super strength and speed.
- Children:** [Singing] Happy birthday to you, happy birthday to you. Happy birthday dear Tania, happy birthday to you. Hip-hip hooray!
- Tania:** I wonder what's in all these presents. It's so exciting! I don't know which one I should open first.
- Dan:** Open mine. I bought you something I would like.
- Tania:** Oh, it's a Lego car, that's great, Dan! And here's a box of water paints. Ooh, I love painting! And this is a pencil case, thank you Ann, you knew mine was broken.
- Mary:** Hullo Tania. Sorry I'm late. Here's my present, guess what it is.
- Tania:** I can feel it's soft. Ah, it's a little teddy. Ooh, so cuddly.
- Sam:** Hey! What's that?
- Narrator:** Suddenly, out of the blue, a thief wearing a balaclava runs past and grabs all the birthday presents and the cake.

- Children: [Screaming] Stop! Thief!
- Narrator: Tania's mother runs out of the house.
- Mother: Watch out, children! This is dangerous. Come over here to me!
- Dog: Woof, woof!
- Lindi: [Eyes glowing and face getting hot.] That makes me angry.
- Narrator: Lindi turns into Shadow Girl in a super hero suit. Shadow Girl whisks past the guests and flies over the river. She stops the thief. He immediately drops the presents and the cake. Luckily the cake lands gently, the right way up.
- Lindi: [Holding the man's hand behind his back.] Nice try, Mister. Ann, please call the police!



[SCENE 2: Screeching brakes as the police arrive.]



- Policeman: Well done, Lindi! You've done it again. Keep on fighting crime.
- Mother: Have some cake, officer.
- Policeman: Just let me lock this character up in the van.
- Mother: Whew! What a day! Lindi, you didn't tell me about your super powers! I thought only boys were superheroes, and now I see a young lady like you is a superheroine. I'm impressed.
- Tania: I'm so glad you got my presents back, Lindi! And now, everyone, let's get on with the party. But first, let's say thank you to Lindi.
- Children: [Singing] Happy heroine day to you, happy heroine day to you. Happy heroine day dear Lindi, happy heroine day to you.



# Thinking about the story



Let's write

Act out the play and then answer the following questions.

Who is the main character?	
What is special about her?	
What is the moral of the story?	

A stereotype is a fixed belief that everyone in a certain group is the same. If you think girls can't be superheroines, you believe that no girls can ever be strong. You stereotype them. If you think only boys can be superheroes, you also stereotype them, because you believe that boys never get scared.

Do you think this is a true story? Why?
What other characters do you know about who are superheroes? Are they mainly men?
How is Shadow Girl similar to these superheroes?
How does she break the stereotype?



Let's do

Draw the two scenes of the play.

<p style="color: red; font-weight: bold; margin-bottom: 10px;">Scene 1</p> <div style="height: 150px;"></div>	<p style="color: green; font-weight: bold; margin-bottom: 10px;">Scene 2</p> <div style="height: 150px;"></div>
---	---



Let's write

Describe the plot.

First \_\_\_\_\_

Then \_\_\_\_\_

Afterwards \_\_\_\_\_

Finally \_\_\_\_\_

Write a description of Lindi.


## CLAUSES

Looking at clauses: A clause has both a subject and a predicate. There are two types of clauses.

**Independent clause:** An independent clause can stand alone as a sentence.

See this example: **We walk to school.**

**Dependent clause:** A dependent clause cannot stand alone as a sentence.

See this example: **when the cake is ready**



Let's write

Look at these clauses and say whether they can stand alone as meaningful sentences (in other words, say whether they are independent clauses.)

	Independent clause	Dependent clause
when he shouted	Yes it can stand alone	No it can't stand alone
I like music.		
if it rains		
I found it.		
in Grade 4		
We are planning to have a picnic.		
when the film is over		

Complete these animal similes by filling in the correct animal name.



As busy as a \_\_\_\_\_.

As slow as a \_\_\_\_\_.

As free as a \_\_\_\_\_.

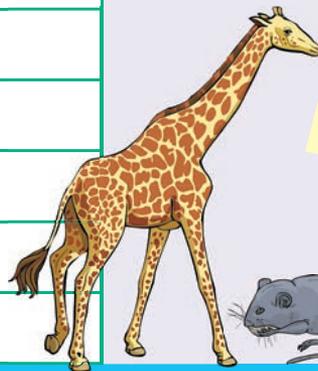
As tall as a \_\_\_\_\_.

As quiet as a \_\_\_\_\_.

As proud as a \_\_\_\_\_.

As sly as a \_\_\_\_\_.

As gentle as a \_\_\_\_\_.



We often describe something by saying it is like something else. For example, if someone is very busy, we might say, "she is as busy as a bee." This is called a simile. We often use animals in similes.

**You are special!**

**Your whole body is special.**

**Your body belongs to you.**

**NOBODY should touch your private parts. It is NEVER okay!**



**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

**Child line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life line: 0861 322 322**

**Child Protection Unit:  
012 393 2359/2362/2363**

I CAN	😊	☹️
read a play.		
read an advertisement.		
read an information brochure/pamphlet.		
identify the characters in a play.		
act out a play.		
answer questions based on a brochure.		
answer questions based on an advertisement.		
answer questions based on a play.		
design a brochure.		
design a poster.		
discuss questions based on an advertisement.		
fill in a form.		
identify adjectives and nouns.		
identify adjectives in text.		
identify adverbs of manner, time and place.		
identify alliteration.		
identify finite verbs.		
identify independent clauses in sentences.		
identify onomatopoeia.		
identify similes.		
identify verbs and adverbs.		
match the words with their meanings.		
match words with their synonyms.		
punctuate sentences correctly.		
use the correct form of the verb "to be" (is, are, am, etc.).		
use the past and present tense.		
write a character description.		
write a play.		

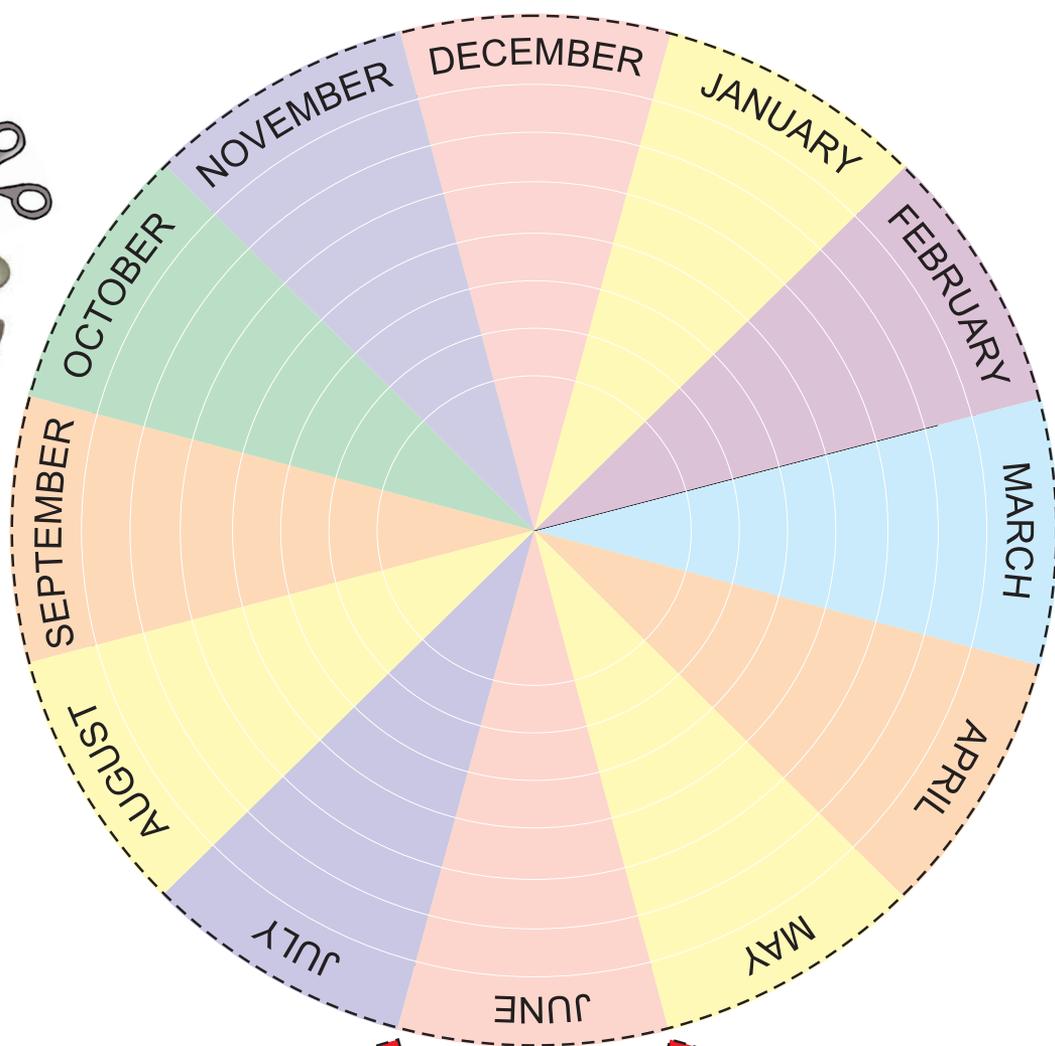




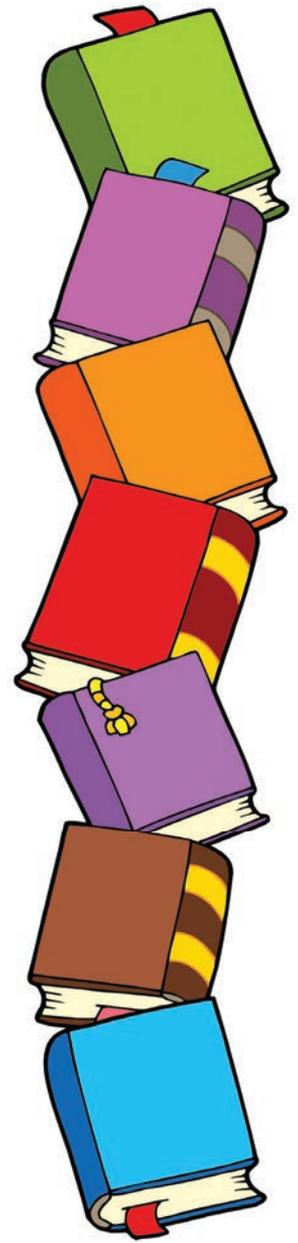
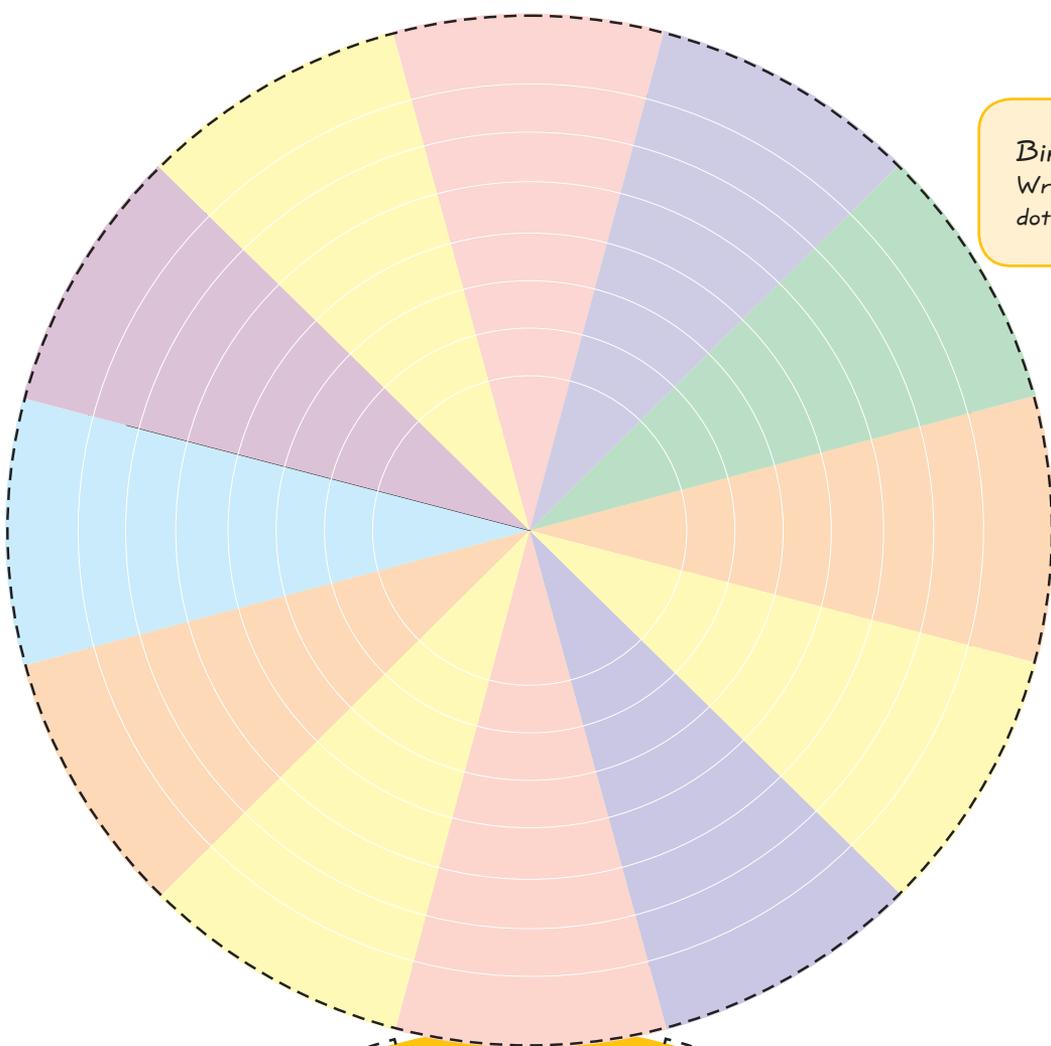
**Birthday Wheel:**

Cut out the two circles and the wedge shape. Put the top and bottom together using a split pin. Write the birthdays of your family and friends in the correct months on the birthday wheel.

On the back you can write the months in your first language.



*Birthday Wheel:  
Write the 12 months on the  
dotted white line.*



Step 1: Cut all around the black line

DEF

Four vertical writing cards on a purple background. Each card has a blue telephone icon and an envelope icon at the bottom right. The cards are separated by a vertical dotted line.

Step 2: Fold on the dotted line

Four vertical writing cards on a red background. Each card has a blue telephone icon and an envelope icon at the bottom right. The cards are separated by a vertical dotted line.

OPQR

ABC

Step 3: Fold on the dotted line

Step 5: Cut off on the yellow line

Four vertical writing cards on a teal background. Each card has a blue telephone icon and an envelope icon at the top left. The cards are separated by a vertical dotted line.

Step 4: Staple your book in the middle

Four vertical writing cards on a blue background. Each card has a blue telephone icon and an envelope icon at the top left. The cards are separated by a vertical dotted line.

STUV

KLMN

Four vertical writing boxes on a purple background. Each box contains four horizontal lines and a small icon of a telephone handset and an envelope on the right side.

Four vertical writing boxes on an orange background. Each box contains four horizontal lines and a small icon of a telephone handset and an envelope on the right side.

GHIJ

WXYZ

Four vertical writing boxes on a green background. Each box contains four horizontal lines and a small icon of a telephone handset and an envelope on the left side.

# My Telephone and Address Book



This book belongs to:

\_\_\_\_\_