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Minister of Basic
Education



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Basic Education

This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.

Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language. The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners' understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.

ISBN 978-1-4315-0198-4



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**FIRST ADDITIONAL
LANGUAGE - ENGLISH
GRADE 4 - TERM 1 - 2**

ISBN 978-1-4315-0198-4

**THIS BOOK MAY
NOT BE SOLD.**

Workbooks available in this series:

- 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)
- First Additional Language Grades 1 – 6
(In English)

**Revised and
CAPS aligned**

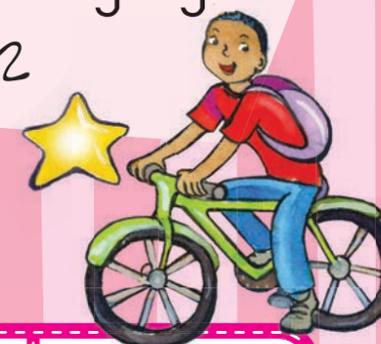
ENGLISH First Additional Language – Grade 4, Book 1

ISBN 978-1-4315-0198-4

Grade **4**

ENGLISH
First Additional Language

★ Terms 1-2



Name:

Class:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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.



Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa

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Sixth edition 2016

ISBN 978-1-4315-0198-4

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Author: V McKay

A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

MY RESPONSIBILITY IN ENSURING THE RIGHT...



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: IKE E: /XARRA // KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human race.
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

TO EQUALITY

- treat every person equally and fairly.
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth.

TO WORK

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- this right must never be used for exploitation by exposing children to child labour.

TO OWN PROPERTY

- respect the property of others.
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so.

TO LIVE IN A SAFE ENVIRONMENT

- promote sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

TO FREEDOM AND SECURITY OF THE PERSON

- not hurt, bully or intimidate others or allow others to do so.
- solve any conflict in a peaceful manner.
- to take action to protect my safety and the safety of others.



TO FREEDOM OF RELIGION, BELIEF AND OPINION

- allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

TO FREEDOM OF EXPRESSION

- express views which do not advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

TO CITIZENSHIP

- to participate actively in the activities of the community and affairs of the country.
- obey the laws of our country, ensuring that others do so as well.
- contribute in every possible way to making South Africa a great country.

TO LIFE

- protect and defend the lives of others.
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

TO FAMILY OR PARENTAL CARE

- honour and respect my parents, and to help them.
- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

TO EDUCATION

- attend school regularly, to learn, and to work hard.
- cooperate respectfully with teachers and fellow learners.
- adhere to the rules and the Code of Conduct of the school.

AND PLACES ON MY TEACHERS THE RESPONSIBILITY TO:

- promote and reflect the culture of learning and teaching in giving effect to this right.
- to eliminate unprofessional behaviour.

AND CONCURRENTLY PLACES ON MY PARENTS AND CAREGIVERS THE RESPONSIBILITY TO:

- ensure that I attend school and receive their support.
- ensure that I participate in school activities.
- create a home environment conducive to studying.



Conclusion: I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.



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Department:
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REPUBLIC OF SOUTH AFRICA

South African Interfaith Council

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Grade **4**



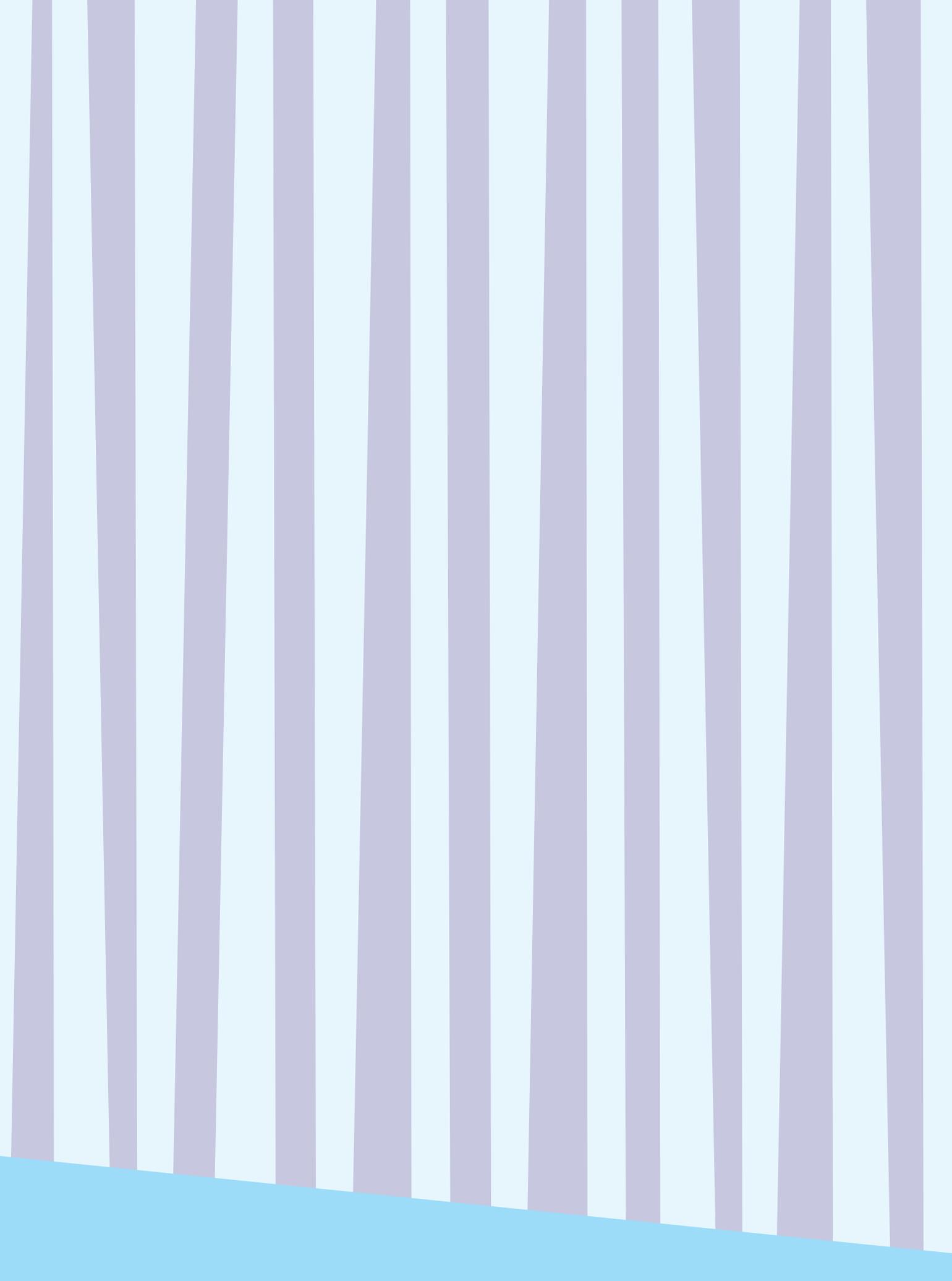
First Additional Language
ENGLISH

Term 1 & 2

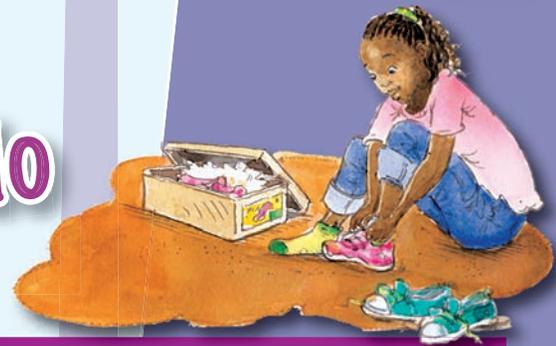


This book belongs to:

A large white rectangular area with rounded corners and a pink border, intended for a student's name.



The things we do



Theme 1: The things we do

Term 1: weeks 1 – 4

Weeks 1 - 2 Reading a story

1 Mandu's running shoes 2

Prereading and prediction.
Reads a story.
Completes a comprehension based on the story.
Vocabulary exercise based on the story.

2 Mandu's Story 4

Discusses Mandu's Story.
Identifies conventions on a book cover.
Identifies the main character.
Summarises the story.
Writes words in personal dictionary.
Writes a diary entry that retells the story.

3 My story 6

Brainstorms for ideas to write a story.
Writes ideas in a story planner.
Writes then edits a first draft of a story.
Writes final draft of the story.

4 Countable and uncountable nouns 8

Introduction to countable and uncountable nouns.
Sorts nouns into countable and uncountable categories.
Asks questions starting with "how many" and "how much".
Rewrites sentences in the past tense starting with "yesterday".
Punctuation: full stop and capital letters.

5 Why Mapula did not come to school 10

Prereads and predicts a story based on title and illustrations.
Reads a short story and completes a comprehension.
Sequences the events in the story.
Writes the sequence using determiners (first, second, lastly).

6 After the fire 12

Writes a role play based on the story.
Plans to write the story using a mind map.
Uses the mind map to guide an oral retelling of the story.
Follows the writing process and retells the story in the past tense.
Punctuation: sentence endings.
Vocabulary: sound families (lt, ight, th, wh).
Writes a congratulatory card for the main character in the story.

7 Let's race 14

Past tense irregular verb race.
Writes a paragraph in the past tense.
Completes sentences using the past tense of the verb.
Introduction to synonyms.

8 Getting it right 16

Revises countable and uncountable nouns.
Completes a cloze exercise to revise the past tense.
Matches synonyms.

Weeks 3 - 5 Reading information text

9 Girl rescues her brother 18

Reads a newspaper article focusing on headline, by-line, introductory paragraph.
Answers comprehension questions based on the article.
Reviews the article to identify adjectives and the nouns they describe.
Writes appropriate adjectives for pictures.
Uses adjectives to form sentences.

10 Best friends to the rescue 20

Reads a newspaper article focusing on headline, by-line, introductory paragraph, title of the newspaper, captions for illustrations.

Answers comprehension questions based on the article. Focuses on the heroine in the article.

Vocabulary: word families.

Speaking: interviews friends to find out who their heroes or heroines are. Completes a table based on their answers.

Writes a paragraph describing a hero or heroine.

11 Writing a newspaper article 22

Uses a mind map to plan a newspaper article.

Follows the writing process.

Writes the article in the template provided.

12 Getting it right 24

Introduction to the soft- and hard-C.
Classifies C-words into hard and soft sounds.

Uses C-words to form sentences.

Abbreviations and acronyms.

Identifies and uses verbs.

13 Finding your way 26

Uses a simple map to give directions.
Uses determiners such as first, second, third, lastly.

Gives directions and identifies places on a simple map.

14 It's happening right now 28

Introduction to the present progressive tense.

Selects verbs to complete sentences in the present progressive tense.

Matches antonyms.

Joins sentences using the conjunctions – because, so that and but.

15 Play the Tense Game 30

Plays a tense board game to practise the present progressive tense.

16 Let's write a story 32

Uses a mind map to plan a story.

Writes the story in a tear-out story template.

1 Mandu's running shoes



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.



Let's talk

Look at the pictures and tell your friend what you think this story is about. How do you think the girl at the finish line feels?

Have you ever been in a race? How did you feel?



Let's read

Mandu was in Grade 4 at Greenway Primary School in Durban. She was an excellent runner and she practised running every day. The children used to tease her because she did not have running shoes. She wished she had running shoes because her feet hurt, especially when the ground was hot. She also hated it when the children laughed at her.

One Saturday, Mandu took the money she had saved and went to the sports shop in town. She looked at the running shoes but felt very sad, because she did not have enough money to buy them.

Mrs Masondo, the owner of the shop, noticed the sadness in Mandu's eyes.

"If you win the race, I will let you have the running shoes for free," she said. "But if you don't win, you will need to pay for them," she added with a smile.

"Oh ma'am, thank you very much! I will practise every day and make sure I win," said Mandu gratefully.

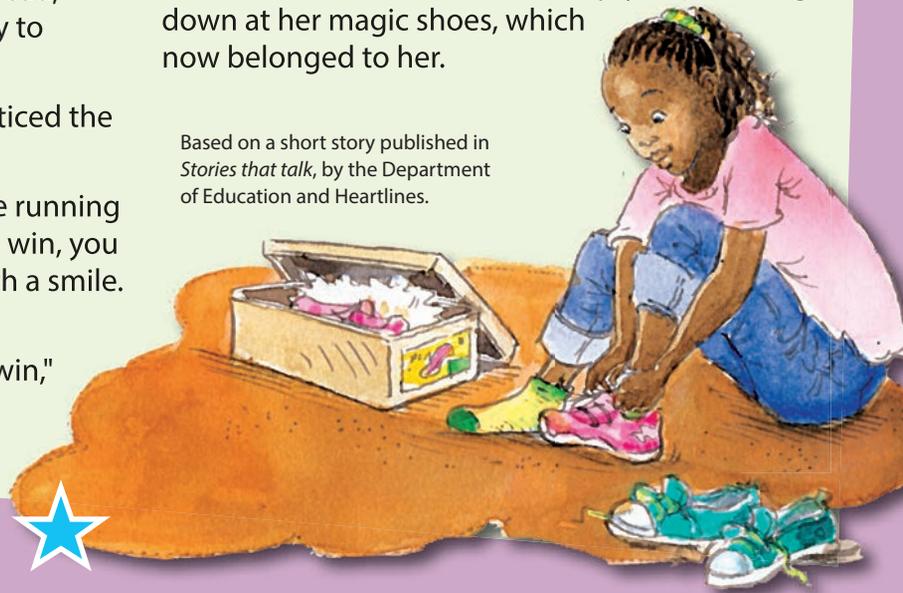
And that was what Mandu did. She ran and ran until her legs ached. "I must keep going," she told herself. "I must not give up!"

The big day came, and Mandu was very nervous. When she went to the starting line, her heart was pounding.

But as soon as she began to run, she forgot her fear. She ran like the wind and crossed the finish line long before the other participants.

"I've won! I've won!" she shouted joyfully, looking down at her magic shoes, which now belonged to her.

Based on a short story published in *Stories that talk*, by the Department of Education and Heartlines.





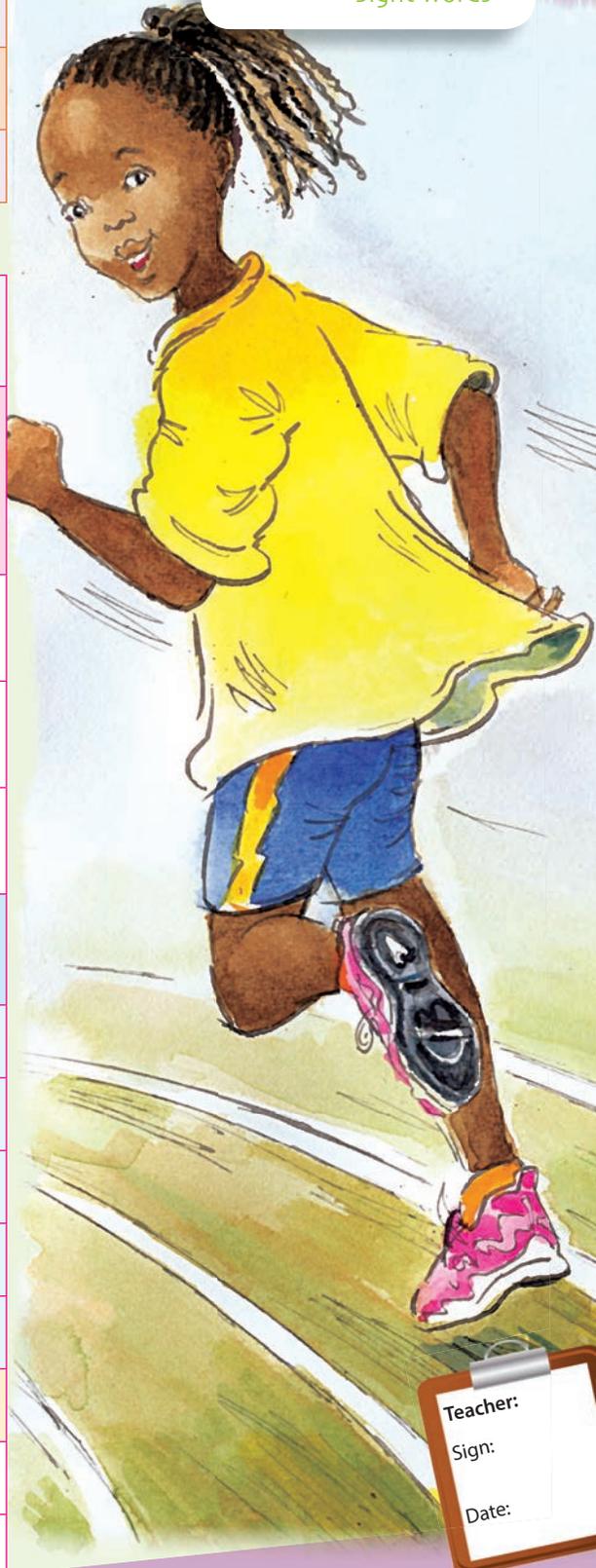
Let's write

Answer each of these questions.

WORD BOX

- saw
- say
- see
- send

Sight words



Who was the story about?

What did she have that was special?

Encircle the letter next to the correct answer. If you are not sure what the answers are, go back and read the story again.

What does this sentence tell us about Mandu? "She ran and ran until her legs ached."		Why did Mandu say the shoes were magical?	
A	That she had pain in her legs.	A	They encouraged her to practise.
B	That she would never give up.	B	They were a gift.
C	That she needed shoes to run.	C	Her feet no longer hurt.

Number the sentences from 1 to 5 to show the order in which things happened in the story.

- _____ Mrs Masondo gave Mandu running shoes.
- _____ Mandu did not have enough money to buy running shoes.
- _____ Mandu wished she had running shoes.
- _____ Mandu went to town to buy running shoes.
- _____ Mandu won the race.

Find words in the first paragraph that mean

very good

disliked

Teacher: _____
 Sign: _____
 Date: _____

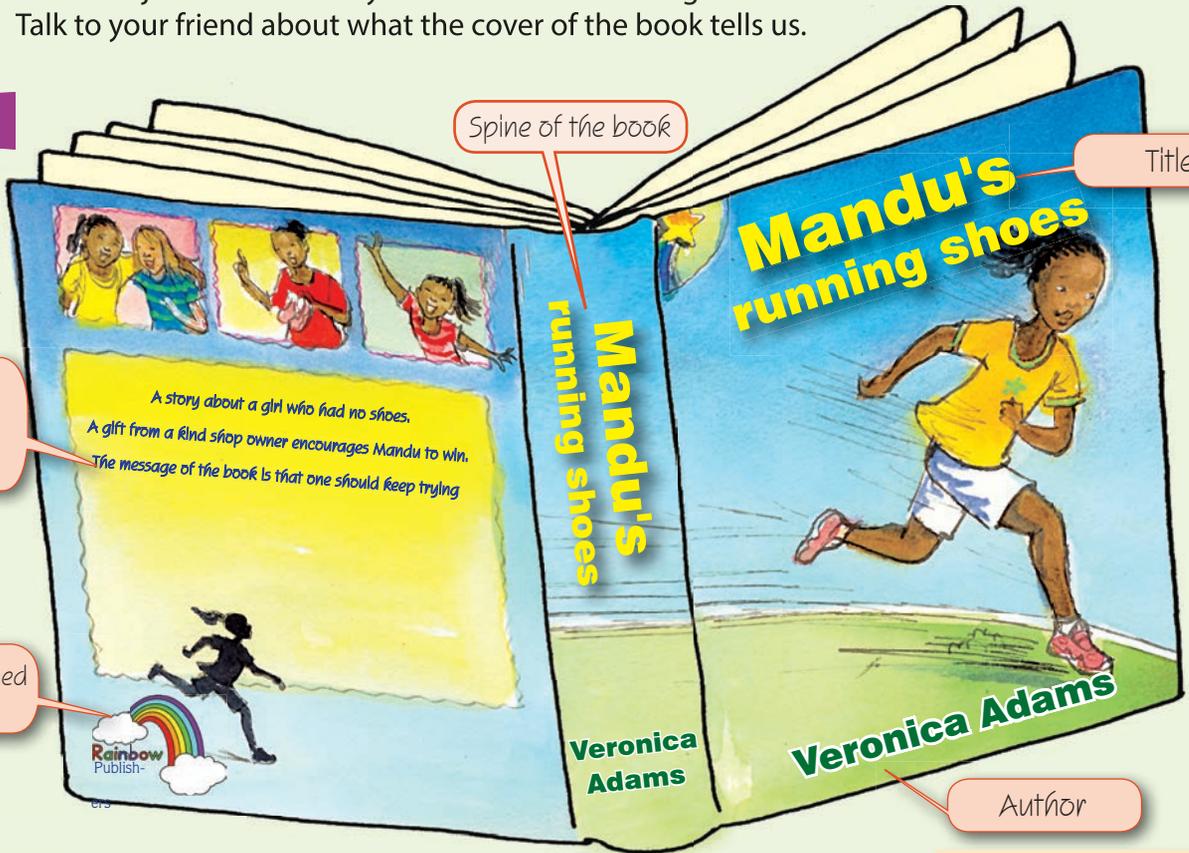


2 Mandu's story

You have just read the story about Mandu's running shoes.
Talk to your friend about what the cover of the book tells us.



Let's talk



Spine of the book

Title

Blurb that tells us what the

A story about a girl who had no shoes.
A gift from a kind shop owner encourages Mandu to win.
The message of the book is that one should keep trying

Tells us who published

Rainbow Publish-

Veronica Adams

Veronica Adams

Author



Let's write

Now write about the book *Mandu's running shoes*.

Teacher's note

This exercise focuses on the characters and plot. It is presented in the form of a book review to teach the conventions on book covers and leads the learner to write a summary of the story in sequence.

Name of book	
Author	
Main characters	
Publisher	
What happens in the story?	

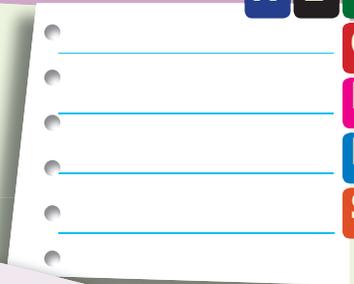




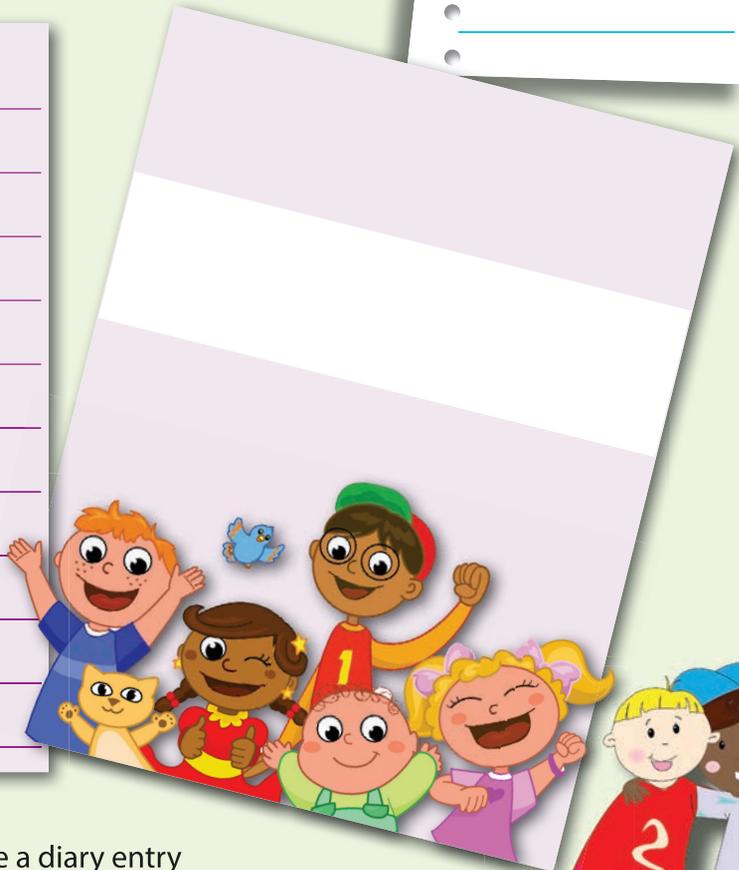
Let's do

Make a congratulatory card for a person who has achieved success at something.

Write a special message on the front of the card, above the picture. Then write your friend a message inside.



A large rectangular area with horizontal purple lines, intended for writing a message on the inside of a card.



Let's write

Imagine you are Mandu. Write a diary entry summarising what happened that day.



A large yellow area with horizontal blue lines, intended for writing a diary entry. It includes the text 'Dear Diary' on the left and 'Date' on the right.



Teacher:
Sign:
Date:



3

My story



- 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 talk

Everyone has a memory of a special achievement. It may be that your soccer team won a match, that you scored a goal or that you helped someone who needed help. Talk about your own special achievement.



Let's write

Now use this planner to write short notes to plan your story.

1 What I achieved

2 How did I achieve it? What special training did I do?

3 How I felt when I succeeded

I FELT GOOD

4 What message do I have for others?

Practice makes perfect



4 Countable and uncountable nouns

What are **countable** nouns?

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

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

Let's write

Look at the pictures. Decide whether you can count them or not. Then write the word under the correct heading.

Countable nouns	

Uncountable nouns	

Ask your friend about things in the classroom or at home. Ask questions starting with How many ? or How much ?

Let's talk





Let's write

Rewrite these sentences, starting with Yesterday. Use these words to help you.

rode

looked

went

crossed

saw

took

He rides his bike.

Yesterday he

I see the broken glass.

Yesterday I

She takes his bike.

Yesterday she

She looks at the flat tyre.

Yesterday she

We cross the river.

Yesterday we



Let's write

Rewrite these sentences starting with a capital letter and ending with a full stop. Remember to use capital letters for all names.

mandu visited her cousin in durban in july

peter played soccer against Chiefs last saturday

on the last saturday in february we went to the zoo in pretoria



5 Why Mapula did not come to school



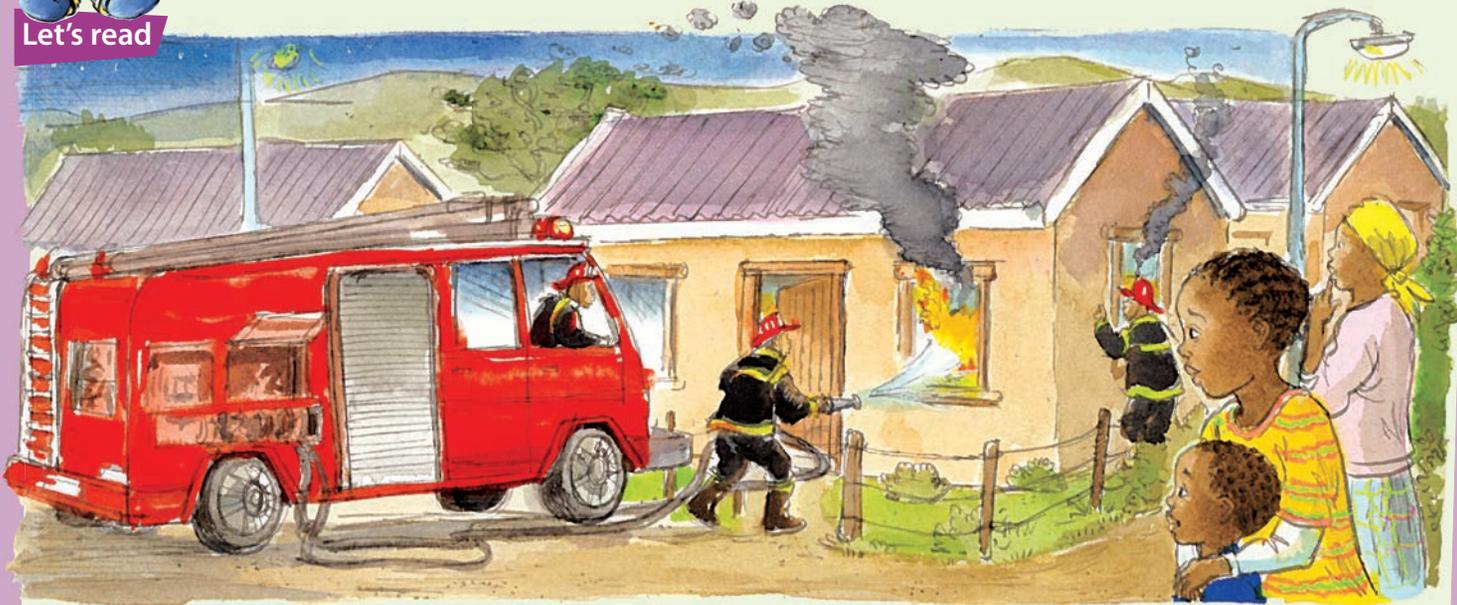
Before you read

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



Let's read

Look at the pictures and the heading. Talk about what you think the story is about. Read the story written by Mapula's 11-year-old friend. In her story, she explains why Mapula missed school today.



Beginning of the story

Mapula did not come to school today. There was a big fire at her home. Mapula's family uses paraffin for cooking at home. They have a **red** paraffin stove. Mapula has a **young** brother, Thami, who never listens to anyone. Last night Thami played with the stove, even though it is not allowed. He also found the matches that someone had carelessly left lying around.

The **little** boy lit the stove and then, in his excitement, knocked the stove over onto the carpet. Soon the **small** room was on fire.

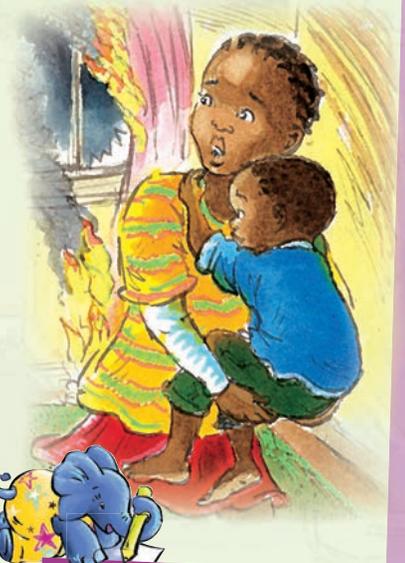
Middle of the story

Luckily for Thami, Mapula carried him out of the house. She asked the **kind** neighbours to phone the fire brigade. They arrived very quickly, and they used their **long** hoses to put the fire out. Soon the whole house was filled with water and smoke.

The fire was put out before Mapula's **angry** parents came home. Everything in the room was burned, and Mapula was very sad because her favourite **baby** doll and her **beautiful** workbooks were also burned in the fire.

End of the story

Today, Mapula helped her mother to clean their house. She hung all the **wet** blankets and curtains in the sun to dry. Meanwhile little Thami had been sent to preschool, so that he could stay out of trouble. Tomorrow Mapula will go back to school. Her mother will buy her a **new** school bag.



Let's write

The words in red are all adjectives. Underline the noun that each adjective describes.





Let's write

Read the story again, and then answer these questions.

WORD BOX

- start
- stop
- take
- tell

Sight words

Who started the fire?

Blank white box for writing the answer.

How did the fire start?

Blank white box for writing the answer.

List 3 things that Mapula did that shows she could think and respond quickly.

Two blank white boxes for writing the answer.

Now number the sentences from 1 to 5 to show the order in which things happened in the story.

	Mapula carried Thami out of the room.
	The whole room started to burn.
	Thami found the paraffin stove and lit the stove.
	The fire brigade put the fire out.
	The next day, Mapula and her mother had to clean up.



Let's write

Look at your numbered list and write the sentences starting with the following words. We call these words **determiners**. When you have completed this explain what you have written to your friend.

1. First

2. Then

3. After that

4. Then

5. Finally on the next day



6 After the fire



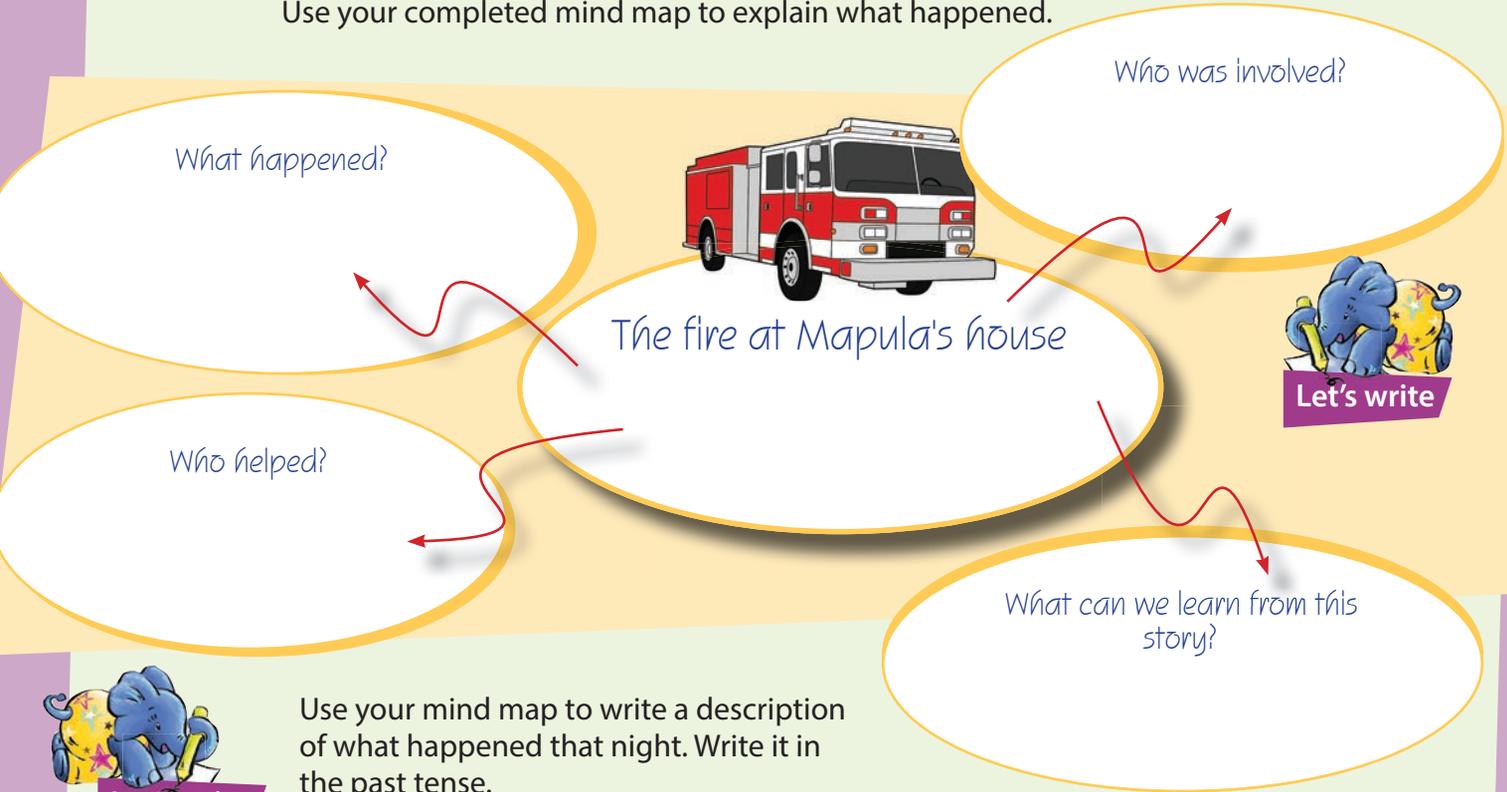
Let's role play

Work with your friends to make up a role play about what happened at Mapula's house. Your role play must show that Mapula is a heroine.

Fill in this mind map to show what happened in the story. The story has a beginning, a middle and an end. Use your completed mind map to explain 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.



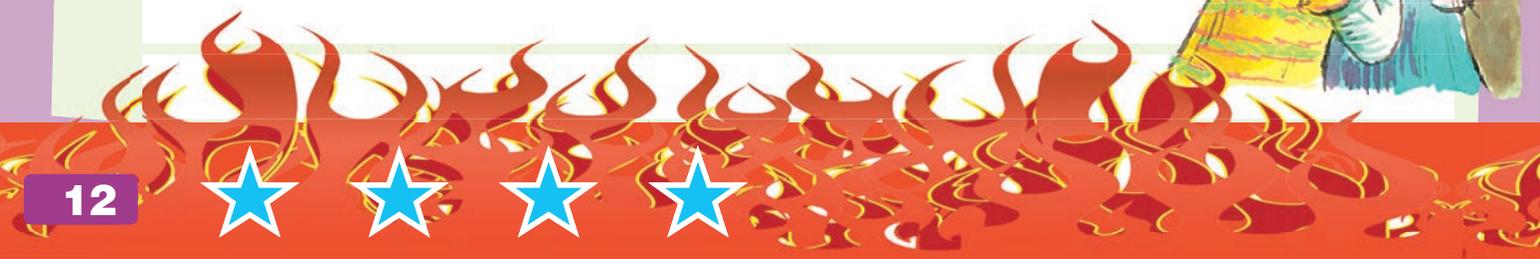
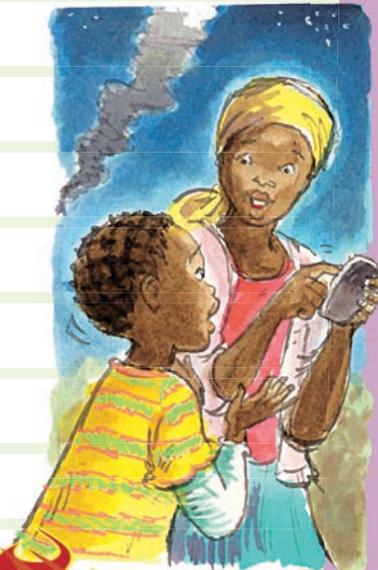
Let's write



Let's write

Use your mind map to write a description of what happened that night. Write it in the past tense.

Handwriting practice area with horizontal lines.





Let's write

Use a question mark **?** or an exclamation mark **!** or a full stop **.**

Help, the house is on fire

Six strong firemen came to put the fire out

How did they put the fire out

Where was the fire

When was the fire



Word work

Read the words and listen to the sounds.

Then use 5 of these words to make your own sentences in your exercise book.

belt

bright

that

they

who

melt

right

there

this

why

felt

fright

then

the

where



Let's write

Imagine you are Mapula. Write a diary entry summarising what happened after the paraffin stove fell over.

Dear diary

Date: _____





Let's race



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



Fun

dig dug

draw drew

drive drove

eat ate

fall fell

feed fed

feel felt

find found

fly flew

get got

give gave

go went

grow grew

have had

hear heard

hide hid

give gave

go went

have had

keep kept

know knew

make made

pay paid

run ran

see saw

show showed

sit sat

sleep slept

speak spoke

stand stood

sweep swept

swim swam





Let's write

It happened in the past

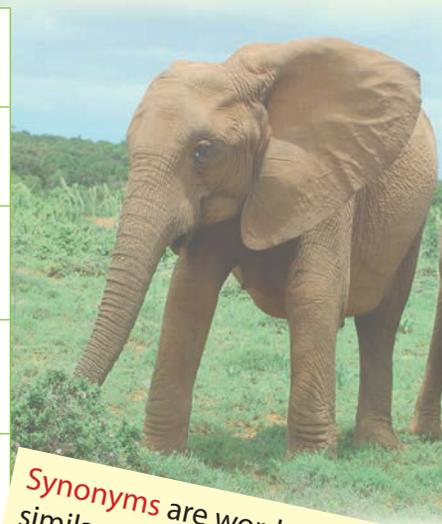
 O
R
D
S

Write five sentences about what you did last weekend.

Then encircle all the past tense verbs.

Use the correct form of the verb to complete these sentences.

go went	Yesterday I _____ to visit my friend.
slept sleep	Last Saturday I _____ at my cousin.
sing sang	My sister _____ in the school choir last term.
speak spoke	Jabu _____ at our teacher's farewell last Friday.
ran run	We _____ in the 1000 metre race last Saturday.



Synonyms are words with similar meanings. The large elephant. The big elephant.

Encircle the words that mean the same as the first word in each row.

scared	careless	afraid	frightened
walk	run	crawl	stroll
small	tiny	little	large
pretty	attractive	plain	beautiful
favourite	best	unlucky	preferred
big	large	enormous	soft

Teacher:

Sign:

Date:



8

Getting it right



Let's read

Look at the nouns in the table. On the left are the countable nouns, for which we say "How many?"; and on the right the uncountable nouns, for which we say "How much?".

We use **many** when we can count a noun.
We use **much** when we can't count the noun.

Countable nouns		Uncountable nouns	
eggs	bananas	sugar	salt
bags	tables	oil	milk
chairs	desks	coffee	juice
pens	cups	cheese	bread
books	phones	butter	meat
boys	dolls	water	flour
girls	bears	sand	rain



Let's write

Now fill in these words in the correct boxes.



elephants	bread	trains	shoes	sand
zebras	oil	grapes	lemonade	rain
lions	sauce	beds	butter	children
snakes	lions	hats	boxes	teachers
sugar	dresses	cheese	flour	water



Countable nouns		Uncountable nouns	





Let's write

Number the words in each column in alphabetical order.



NEW
ORDS

	apple		best		delight
1	adapt		behave		destroy
	apply		behind		debate
2	angry		betray		delicious

Remember

Synonyms are words with similar meanings.

Antonyms are words with the opposite meanings.

Match the words in the top row with their synonyms in the bottom row.

beautiful	gentle	large	generous	difficult
enormous	pretty	soft	complicated	kind

Help Jabu complete his diary by using the past tense of the words in brackets. Diaries are always written in the past tense.

Dear diary

I am back at school. We _____ (start) school last Tuesday.

We _____ (play) our first soccer match last weekend.

We _____ (win) the game 2-0.

Afterwards we _____ (eat) at the Kentucky. Our coach _____ (pay) for our supper. Then we _____ (drive) home.

Yesterday afternoon I _____ (swim) in the school gala.

I _____ (know) that we would win our races. When we _____ (take) our trophies to the school assembly everyone _____ (cheer).

It is great to be back at school!





9 Girl rescues her brother



Let's talk

Look at the news article and talk about what you think the article will be about. Talk about what the headline, the picture and the caption tell us about the article. What information does the lead paragraph give us?



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.

Kiddy News

Name of _____

12 February 2015

GIRL RESCUES THREE-YEAR-OLD

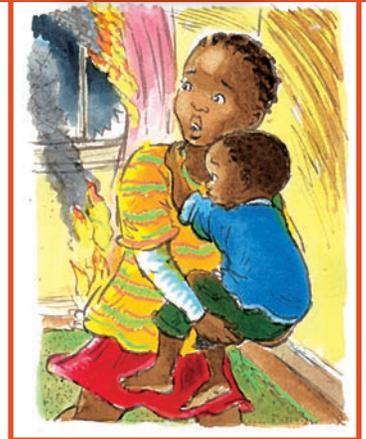
By Nicky Brown

Lead

Last night a **brave** school girl rescued her **three-year-old** brother from a **blazing** fire.

The fire started when a **broken** paraffin cooker fell onto a **thick** mattress and set their **small** house alight.

The **young** children were alone at home. **Quick-thinking** Mapula rushed out of the house carrying the **little** boy and called the fire brigade. Most of the family's possessions were lost in the fire. **Ten-year-old** Mapula said, "I am always a quick thinker. I am actually the fastest at mental maths at school!"



Brave Mapula Shabalala, Grade 4 pupil at Greenway Primary School



Let's write

Read the newspaper article and answer these questions. Discuss the answers.

What is the name of the newspaper?	
What is the headline?	
What is the by-line?	
What is the date of the newspaper?	
When did the fire happen?	
What caused the fire?	
Who is the article about?	
What did she do?	





Let's write

Describing things

Looking at adjectives

You remember that nouns are naming words for people, places and things. Adjectives describe nouns. They give information about the person, place or thing.

They tell us how people look, how things feel, sound, or taste and they help to make your writing and speaking more interesting.

Look back at the words in bold in the newspaper article and the story on page 10. They are all adjectives describing nouns. Underline the nouns they describe. Use 8 of these words to form sentences. Write them in your exercise book.



Let's write

NEW
WORDS

Now write down adjectives that describe the following pictures.

			
_____ book	_____ giraffe	_____ tortoise	_____ flower
			
_____ car	_____ cake	_____ dog	_____ building
			
_____ match	_____ weight	_____ jersey	_____ coffee

Use four of the adjectives to form sentences.



Let's write

Teacher: _____
 Sign: _____
 Date: _____



10 Best friends to the rescue



Let's talk

Look at the newspaper article and talk about what you see. What does the headline tell us? What do the picture and caption tell us about the article?

Name of

**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.

DAILY NEWS

20 March 2015

Schoolgirls save boy's life

By Silvia Hlongwane

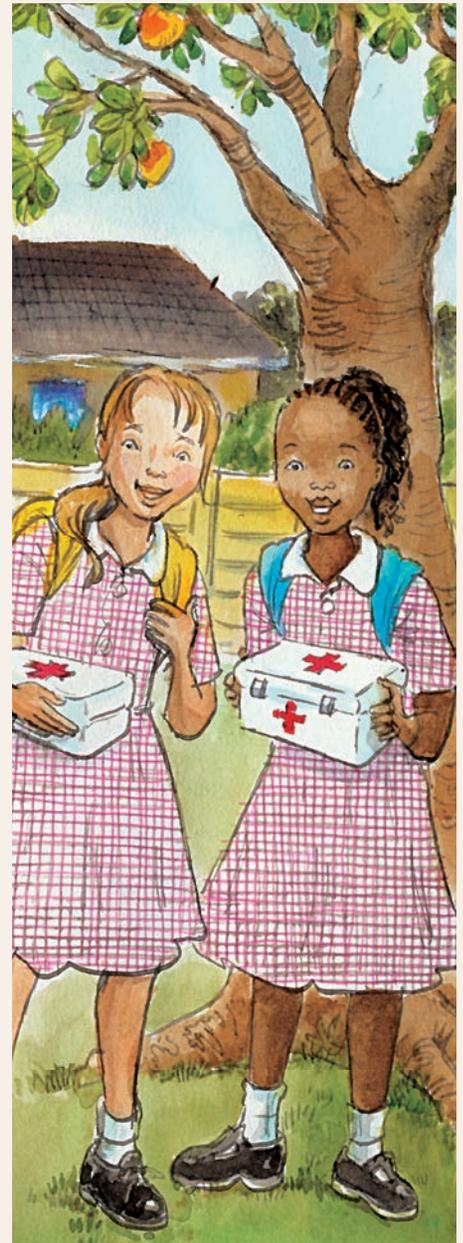
Two 9-year-old schoolgirls from Greenway Primary School rescued a 6-year-old boy who fell from a tree yesterday.

Brenda Smith and her friend Mandu Shabalala were on their way home from their first aid class at Greenway Primary School. They discovered 6-year-old Benny Basson, who had fallen from a tree that he had climbed into to pick some fruit. The girls rushed to help him. Benny had knocked his head and was unconscious. He had also cut his arm and could have bled to death if the two girls had not stopped his bleeding. The girls

called for an ambulance and then managed to stop Benny's bleeding. Benny was lucky that the two girls were returning home from their first aid class and had their first aid boxes with them. They also had gloves, to protect themselves against possible HIV infection from handling another person's blood. They bandaged Benny's wound before the ambulance arrived.

Mrs Twala, the school principal, will be presenting the two girls with an award at the school assembly on Friday.

Join the Red Cross. Use your local telephone directory to find the number for your province.



Brenda Smith and Mandu Shabalala rewarded for bravery

Lead





Let's write

Read the newspaper article again and then answer these questions.

O

R

D

S

What is the name of the newspaper?

Who wrote the article?

On what date did Benny fall from the tree? (Work it out from the story.)

Why did the girls need to use gloves?

Why was Benny lucky that the girls were returning from their first aid class?



Let's write

Read the words and listen to the sounds. Then use 5 of these words to write your own sentences in your exercise book.

about	make	tell	pack	line	where
out	cake	will	rack	mine	what
our	rake	sell	rock	time	why



Let's talk

Talk to your friends about who their heroes or heroines are. Write the information in this table. We have done an example for you.

Name of friend	Thandi				
Your friend's hero/heroine	Anna Matlou				
Why?	She won the African football award				

Teacher: _____

Sign: _____

Date: _____



Writing a newspaper article



Let's write

Do you think the girls are heroines? Who is your hero or heroine? Write a short paragraph about him or her.



- 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. What would you like to write about? Use this mind map to help you to plan your article.

What happened?

THE NEWS

The headline of your article

When did it happen?

Where did it happen?

How did it end? What was interesting about it?



Let's write

Now use your mind map to help you to write your newspaper article. Give your newspaper a name and make up a headline for your article. Draw a picture to illustrate your article.

NEW
O
R
D
S



Name of newspaper

Date

Headline

Handwriting lines for the newspaper article text.

Illustrate your article

Teacher: Sign: Date:



Getting it right



Word work

Say what you see in each picture.
 Listen to how you say the C-sound.
 The first row has words with the hard C sound.
 The second row has words with the soft C.

The soft C
 If you say these words aloud you will see that in the second row we pronounce the C like an S. We call this a **soft C**.

cat 

cup 

cap 

Hard C

cell phone 

circle 

circus 

Soft C

Read the words and listen to the C-sound.



circle
 circus
 city

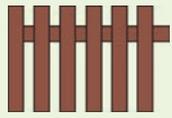
listen
 centre
 centipede



race
 place
 rice



mice
 ice
 juice



Use five words from the word box to write five sentences. Read them to your friend.

Match these abbreviations with their meanings.



Looking at verbs

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

The boy **kicks** the ball. The dog **barked** at the cat.

A verb is the most important word in a sentence; without it a sentence won't make sense.



Let's write

Encircle the verbs. They are the action words.



swim

run

clock

think

write

soccer

kick

grass

sneeze

take

boy

sleep

play

went

tooth

drive

smile

read

like

game

go

rain

shine

Read the sentences and then underline all the verbs or doing words.

Then encircle the person or thing that is doing the action. These words will all be nouns.



Let's write

Jabu ate a delicious cake.	I baked a cake.
Mother made a hot cup of tea.	We watered the beautiful garden.
The girl played on the new computer.	The dog chased the little cat.
The boy kicked the red ball.	A big dog barked at me.



Teacher:

Sign:

Date:

Look back at the sentences and see if you can find the adjectives describing the nouns. Underline them in red.

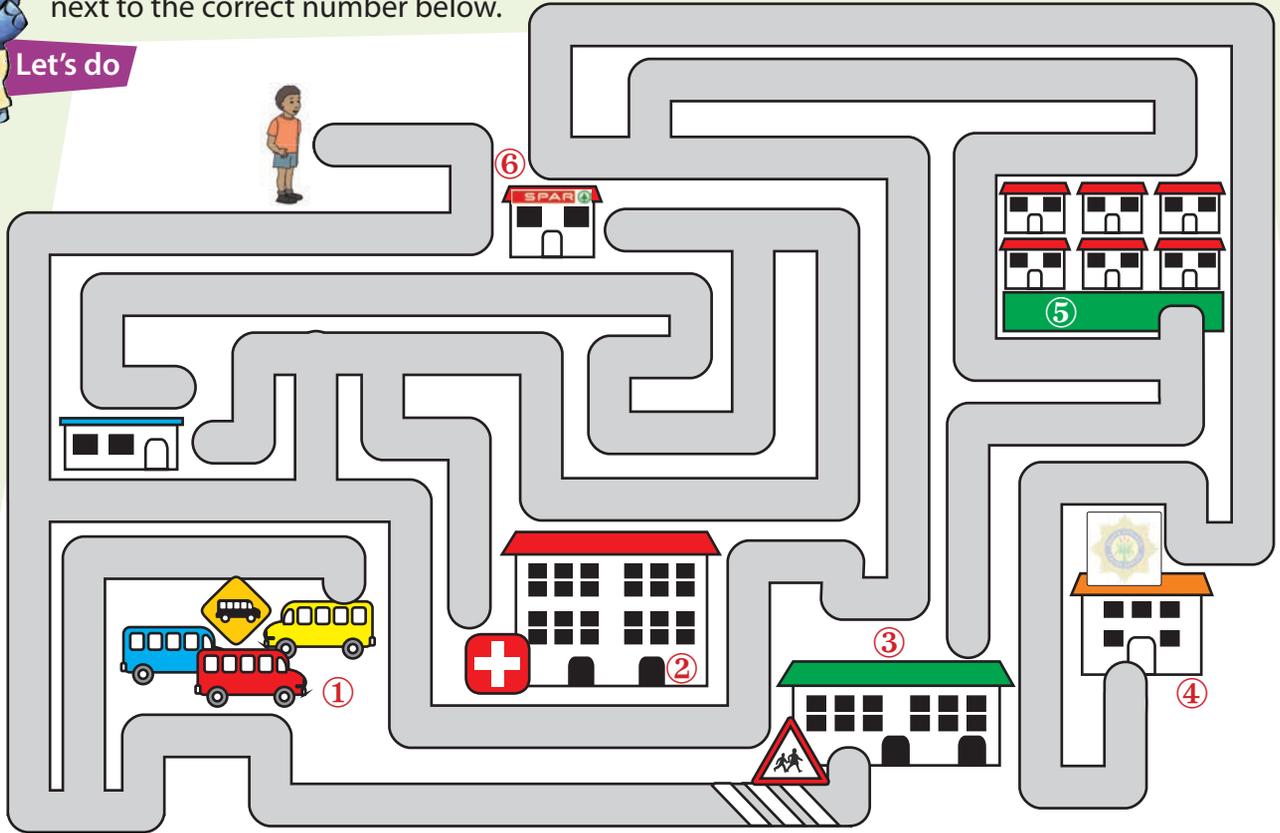


13 Finding your way



Help Jabu to find his way to all six places marked on this map. Then fill in the names of each place next to the correct number below.

Let's do



Note

We have read different kinds of text that give us information. In this worksheet we obtain information from visual material.

①

③

⑤

②

④

⑥



Let's write

Now write sentences saying what places Jabu will pass on his way to school. Number your sentences. Use first, second, then and finally.

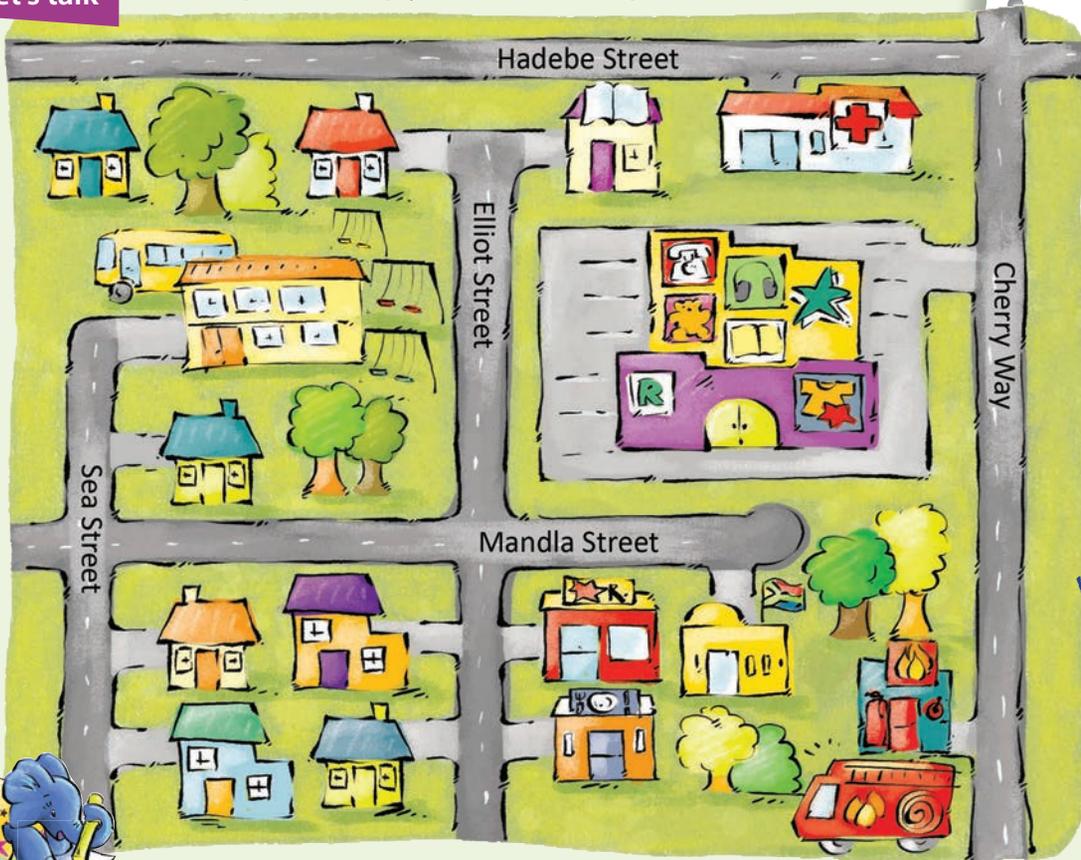




Let's talk

Look carefully at this map. What different places can you see? What are the names of the streets? Look at the compass. Use the compass to help you answer the questions.

NEW
WORDS



Let's write

Encircle the correct word.

Hadebe Street is north/south of Mandla Street.

The school is north/south of Mandla Street.

The hospital is north/south of Hadebe Street.

Now fill in the correct answer.

Name the street the hospital is in.

Name the street the park is in.

Name the street the fire station is in.

Write three sentences about where things are on this map.

Teacher: _____

Sign: _____

Date: _____



14 It's happening right now



Let's write

Use these **verbs** to complete these sentences. All the verbs are in the continuous tense because the actions are happening now.

We call this the **present progressive tense**.

running

teaching

chasing

eating

sleeping

walking

making

1. The girl is in the race.



2. The children are to school.



3. The chef is a cake.



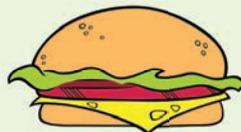
4. The teacher is the class.



5. The dog is the cat.



6. They are burgers



Draw a line to match these antonyms. Remember that **antonyms** are words with opposite meanings.

beautiful

clever

tall

thick

strong

stupid

ugly

weak

short

thin

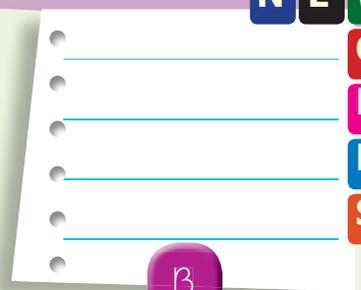




Let's write

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.

NEW
ORDERS



A

We could not swim
I was late for school
I was in trouble
He did not eat lunch

Because tells us the reason.

because

B

I missed the bus.
it was raining.
he was not hungry.
I did not do my homework.

A

I left school early
I studied hard
We followed our friends
We walked quickly

So that tells us the purpose.

so that

we did not get lost.
I could go to the doctor.
we arrived on time.
I could pass my test.

A

I studied hard
The cake looked delicious
We left early
I like reading

But shows us the contrast.

but

we still arrived late.
I failed my test.
I don't like writing.
I was not hungry.

Now join the sentences using either **because**, **so that** or **but**.

1. I like apples		I don't like pears.
2. I can't go to the shop		I don't have money.
3. I am studying hard		I pass my exams.
4. I like netball		I don't like swimming.
5. Read a book a week		you improve your reading skills.



1 but 2 because 3 so that 4 but 5 so that 6 because

Teacher: _____
Sign: _____
Date: _____



15 Play the Tense Game

Rules

past continuous

Present Continuous

Play this game with your friend. Use the counters from the cut-out pages at the back of this book.

Flip a coin. Heads you move forward 2 places, tails you move forward only one place. If you land on a red block you will have to move back a few spaces or miss a turn.

Start your sentences using one of these words:

I ...

She

He ...

We

They ...

My friend ...

Example:

I am eating lunch

I was eating lunch



START





Let's write

Now write sentences using these words.

Right now I am

Yesterday

Last weekend

At the moment he

In the December holidays she



Teacher: _____
 Sign: _____
 Date: _____



16 Let's write a story



DATE

CHECK YOURSELF



Let's write

Think of an interesting event you could write a story about. Fill in the mind map to help you get started.

Who was involved?

The title of your story

What happened?

What happened next?

How did the story end?



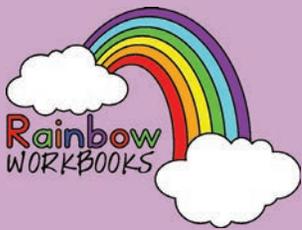
Let's write

Write your story on a piece of paper. It must have a beginning, a middle and an end. Ask your friend to help you correct it. Now you are going to make your own book. Cut out the next page of this book. Now write your story into the book.

	I CAN	Y	N
predict what will happen in a story			
read a story with understanding			
complete a comprehension based on the story			
discuss the events and characters in a story			
sequence the events in the story			
write the sequence using determiners (first, second, lastly)			
make up a role play based on the story			
retell the story			
identify the conventions on a book cover			
identify the main character			
summarise a story			
write a diary entry that retells a story			
brainstorm for ideas to write a story			
write ideas in a story planner			
write then edit a first draft of a story			
write a final draft of the story			
sort nouns into countable and uncountable categories			
ask questions starting with "how many" and "how much"			
rewrite sentences in the past tense starting with "yesterday"			
use full stops and capital letters, question and exclamation marks			
recognise sound families (-lt, ight, the, wh)			
write a congratulatory card			
use past tense irregular verbs			
write a paragraph in the past tense			
complete sentences using the past tense of the verb			
match synonyms			
read a newspaper article focusing on headline, by-line, introductory paragraph			
answer comprehension questions based on the article			
identify adjectives and the nouns they describe			
identify the soft- and hard-c words			
use abbreviations and acronyms			
identify and use verbs			
use a simple map to give directions			
use determiners such as first, second, third, lastly			
give directions and identify places on a simple map.			
use the present progressive tense			
match antonyms			
join sentences using the conjunctions – because, so that and but			



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.

4

Write the middle of your story here.



Draw picture here.

Step 2: Fold on the dotted line

Step 3: Staple on this side



Draw picture here.

Draw picture here.

Start writing your story here.



Finish your story.



2

7

3

6



Continue with your story here.

Write what happens at the end of your story.

Draw picture here:



Draw picture here:

2

Going places



Theme 2: Animal tales

Term 1 Weeks 5 – 10

Weeks 5 - 6 Stories

17 The hare and the tortoise 36

Predicts story based on pictures.
Reads a story.
Comprehension exercise based on story.
Sends an SMS summarising what happened in the story.
Vocabulary exercise. Writes sentences to show the correct meaning.
Forms the past tense by adding -ed.

18 The animal race 38

Makes up a role play of what happened in the story.
Retells the story in the correct sequence.
Writes a diary entry in the past tense in you summarise the story.
Writes sentences about what happened in the beginning, in the middle and at the end of the story.
Writes the long form of given abbreviations.
Selects three abbreviations and use them in sentences.

19 Working with words 40

The soft C- and the hard C-sounds.
Classifies words with into the hard and soft C sounds. Rewrites sentences starting with yesterday.
Underlines the adjectives that describe the nouns.

20 Join them up! 42

Forms compound words.
Subject-verb agreement.
Conjunctions using and, then and before.
Connects sentences using conjunctions.

21 The lion and the mouse 44

Prediction based on illustrations and headings.
Reads a story.
Comprehension based on text.
Vocabulary: words ending in -ed.
Role play to show what happened in the story.
Retells the story in the correct sequence.

22 The lion and the mouse 46

Tells the story about the lion and the mouse in the correct sequence.
Matches the present tense words with the past tense words.
Matches antonyms.
Writes a thank you card.

23 Planning a story 48

Plans a story using an illustrated template.
Completes a mind map.
Writes a story.

24 Sometimes I... 50

Adverbs of time.
Completes a quiz indicating how often he/she does these things.
Writes sentences using information from the quiz.
Matches adjectives with their antonyms.
Fills in the missing words by looking at the pictures.

Weeks 7 - 8 Reading procedural text

25 Making a fruit salad 52

Answers questions based on the recipe.
Focus on verbs.
Does exercise on plurals.

26 Make a sandwich 54

Writes a recipe for a sandwich.
Lists the ingredients and utensils.
Writes the instructions. Numbers each step.
Orally explains your recipe to partner.
Subject verb agreement. Identifies the verbs in each sentence.
Writes sentences in the past tense.

27 Going visiting 56

Reads an informational story and answer the questions. Use a map to show the places and distances.
Answer questions based on the map.

28 It took five hours by train 58

Reads a train timetable.
Answers questions based on the train timetable.
Contractions and the apostrophe.
Forms negative sentences.

Weeks 9 - 10 Pictures of poetry

29 Little train on the track 60

Reads the poem aloud. Focus on rhythm and rhyme.
Answers questions based on the poem.
Identifies rhyming words.
Writes a poem with rhyming pairs of sentences.

30 Looking at language 62

Provides endings for sentences. Question, statement or command.
Present and past tense concord.
Describes pictures and writing sentences in the present tense.
Uses the correct pronouns.

31 Custard my pet dragon 64

Prediction and discussion of the poem based on the title and the pictures.
Reads the poem aloud.
Answers questions on the poem.
Focuses on rhyme.
Identifies the personal pronouns in sentences.
Rewrites these sentences and replaces the nouns with pronouns.

32 Writing your story 66

Plans a story.
Uses a mind map. Writes and illustrates the story in a cut-out book.

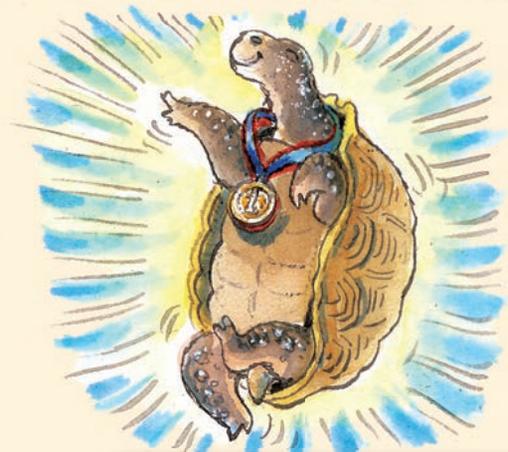
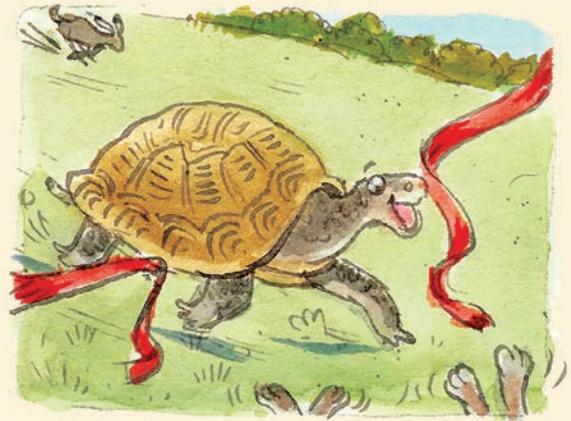
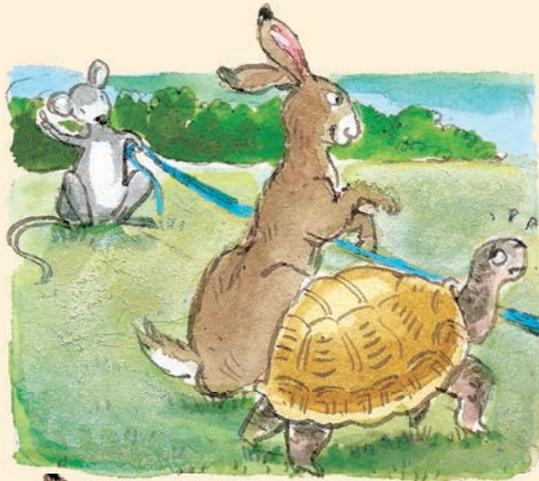


17 The hare and the tortoise



Let's talk

Look at the pictures and talk about what you think this story is about.



Let's read

A long time ago, a hare and a tortoise lived in the green forest. The brown tortoise walked very slowly, and the hare always laughed at her. One day, the hare said to the tortoise, "Let's have a race." The tortoise agreed, and the hare laughed loudly. All the other animals came to watch the race.

The hare ran very fast and was soon far ahead of the tortoise. He looked back but he couldn't see the tortoise because she was far behind.

"The tortoise is very slow," thought the hare. "She'll take a long time to get here. I'm going to have a rest, and when I see her coming, I'll run quickly and win the race." The hare sat against the tree and rested.

Soon, he fell asleep. While he was sleeping, he heard the other animals cheering. He thought he was dreaming. But when he woke up, he saw the tortoise was near the finishing line.

The hare ran as fast as he could, but he couldn't catch up with the tortoise. The tortoise had already won the race.

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.

What is a fable?

This story is a fable. Fables are very old stories that have a moral message. In most fables you will find animals that can speak.

Underline all the words in the story that end in -ed.





Let's write

Read the story again and then answer these questions.

WORD BOX

- always
- laugh
- when
- brown

Sight words

Who won the race? Why?

Who came to see the race?

Where did the hare rest?

What was the moral lesson in this story?



Let's write

Imagine you are either the hare or the tortoise. Write an SMS in which you tell your friend what happened to you during the race.



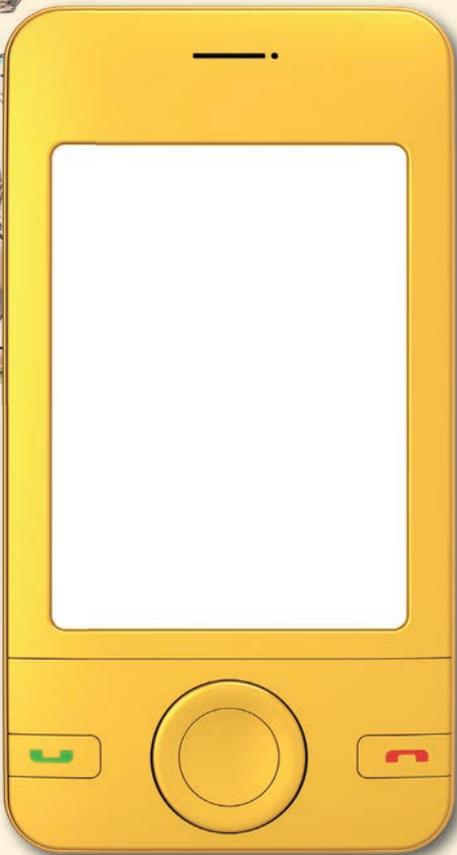
Word work

Read these words. They sound the same, but they have different meanings. Select 3 pairs of words and write sentences in your exercise book to show their correct meaning.

hair	stair	pair	where	its
hare	stare	pear	wear	it's

Write the past tense for these words by adding **ed**.

wish	wished
brush	
walk	
talk	
play	
punch	
pack	



18 The animal race



Let's role play

Make up a role play to show what happened in the story about the hare and the tortoise. You need two characters: the hare and the tortoise.



Let's write



Tell your friend the story about the hare and the tortoise in the correct sequence. Tell him or her what happened at the beginning, in the middle and at the end of the story.



Let's talk



First

Second

Third

Lastly



Let's write

Now, imagine you are the tortoise. Write a diary entry describing what happened to you on that day. Your diary entry must be in the past tense. When you have done this, swap books with your friend and read his/her diary entry.





Let's write

Write one sentence about what happened at the beginning, in the middle and at the end of the story about the hare and the tortoise.

At the beginning

Three blank lines for writing.



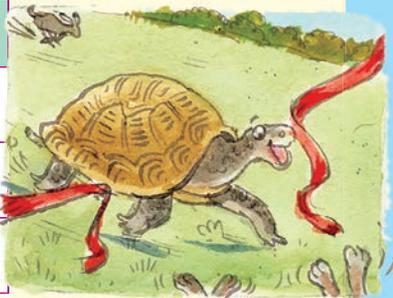
In the middle

Three blank lines for writing.



At the end

Three blank lines for writing.



Let's write

Write the long form of these words.

TV	
telly	
phone	
cm	
PC	
KZN	



Now select 3 of the words and use them to write your own sentences.

Three blank lines for writing sentences.

Teacher: _____
 Sign: _____
 Date: _____



19 Working with words

The soft C



The soft C works with e i y

Looking at the hard and soft C
Use these illustrations to help you work out when to use a soft C and a hard C.

The hard C



The hard C works with a o u

Look at these words. Say them aloud and work out which start with the **soft C-sound** and which start with **the hard C-sound**. Circle the **soft sounds in blue** and the **hard sounds in red**.



camera



coffee



cot



cents

mice



centipede



cake



centimetre

caterpillar



camel



cut



circle



city



face

Write the words in the correct boxes.

Soft C		Hard C	





Let's write

Rewrite these sentences starting with **yesterday**.

I watch TV.

Yesterday

I play soccer.

Yesterday

I walk to school in the hot sun.

Yesterday

She bakes a cake.

Yesterday

The teacher talks to the class.

Yesterday



Underline the adjectives that describe the nouns. Then circle the nouns they describe.

The old lady walks with a crooked stick.

The shark has sharp teeth.

My younger brother is in Grade 1.

I live in a small pink house.

My older brother is in Grade 9.

He has a big dog with a long tail.

My little sister can crawl.

We ate a delicious cake.

Jason is a tall boy with blond hair.

Mary is a pretty girl.



Join them up!



Do these word sums. Connect the 2 nouns or naming words to form compound words.

Let's write



rain + bow =

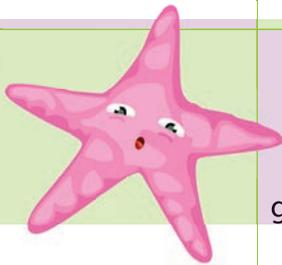
rainbow



moon + light =



snow + man =

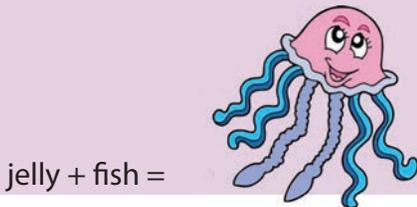


star + fish =

gold + fish =



tree + house =

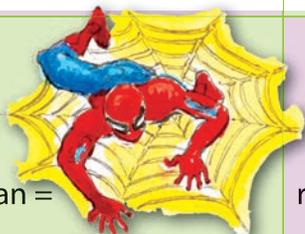
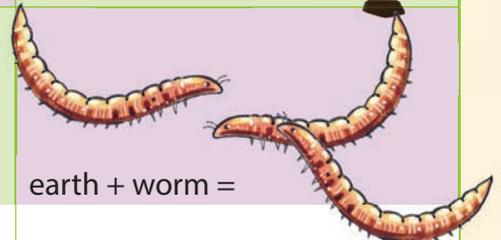


jelly + fish =

cup + cake =

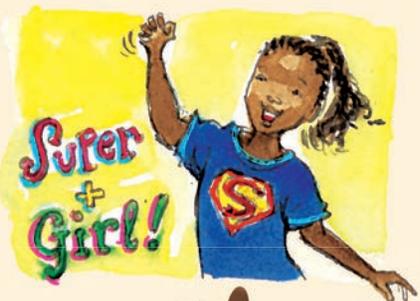


earth + worm =



spider + man =

rain + coat =



Circle the correct word in each sentence.

Brenda **is/are** learning first aid.

She **is/are** going to swimming lessons.

I **is/am** happy to be back at school.

Is/are you in Grade 4?



these

very

what

when

Sight words



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.



And tells us in addition

I like apples, bananas	and	netball.
I play both soccer		pears.
I read the <i>King's wishes</i>		tea.
In the morning I drink juice		<i>Jack and the beanstalk.</i>

Then tells us the sequence

First I do my homework	then	I wash and go to bed.
First I help my mother cook		I play with my friends.
First I feed my dog		I set the table.
First I have my supper		I take it for a walk.

Before shows what happened previously.

I studied hard	before	we came back to school.
We practised every day		the exam.
I had my breakfast		the soccer match.
I bought a new school uniform		I left for school.

Now join the sentences using either **and**, **then** or **before**.

1. I like carrots, potatoes		pumpkin.
2. I must do my homework		I play with my friends.
3. I studied hard		my exam.
4. First I cook my lunch		I sit down to eat.
5. I enjoy singing, sewing		swimming.
6. I did my homework		I went to the beach.

1 and 2 before 3 before 4 then 5 and 6 then



Teacher: _____
 Sign: _____
 Date: _____

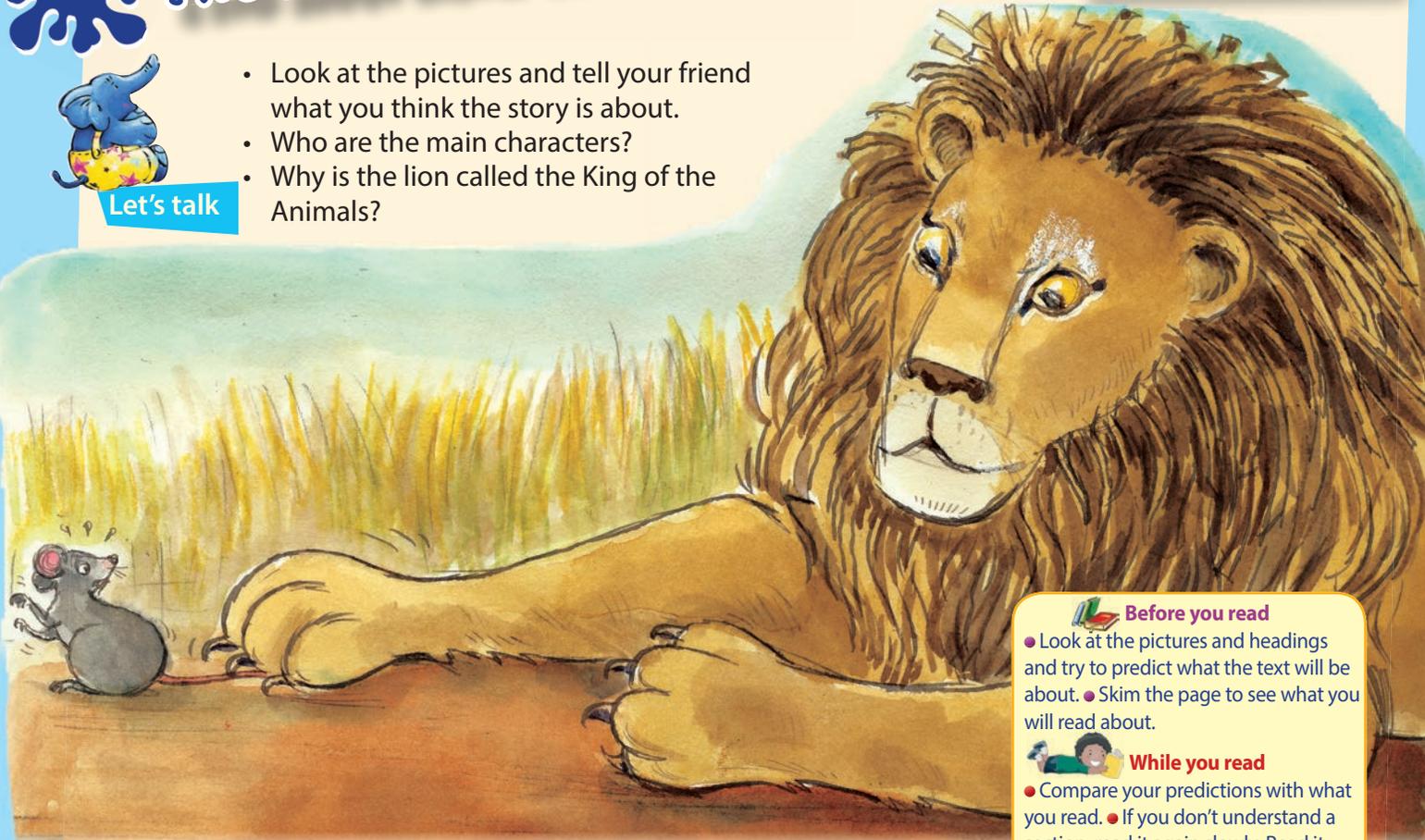


21 The lion and the mouse



Let's talk

- Look at the pictures and tell your friend what you think the story is about.
- Who are the main characters?
- Why is the lion called the King of the Animals?



Before you read

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



While you read

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



Let's read

The big lion and the tiny mouse

One day a tiny mouse accidentally woke a sleeping lion. The lion growled and said, "Such a tiny mouse is waking me up. I will eat it for a snack."

He trapped the mouse's tail under his big paw.

"Oh no, Mr Lion," squeaked the mouse. "Please don't eat me. I am just a little mouse."

"You're right," growled the lion. "You are too small to fill my tummy!"

"Thank you, Mr Lion," squeaked the mouse. "One day I will help you."

"Ha ha ha!" roared the big lion. "How can a tiny little mouse like you help a big, strong lion like me? I am the king of all the animals. I can help myself!"

Not long after, the lion went for a walk. He walked into a hunter's net and was trapped. "Help!" he yelled. "I can't get out. I'm trapped!"

The tiny mouse heard the lion. He ran to the trap and said, "I'll help you!"

"You're too little to help me," growled the lion.

The little mouse began biting the net into small pieces. Soon the lion was out. He smiled gratefully and said, "You may be a little mouse, but you're a big help."



Underline all the words ending in -ed in the story.





Let's write

Circle the letter next to the correct answer. If you are not sure what the answers are, go back and read the story again.

- why
- who
- when
- yes

Sight words

Why did the lion decide NOT to eat the mouse?	
A	The mouse was too small to fill his stomach.
B	The mouse squeaked too much.
C	He knew the mouse would help him one day.
D	He knew he was going to be trapped.

What is the main message of this story?	
A	Never eat mice.
B	Look before you are caught in a trap.
C	Even small creatures can help us.
D	Don't walk on a sleeping lion.

Why did the lion yell?	
A	To make a noise.
B	To tell the mouse to go away.
C	To show his strength.
D	To get someone to come and help him.

What is the best title for this story?	
A	How the mouse helped the lion
B	How the lion was trapped
C	Beware of lions
D	Never go near traps



Word work

Read the words and listen to how the **-ed** at the end of the words sounds like a **t**.

laugh ed	walk ed	trapp ed	wash ed	talk ed
squeak ed	danc ed	help ed	promis ed	pick ed



Let's role play

Make up a role play to show what happened in the story about the lion and the mouse. You need three characters: the lion, the mouse and the hunter.

Tell your friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.



Let's talk

Teacher: _____
 Sign: _____
 Date: _____



The lion and the mouse



Let's talk

Tell the story about the lion and the mouse. Include at least one important event from the beginning, the middle, and the end of the story.



First

Then

Finally



Let's write

Draw a line to match the present tense words to the past tense words.

laugh

saw

draw

went

come

drew

see

is

looked

took

stopped

came

look

was

laughed

stop

go

take

Now select 3 pairs of words and use them to write six sentences in your exercise book.

- small
 - little
 - myself
 - _____
 - _____
- Sight words



Let's write

You are a tiny little mouse. You can't help me.

Please don't eat me, Mr Lion. I will help you one day.



Let's write

Write opposites or antonyms for each of the sentences.

The lion walked **quickly** under the **low** trees.

The mouse squeaked **loudly** and the lion growled **softly**.

It was a **hot** day and the **small** lion saw the **big** mouse.

The **little** lion was **weak** and the **huge** mouse was **strong**.

The lion was **light** and the mouse was **heavy**.



Fun

Write a thank you card to someone who has helped you. On the front of the card, write a short message. Inside the card, say how the person helped you.



Teacher: _____
 Sign: _____
 Date: _____

23

Planning a story



Let's write

Look at each of the pictures of the story. Write 3 sentences about each of the pictures. Plan your story in rough. Ask a friend to check it for you. You should also check your friend's plan.



- 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

Blank writing area with five horizontal lines for the first picture.



2

Blank writing area with five horizontal lines for the second picture.



3

Blank writing area with five horizontal lines for the third picture.



4

Blank writing area with five horizontal lines for the fourth picture.



Now use your mind map to write your story neatly.

1



2



3



4



Teacher:
Sign:
Date:



24 Sometimes I ...

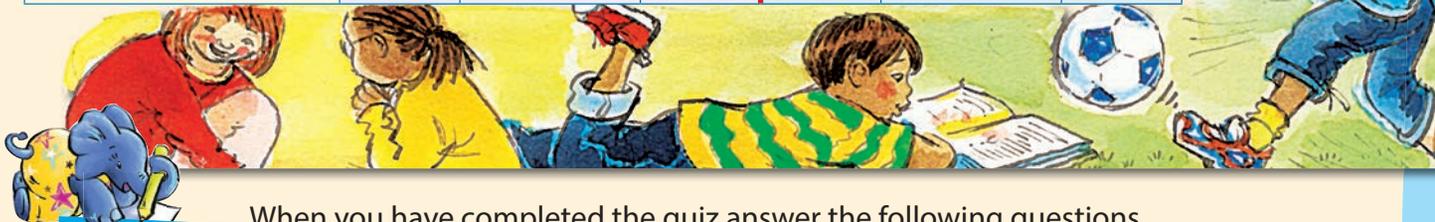


Let's talk

Complete this quiz indicating how often you do these things.

Read through the list in yellow and tick to show whether you do the activity **often**, **sometimes** or **never**. Ask your friend the same questions. Tick her or his responses in the blue column.

How often do you __?	Write your name			Write your friend's name		
	Often	Sometimes	Never	Often	Sometimes	Never
Watch TV						
Go to movies						
Read						
Play sport						
Work in the garden						
Clean the house						
Cook						
Play computer games						
Listen to the radio						
Go to parties						
Go to the park						
Visit friends						



Let's write

When you have completed the quiz answer the following questions.

What activities do you often do?	
What do you seldom do?	
What activities does your friend often do?	
What activities does your friend do sometimes ?	

Now write sentences using the answers you and your friend gave in the quiz.

My friend often , he/she sometimes

and he/she never .

I never but I often .

I sometimes but I never .





Let's write

Where are these animals? Write a sentence saying where each animal is, using these words.

on

next to

behind

under

in front of

WORD BOX

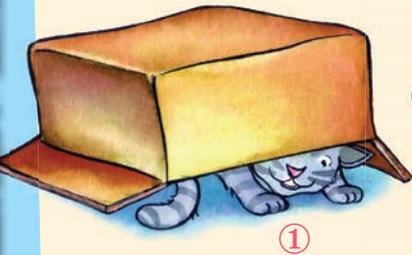
into

kind

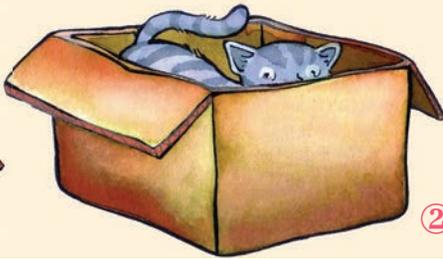
last

leave

Sight words



1



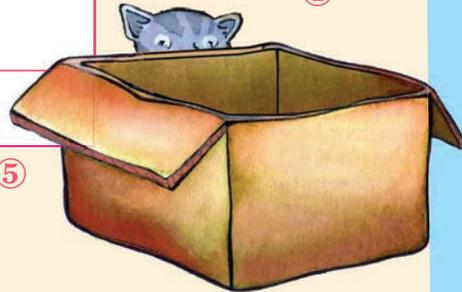
2



3



4



5

1 The cat is under the box.

2

3

4

5

You will remember that antonyms are opposites.

Draw a line to match these adjectives with their acronyms.

untidy

unattractive

happy

slow

careful

sad

neat

pretty

reckless

fast



Fun

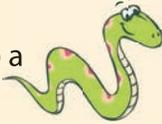
Now look at the pictures. They will help you to fill in the missing words in this story. All the missing words have a silent-e. We have done the first one for you.

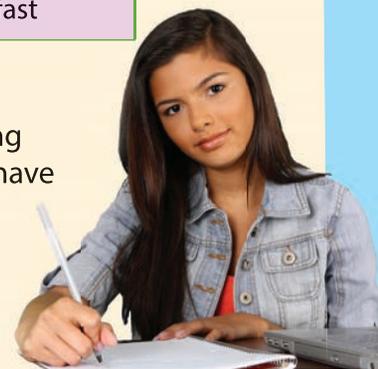
I went  home and closed the  _____.

I tripped over some  _____ and then started to work in the garden.

I took the  _____ and watered the  _____.

There were a few little  _____ eating some  _____.

There was also a  _____ under the bush.



Teacher:

Sign:

Date:



Making a fruit salad



Let's read

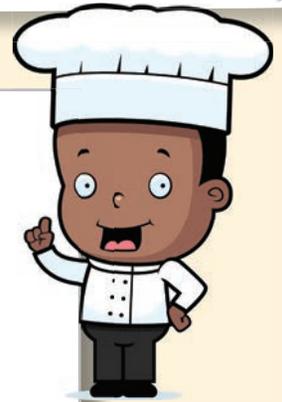
Recipe for a fruit salad

Ingredients

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

Method

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



Let's write

What kind of writing is this recipe? Tick the correct box.

<input type="checkbox"/> A story	<input type="checkbox"/> A play	<input type="checkbox"/> Instructional text
----------------------------------	---------------------------------	---

Read the recipe carefully and answer these questions.

How many bananas do you need?	
How many oranges do you need?	
How many teaspoons of sugar do you need?	



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

--	--	--	--

- What kind of words does each instruction start with?
- What do you do after slicing the bananas?
- What do you do before sprinkling sugar onto the salad?
- What 2 things do you do to the pawpaw?



Let's talk





Let's write

Make a banana milkshake

Number these sentences from 1 to 5 to show the sequence we should follow when making a banana milkshake.

	Sprinkle a teaspoon full of sugar on top of the milk shake.
	Pour the milk shake into a glass.
	Put the banana into a blender.
	Peel a banana.
	Put the ice cream into the blender.



Read the instructions carefully and work out what ingredients and utensils you will need to make the milkshake.

Ingredients:	Utensils:



Let's write

Fill in the correct words into these sentences.

must

should

have to

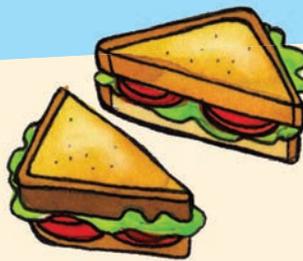
- You _____ watch Takalani Sesame.
- You _____ eat vegetables to stay healthy.
- You _____ to go to school until you are 16 years old.
- You _____ taste this new ice cream.
- You _____ be on time because the bus leaves promptly.

Write the plurals of these words.

boy		banana	
girl		spoon	
apple		pen	



Make a sandwich



DATE _____



Let's do

Write a recipe for your favourite sandwich.

Name of sandwich:



Write down what you will need.

Ingredients	Utensils

Write down what you must do with the bread and filling. Number each step.

Eat and enjoy!

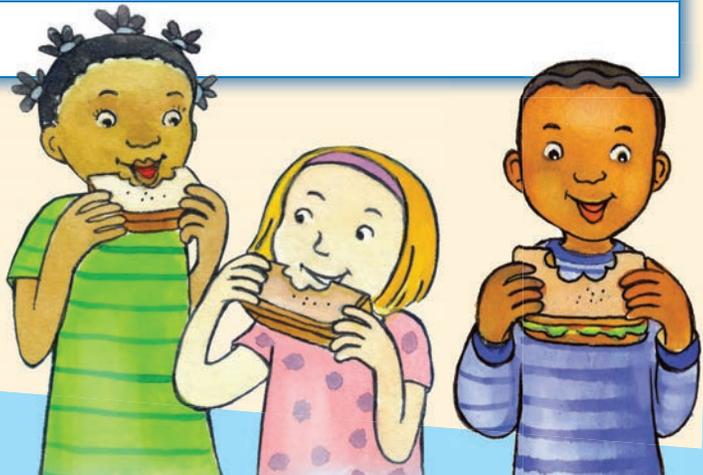


Let's talk

Explain your recipe to your friend.
Say:

You must first ...

Then you must ...





Let's write

Underline **have** or **has** before the **verb**.
Circle the verb or action word.

1. I have finished my homework.
2. I have eaten my fruit salad.
3. She has read the book.
4. We have washed the dishes.
5. He has cleaned his room.
6. I have made my bed.

Fill in **has** or **have** and circle the verb.

1. He _____ eaten his lunch.
2. I _____ finished my homework.
3. She _____ cycled to school.
4. They _____ cleaned the classroom.
5. She _____ washed the dishes.
6. We _____ heard the story before.

Write sentences about what you have done so far today.

I have

I have

I have

I have

Present perfect tense

We use the present perfect tense to show that an action happened at some time in the past.

We say

I, we, you, they	have
He, she, it	has



Teacher:
Sign:
Date:



Going visiting



Let's read

The Sekwati children visit their grandmother.

Read the story carefully, then answer the questions.

①

Sipho and his sisters Nomsa and Lerato live in Johannesburg. They are excited that they will be going by train to visit their grandmother on the farm.

I'm so glad we are going to grandma's house for the weekend.

I can't wait to milk the cows.

②

Oh mom, we will be fine.

③

They go to the station by taxi.

You must make sure you have your sunblock and sun hats. The sun is very hot in Limpopo. Watch out if you go near the river. There has been a lot of rain and it may be deep.

Come on. We must hurry so we don't miss the train!

Bye, mom! See you on Sunday night.

④

I can't wait to ride a horse.





Let's write

Read the cartoon story again and then answer the questions.



Who are the main characters in this story?

Where do they live?

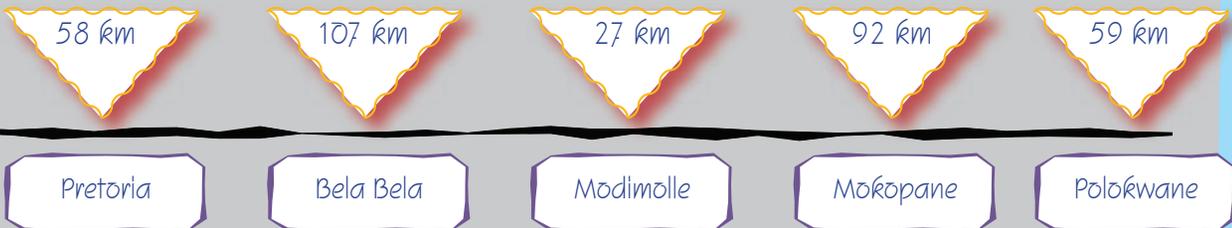
Where are they going?

What does their mother warn them about?



Let's read

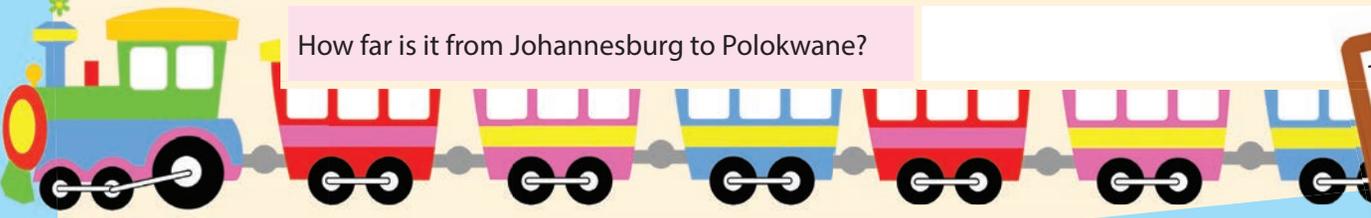
Look at the map and point to the names of places and the distances between them.



Let's write

Now answer these questions.

How far is it from Johannesburg to Bela Bela?	
How far is it from Modimolle to Mokokwane?	
How many places will the children pass on their trip from Polokwane to Johannesburg?	
How far is it from Johannesburg to Polokwane?	



It took five hours by train



Let's talk

Discuss the train timetable with your friend. Say where the trains go, at what time they depart, and how long each trip takes.

Trains leaving from Johannesburg station Monday to Sunday

Departure time	Leaving for	Arrival time	Departure time	Leaving for	Arrival
06:00	Durban	14:00	05:30	Polokwane	11:30
07:00	Cape Town	19:00	07:00	Durban	15:00
09:00	Durban	17:00	08:00	Cape Town	20:00
10:00	Polokwane	14:00	09:30	Durban	17:30
11:00	Cape Town	23:00	10:00	Cape Town	22:00



Let's write

Look at the train timetable again and then answer these questions.
Circle the letter next to the correct answer.

How many trains leave for Durban every day?

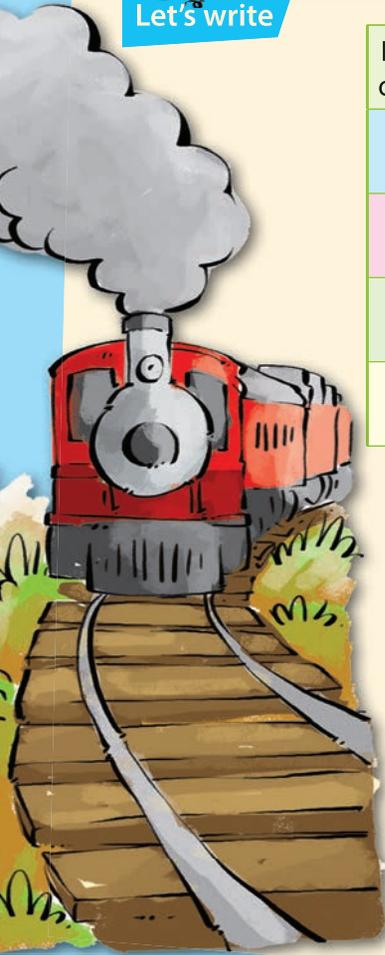
A	One
B	Two
C	Three
D	Four

How many trains arrive after 17:00 every day?

A	One
B	Two
C	Three
D	Four

Complete the following table by filling in the arrival times of the trains.

Destination	Arrives at
Second train to Polokwane	
Third train to Cape Town	
Fourth train to Durban	
First train to Polokwane	





Let's match

Draw a line to match the contraction on the left with its long form on the right.

isn't
aren't
wasn't
weren't

was not
are not
were not
is not

The apostrophe (') is used in contractions in the place of a letter or letters: don't is short for do n(o)t. The apostrophe stands in the place of the o.

WORD BOX

- only
- open
- over
-



Let's write

Use an apostrophe to shorten the underlined words, as in the example.

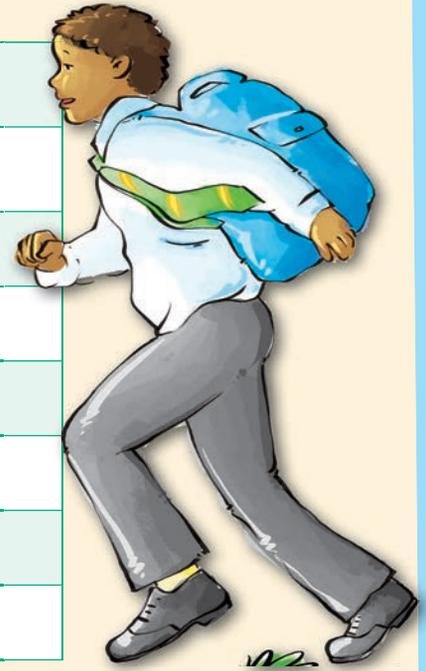
They were not late for school.

They were'n't late for school.

He is not at school today.

We are not going to play soccer today.

She was not at school on Thursday.



Now circle the correct word and then make the sentences negative by using the contractions from the table. We have done one for you.

They is/are going by train.

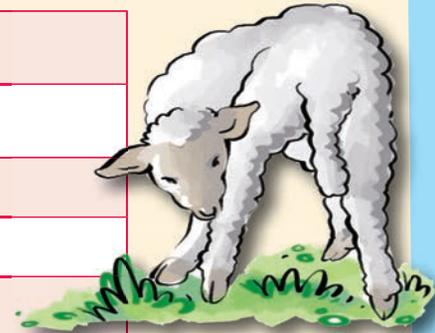
They aren't going by train.

The children was/were at the farm.

Susan was/were lost in the mall.

He is/are riding a horse

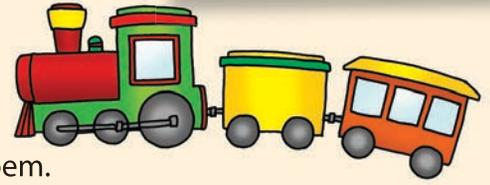
We is/are happy to be back.



Teacher: _____
 Sign: _____
 Date: _____



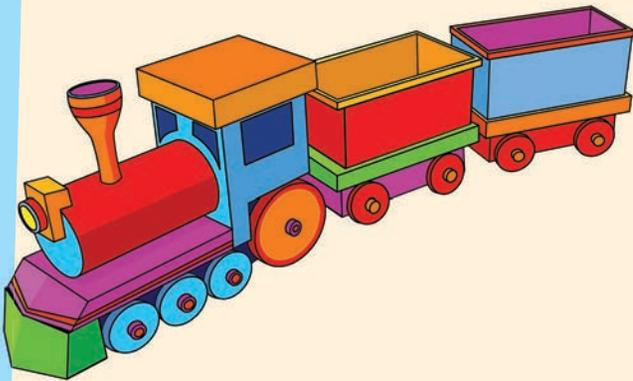
29 Little train on the track



Let's read

Read the poem aloud making train movements.
Tap your feet according to the beat or rhythm of the poem.

Then fill in a good title for the poem.



Little train, upon the track,
Travelling to town and back.
Stop for people on the way,
Going shopping for the day.
Wait for me, please do stop,
I need to go to town to shop.
Bring me back on the last train,
Or even earlier if it starts to rain.

Adapted from ANA Grade 4
Examination 2012.

Read the poem and then answer these questions.

Where does the writer want to go?

What will he or she do there?

The writer mentions 2 different return times. What are these?

How do we know the writer will not be alone on the train?

Find words in the poem that rhyme with these words.

train	stop	way	track





Let's write

Read the following lines of a poem aloud and listen to the rhythm. Underline the last words of each sentence. Then complete writing the poem by selecting rhyming sentences from the pink box and writing them in the correct spaces in the poem.

We can have a lot of fun. Two little bike boys in a row.
 Will you come and play with me. And then I must be home by five.



Little boy at the sea

On the beach and in the sun

We can swim and we can dive

On our bikes then home we go



Let's write

Now write your own poem with rhyming pairs of sentences. Write the poem in rough before you write it in your book.

Teacher: _____

Sign: _____

Date: _____



30 Looking at language

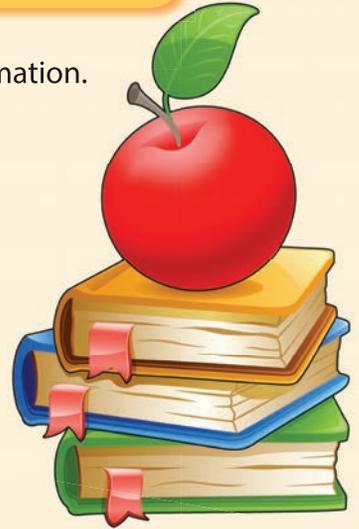


Let's write

Fill in the correct punctuation mark at the end of these sentences.



Say whether each is a question, a statement or an exclamation.



Will you come with me to the beach	
I like apples, pears and bananas	
Do you like playing cricket	
Stop! Don't cross! The robot is red	
I always do my homework before playing	
The train will come back at 7 pm	
Don't let the baby touch those pills	



Let's write

Look at the words in the tense box. The words in red are in the past tense and the words in blue are in the future tense.

Tense box	
Past tense	Present tense
I am	I was
You are	You were
He/she/it is	He/she/it was
We/they are	We/they were

Now look at the sentences below. Is the action in the sentence something that is happening now, or did it happen in the past? When you have decided, fill in the correct form of the verb to complete the sentence.

was were	We _____ at the stadium last Saturday.
is are	She _____ at school now.
is are	We _____ skipping now.
is was	He _____ doing his homework now.
am are	I _____ baking a cake.
is are	We _____ writing in our books now.
was were	They _____ in the Kruger Park for the holidays.





Let's talk

Look at the pictures. All the actions are happening now in the present. All the action words or verbs end in **-ing**.

Tell your friend what is happening in each picture. Say: He is playing soccer now.



Let's talk

Now write sentences describing what is happening in each picture. Start with one of these pronouns. Look up the spelling of the **-ing** verbs if you need to.

- he** **she** **it** **they** **we**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

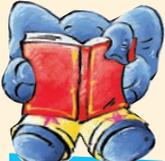
Teacher: _____

Sign: _____

Date: _____



31 Custard my pet dragon



Let's read

Before you read the poem, look at the title of the poem and at the pictures. Talk about what the poem will be about. Then read the poem aloud to feel the rhythm. Break up the bolded words into syllables.



Belinda's pet dragon

Belinda lived in a small white house,
 With a little black kitten and a small grey mouse.
 And a fluffy yellow dog and a big, red wagon,
 And a **scratchy, scaly**, big, green dragon.

Custard the dragon had big sharp teeth,
 Spikes on top and scales **underneath**.
 A mouth like a **fireplace**, a **chimney** for a nose,
 And big sharp spikes all over his toes.

Adapted from Ogden Nash.



Let's write

Read the poem and then answer these questions.

What pets does Belinda have?

Find words in the poem that rhyme with these words.

mouse	nose	teeth	wagon

Look at the poem and then underline all the adjectives used to describe her pets.

pet	Describing words
dog	
cat	
mouse	
dragon	

Now say what words the writer uses to describe the following:

the dragon's nose

the dragon's mouth

the dragon's teeth

the wagon





Let's write

Now write a poem of your own. Write about a pet.
First write some words to describe the pet and then some words that rhyme with them.

Blank lined paper for writing words.

Words that describe my pet

Words that rhyme

Write your poem in rough and let your friend read it. Then after you have corrected it, write it neatly in the space below.



Large writing area with horizontal lines for the poem.



Let's write

Do you remember what personal pronouns are? Underline the personal pronoun in each of these sentences.

I am at school.

We are children.

She is a girl.

You are my best friend.

He is a boy.

They are lions.

It is an elephant.

We are eating our lunch.

PERSONAL PRONOUNS

I	me
we	us
you	you
he	his
she	her
it	it
they	them



Teacher:
Sign:
Date:

32 Writing your story

What is my story about

Who are my characters?

Where does the story take place?

What happened in the story?

How does the story end?

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



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

CHECK YOURSELF

I CAN	😊	☹️
use conjunctions and, then & before		
use antonyms		
write a thank you card		
use adverbs of time		
match adjectives with their antonyms		
answer questions based on the recipe		
identify verbs		
give plural forms		
read a recipe		
write a recipe		
write the instructions		
explain a recipe		
ensure subject verb agreement		
write sentences in the past tense		
use a map to show the places and distances		
answer questions based on the map		
answer questions based on a timetable.		
form negative sentences		
present a poem		
answer questions based on the poem		
identify rhyming words.		
write a poem with rhyming pairs of sentences		
form questions, statements and commands		
ensure present and past tense concord		
use the present tense		
using the correct pronoun		



BACK COVER



ABOUT THE WRITER

Write your name

Your age

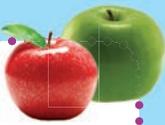
Where you live

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

Draw picture here.

Continue with your story here.



7

Draw picture here.

Write the middle of your story here.



Step 2: Fold on the dotted line

Step 3: Staple on this side



Draw picture here.



Draw picture here.



Start writing your story here.

2

Finish your story.

7

3

Continue with your story here.

9

Write what happens at the end of your story.

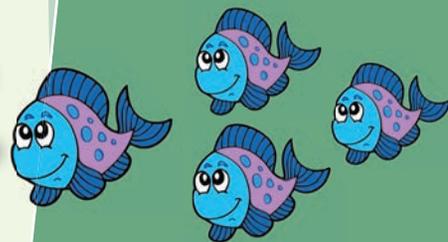
Draw picture here.



Draw picture here.



People, creatures and the weather



Theme 3: People and other creatures

Term 2: Weeks 1 – 4

Weeks 1 - 2 Stories

33 Michael gets a pet 70

Reads a short story.
Comprehension questions based on the story.
Writes a diary entry to summarise the story in the past tense.
Expresses feelings about the story.

34 Planning to write a letter 72

Plans to write a letter to a friend about a pet.
Brainstorms with friends and gather ideas.
Writes ideas into mind map.
Writes letter into template.

35 More than one 74

Forms plurals
Completes a card of proper nouns.
Subject-verb agreement.
Interviews friends and records answers.

36 More about me 76

Uses a mind map to develop a description of a place.
Uses the mind map to write letter giving a description about the place where he/she lives.

37 The terrible twins 78

Discussion and prediction of story based on illustrations and headings.
Reads a narrative text.
Comprehension questions based on the story.
Talks about an embarrassing moment.
Role plays the story.
Writes a story about her/his most embarrassing moment.

38 The magic sentence-maker 80

Uses the magic sentence-maker to make sentences by selecting a subject, verb and object.
Classifies words into proper and common nouns.
Uses conjunctions to join sentences.

39 Describing things 82

Uses adjectives to describe objects.
Identifies adjectives and adverbs in sentences.
Uses adjectives to write a description of his/her friend.
Identifies prepositions.

40 Nouns, verbs and adjectives 84

Identifies regular and irregular verbs in text.
Finds verbs that end in -ed.
Subject-verb agreement.
Uses adjectives to complete sentences.
Matches comparative adjectives and pictures.

Weeks 3 - 4 Reading for Information

41 It's second term 86

Reads a timetable and answers questions based on it.
Word families and using the words to form sentences.

42 Our busy week 88

Reads a poster advertising extra mural activities.
Completes a timetable showing what she/he does after school.
Designs a poster to advertise one of the activities that she/he does after school.
Gives information: when, where and what time.

43 What do insects look like? 90

Reads a poster advertising a school outing.
Answers questions.
Writes a diary entry describing an outing.

44 Buying a backpack 92

Reads an advertisement and answers questions about it.
Designs a poster to advertise something.

45 Rain or shine 94

Reads a weather map and answers questions based on it.
Presents a weather broadcast on TV describing a wather chart.
Reads a chart showing rainfall for a period of 12 months. Answers questions based on the rain chart.

46 It all depends on the weather 96

Keeps a weather chart for a week.
Draws the symbol for each day and discusses weather with a friend.
Extracts information from the weather chart. Tells his/her friend what the weather is for each place.
Uses conjunctions and/because.

47 Can you remember? 98

Revises the definite and indefinite article.
Fills in articles to complete sentences.

48 More about tenses 100

Uses will or am going to form the future tense sentences.
Completes sentences in the simple present tense.
Plurals of words ending in ch, sh, z and s
Synonyms using a dictionary.
Uses conjunctions to join sentences.
Talks about collocations. Identifies the verb in each one.

Michael gets a pet



Let's read

Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it.

"I will," promised Michael.

"Remember to be very careful with it and never pick it up by its tail."

"I won't," said Michael. "Will that hurt it?"

"Not only that," said his father solemnly. "Its eyes will drop out!"

"Really!" said Michael. He was astonished. "I'll be very careful then."

Michael made a bed of wood shavings for the guinea pig. He went to the pet shop and chose a brown guinea pig.



The pet shop owner said, "You can give him fruit, raw vegetables and cornflakes. Oh, and by the way, don't hold him up by his tail or his eyes will fall out."

"I know that," said Michael. On the way home he wondered how a guinea pig's eyes could fall out.

Carefully he picked up the small animal and looked at its face. Its eyes seemed quite ordinary and normal. He was very careful and felt a little scared in case he touched its tail by accident. Where was this dangerous tail?

He looked at the guinea pig carefully. He couldn't find any tail at all!

At last, Michael ran inside the house. "There is something wrong with my guinea pig," he said to his mother. "It doesn't have a tail!"

His mother laughed and laughed.

"Guinea pigs don't have tails," she said. "It's an old joke".

"You were all teasing me," said Michael, feeling a little foolish. But then he managed to laugh at himself, and lovingly carried his pet back to its new home to play with it.

Adapted from ANA exemplars.



Before you read

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



While you read

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



Let's write

NEW
WORDS

Who is the main character in this story?

Blank writing area for the main character's name.

What pet does he have?

Blank writing area for the pet's name.

What promise did he make to his father?

Blank writing area for the promise made to his father.

What joke did his father make about guinea pigs?

Blank writing area for the joke about guinea pigs.

Why was it funny?

Blank writing area for why the joke was funny.

Imagine you are Michael. Write a diary entry summarising what happened that day. Say how you felt when you received your new pet.

Diary entry template with 'Dear Diary' and 'Date' labels, lined writing space, and a star rating at the bottom.

Teacher's clipboard with fields for Teacher, Sign, and Date.

34

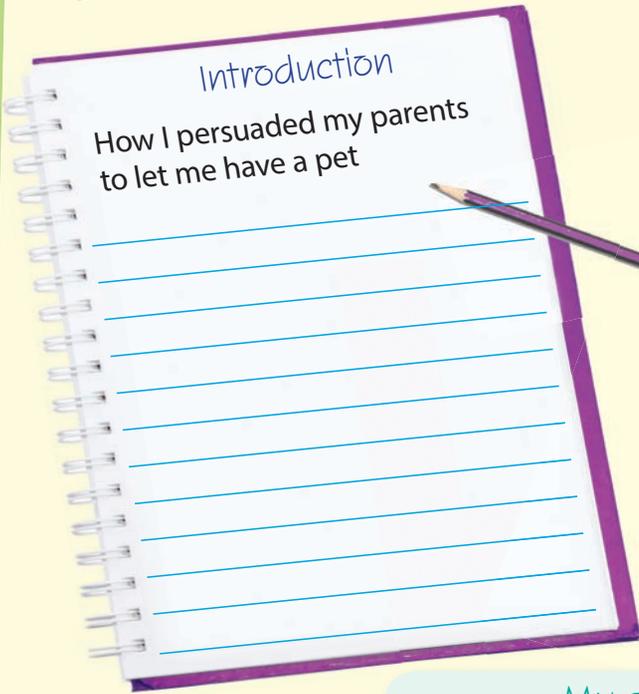
Planning to write a letter



Let's write

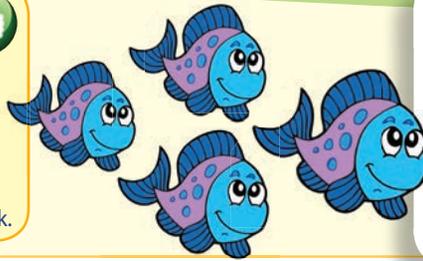
Now plan to write a letter to tell your friend about your own pet. If you don't have a pet, write about Michael's pet.

Talk to your friends and list your ideas on this mind map.





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



WORD BOX

- soon
- stand
- such
- sure

Sight words

Write your address here.

Write the date here.



Write a suitable greeting or salutation.

Write your ending here.

Write your name here.

Teacher: _____
 Sign: _____
 Date: _____



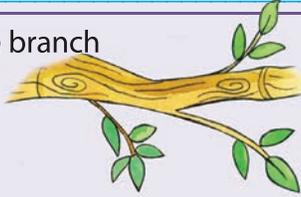
35 More than one



Let's write

When a word ends in **ch**, **sh**, **z** or **s** we add **-es** to form its plural.

Write the plurals of these words.

<p>One bunch</p>  <p>Two</p> <p>_____</p>	<p>One bush</p>  <p>Two</p> <p>_____</p>	<p>One coach</p>  <p>Two</p> <p>_____</p>
<p>One match</p>  <p>Two</p> <p>_____</p>	<p>One branch</p>  <p>Two</p> <p>_____</p>	<p>One dish</p>  <p>Two</p> <p>_____</p>

Fill in this card about yourself. All the answers are proper nouns and must start with a capital letter.

Looking at proper nouns

The names of people, places, months and days are all proper nouns and they always start with a capital letter.

All about me	
What is your name?	
Where were you born?	
In what month is your birthday?	
What is the name of your school?	
In which province do you live?	
What is the name of your favourite cousin?	
What are the names of some of your friends?	
What is your class teacher's name?	
What is the name of your favourite book?	
What is your favourite TV programme?	
What country would you like to visit?	

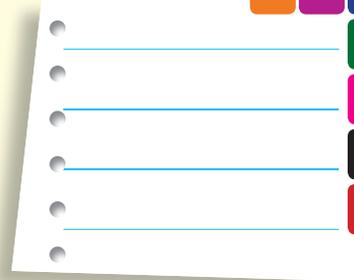




Let's write

Encircle the correct word.

NEW
WORDS



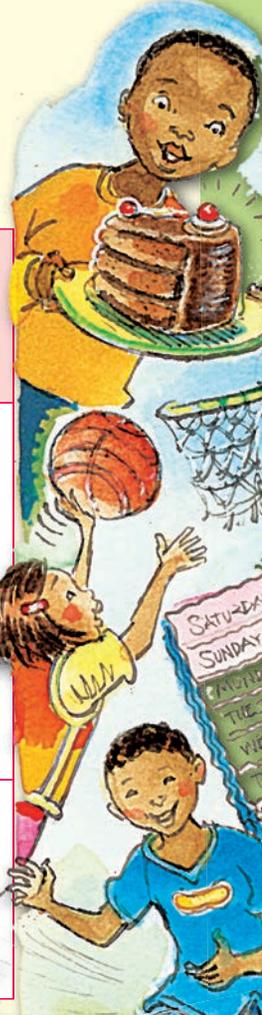
It **is/are** sunny today.
 She **is/are** flying a kite in the wind.
 The children **is/are** at sports.
 The girl **is/are** running home before the storm.
 He **is/are** hot and **is/are** going to swim in the river.
 It **is/are** cold today, so we will sit at the fire.



Let's write

Think about what your favourite things are, and write them in the different columns of the table. Now ask two friends what their favourite things are, and write their answers in the table as well.

What is your	favourite day of the week?	favourite sport or game?	favourite book?	favourite food?	favourite radio or TV programme?
My name _____					
My friend's name _____					
Another friend's name _____					



Sign: _____
 Date: _____



36 More about me

Describe the place where you live. Fill the details in on the mind map.



Languages I speak

Type of weather

Province

Capital of my province

My school

Favourite sports teams

Animal life

Favourite foods



Write a letter to a friend in another province. In your letter describe yourself and also the place where you live. Use the information you wrote in the above mind map.

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



37 The terrible twins



Let's talk

- Look at the pictures. Try to work out what this story will be about.
- Have you ever done something that embarrassed you? What was it?

Did you know?
Did you know that 1 April is called **April Fools' Day**. On this day, people play tricks on each other.



Let's read

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.

Now read the story about the funny twins. Look out for all the verbs in the past tense. Use a red pen to underline the verbs ending in -ed and a blue pen to underline the irregular verbs such as "took".

It was 1 April. Todd and his twin brother Ted woke up early, washed, brushed their teeth and dressed for Comic Day at their school. Comic Day is a fun day when children wear their funniest clothes to make everyone laugh. The twins were very excited. They looked in the mirror and giggled.

"We will be the funniest in the whole school," Todd said to Ted.

The twins put some slime on their hair. Todd painted his face. He dressed in green and he wore a green hat. Ted wore a gorilla mask. Eventually after an hour of dressing, the twins walked to school. Everyone stared and pointed at them. The dogs chased them.

When they arrived at school they realised they had the wrong date. They were the only kids who were dressed up. Why? Comic Day was only on 5 May. More than a month away! The children laughed. Some of them took photos of the twins on their cell phones.

Even their teachers laughed. Their teacher asked if it were an April Fool's joke – but it wasn't!

The twins felt embarrassed at first. Then they saw what a funny mistake they had made and they also started laughing.



Let's write

Who are the characters in this story?

Why were they embarrassed?

What mistake did they make?





Let's talk

Talk about your most embarrassing moment.
What did you do? How did you feel?

Write a story about your most embarrassing moment.
Say what you did that caused you to be embarrassed.



Let's write



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

Title:

My most embarrassing moment was when I

Then I

Finally



Let's role play

Do a role play about Todd and Ted's most embarrassing day.

Teacher: _____
 Sign: _____
 Date: _____



38 The magic sentence-maker

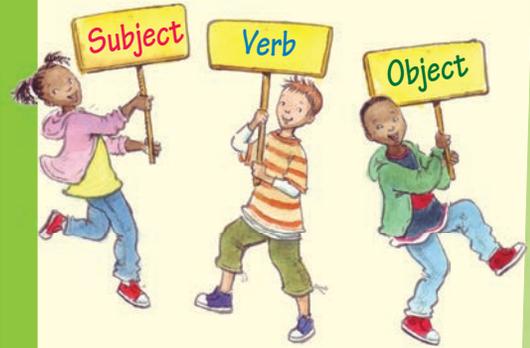


Let's write

Use the magic sentence-maker to make as many different sentences as you can.

MAGIC SENTENCE-MAKER

SUBJECT	VERB	OBJECT
I	bake	the car.
You	run	a race.
He	wash	a dress.
She	attend	a book.
It	buy	supper.
We	eat	the bus.
You	do	a plane ticket.
They	watch	the window.
Bongi	play	a jersey.
Ann	knit	bread.
Peter	sew	a picture.
Mr Smith	paint	an exam.
Mrs Setati	fix	a netball match.
My teacher	read	a soccer match.
My mother	write	a school play.
My sister	stop	homework.
My brother	enjoy	the holiday.
The nurse	answer	the phone.



Select a subject, verb and an object.

I wrote a school play.

Remember to add an **s** to the verb if it follows he, she, it, or a singular subject.

Make sure you use the correct form of the verb if the sentences is in the past tense.

Write some sentences of your own.

Subject	Verb	Object





Let's write

Nouns, verbs and adjectives

Underline the proper nouns. They will probably be the names of persons, places, days or months. Then write the nouns in the correct columns. Write the common nouns in the second table.



Proper nouns		
Person	Place	Time

Common nouns	
Thing	Thing

Fill in one of these words to join the sentences:



1. We ate our lunch		going to soccer practise.
2. I support Chiefs		I prefer Pirates.
3. I like reading <i>Harry Potter</i>		the <i>Charlie</i> books.
4. We always do warm up exercises		we play rugby.
5. We usually train in the gym		we go onto the field.
6. I do my homework and		I watch TV.
7. I missed the bus and		I was late for school.
8. He studied hard for his test		he did not pass it.

Teacher: _____

Sign: _____

Date: _____



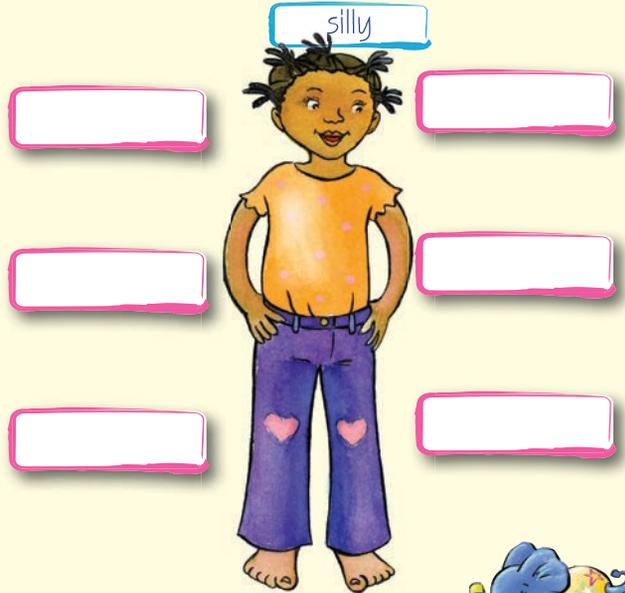
39 Describing things



Let's write

Look at these pictures and then fill in adjectives to describe them. Remember, adjectives are descriptive words. Use some of these words to help you.

- expensive
- beautiful
- kind
- ugly
- tall
- fat
- slow
- shiny
- pretty
- gleaming
- friendly
- helpful
- new
- clever
- fast
- bright
- silly



Let's write

Now underline each of the adjectives in these sentences. Circle the nouns they describe.

I am a very tall girl with short black hair.

I live in a small house in a quiet street in Soweto.

My mother put bright blue bows in my long hair.

Johannesburg has big houses and pretty gardens.



Let's write

Lastly write a description of your best friend.

Use adjectives to describe her/him.



Now circle the correct word.

They is/are at school.

She is/are running.

He is/are reading.

The children is/are at athletics.

Mandu is/are the winner.

Mrs Masondo is/are kind.

Remember!

We use is if we are referring to one person. We use are if we are referring to two or more people.

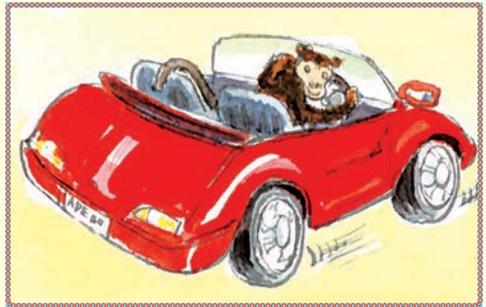


Fun

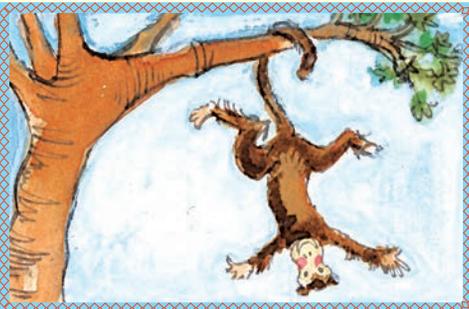
Talk about these pictures and then draw a line from the word to the correct picture.



upside down



inside out



head over heels



forward



backward

downward



upward



back to front



Teacher:
Sign:
Date:



40 Nouns, verbs and adjectives



Let's write

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

I looking forward to Comic Day this year.

Nana and Susan in Grade 4.

They in Grade 3 last year.

They going to town today.



Adjectives

Fill in the missing adjectives. We have given some words to help you.

hotter

oldest

newest

youngest

biggest

young

taller



hottest



old



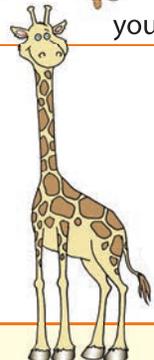
younger



youngest



tallest



Pack all the words into the correct boxes.
We've done the first ones for you.

milk	dog	sit	
farmer	she	garden	eggs
Jabu	ice cream	delicious	sweet
wonderful	small	goat	woollen
cheese	nest	laid	made
Mandu	hat	play	bird
tractor	drive	blue	grapes
boy	you	they	grow
ship	good	horse	dress
eat	wheat	juice	coat
we	crows	wool	it



Use one word from each box to write your own sentences.

Teacher: _____
Sign: _____
Date: _____

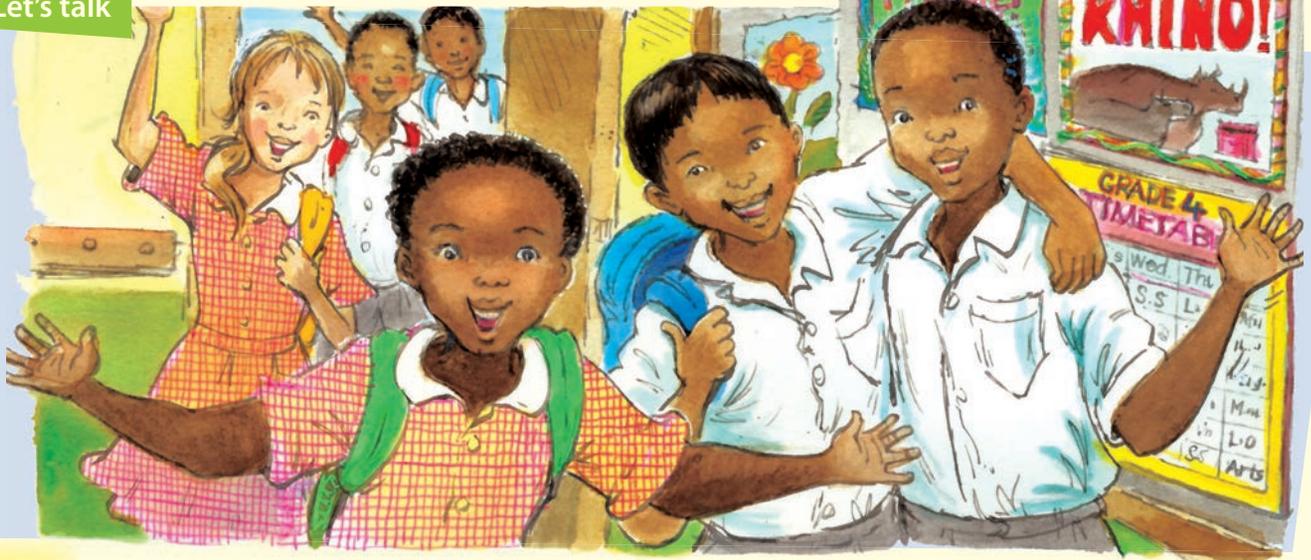


41 It's second term



Let's talk

Look at the picture and talk about what you see.



Let's read

Welcome back!

The bell rings. Today is 7 April, and the children are very excited to be back at school after the holidays.

"Welcome back," says Mrs Smith.

"Let's look at the timetable on the wall so that you can select your after-school activities," she says.



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.

Reading Tables

Second Term Timetable

Day	Time	Activity	Place
Monday	14:00	Netball	Netball field
	14:30	Soccer	Soccer field
Tuesday	13:30	Choir practice	School hall
	13:30	First aid training	School hall
Wednesday	14:00	Soccer	Soccer field
	15:00	Drama club	School hall
Thursday	14:00	Netball	Netball field
	15:00	Gardening club	Garden
Friday	14:00	Swimming	Municipal pool
	14:00	Athletics	Soccer field
Saturday	09:00	Computer Club	University computer lab.





Let's write

Read the words and listen to the sounds. Then use 5 of these words to write your own sentences in your exercise book.

school	neat	there	children	going
good	clean	that	chair	coming
book	lean	this	teacher	singing

WORD BOX

- ran
- read
- red
- ride



Let's read

Read the story and the timetable, look at the picture and then answer these questions.

What posters can you see on the classroom wall?

What sports can you play on Monday?

When does the gardening club meet?

Can you sing in the choir and do first aid as well? Why? Why not?

What activities happen outside of the school?

When does more than one activity take place in the school hall at the same time?

What activity takes place on Saturday? Why do you think this happens on the weekend?



Teacher: _____
 Sign: _____
 Date: _____





Our busy week

Read the poster. What information does it give? Look at the different sizes of the fonts.



Let's read

What activities do you have at school? Do you have any activities outside school? What are they? What activities would you like to do?



Let's talk

ENJOY After-School Fun

Register now for an after-school activity.

For more information speak to your class teacher.

soccer

netball

drama

chess

choir

athletics

computers

gardening

Learn skills!

Enjoy yourself!

Stay healthy!

Make friends!



Let's write

Fill in the timetable to show what you do after school.

Timetable

Day	Time	Activity	Place
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



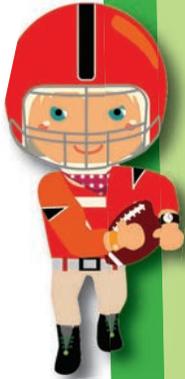


Let's do

Now make a poster to advertise one of the activities that you do after school. Give all the important information including **when, where** and at **what time**. Draw a picture to attract attention. Use interesting handwriting.



- 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.



Note to teacher

Let learners prepare a rough draft before writing in their book.

Teacher: _____
 Sign: _____
 Date: _____



What do insects look like?



Let's read

Are you coming too?

New Town Primary School Environmental Club

Dear Grade Fours

If you would like to learn more about animals and insects, join the Environmental Club!

What's happening these holidays?

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

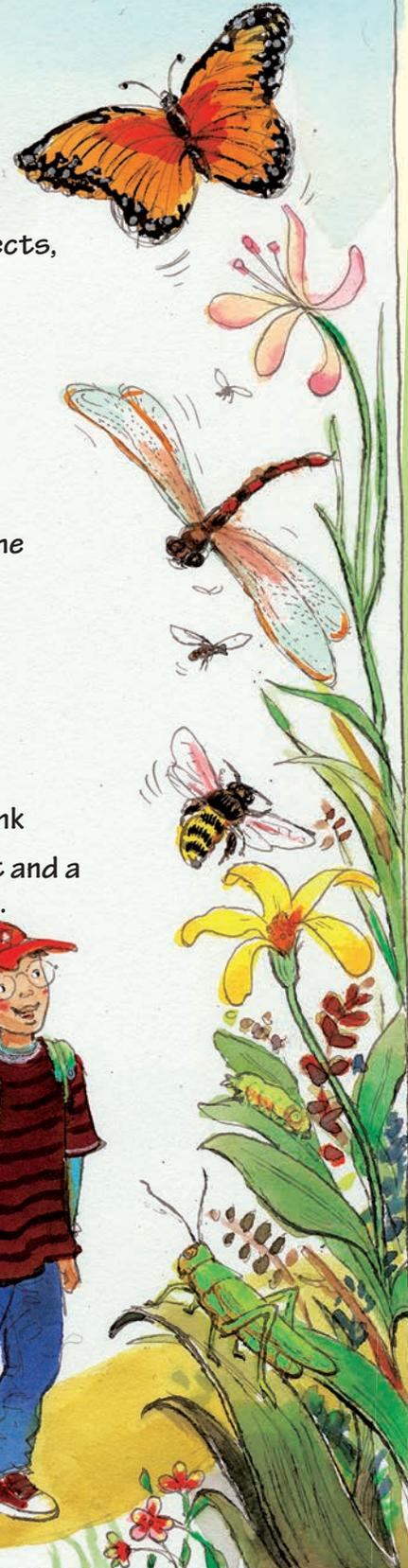
Come and discover the bees and the butterflies, the ants, the ladybirds and the grasshoppers in the Green Valley Gardens.

Time: 09:00-16:00

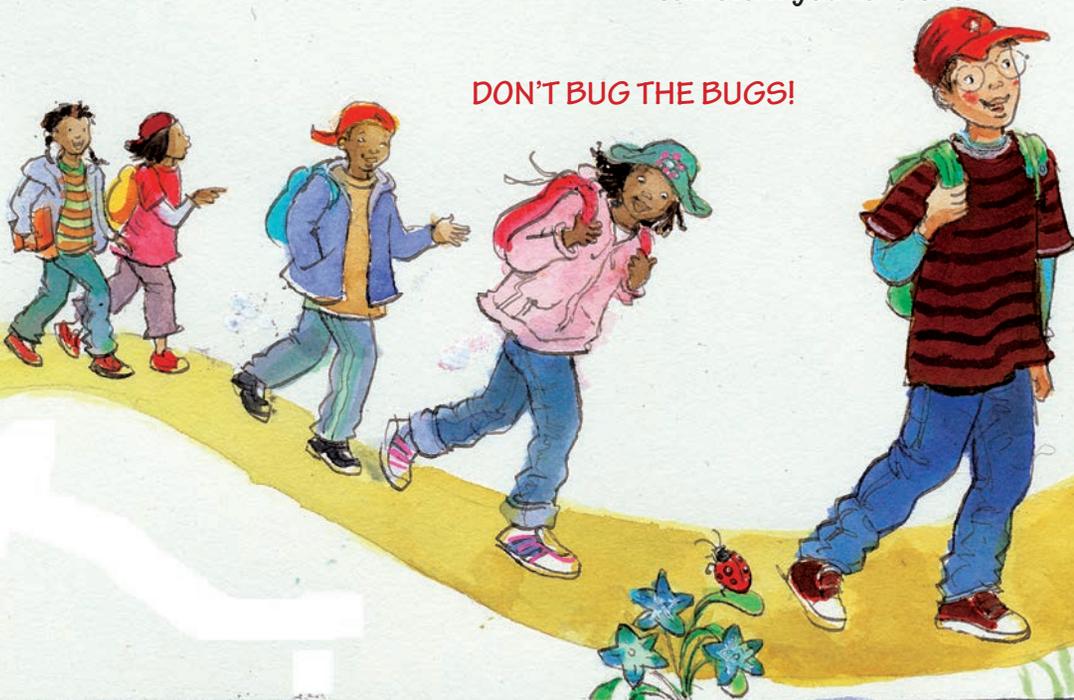
Date: Wednesday, 6 July

Place of departure: The Grade 4 D classroom

You must bring:  your own lunch and drink
 pen, notebook, sun hat and a camera if you have one.



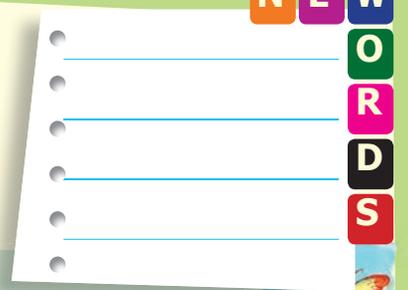
DON'T BUG THE BUGS!





Let's write

Read the poster again and then answer these questions.



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

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

What must the children bring with them?

Which headings attract your attention?

What do the pictures tell us?



Imagine you were on the trip to the Green Valley Gardens. Write a diary entry describing your visit. Say what you saw and what you did.



Let's write

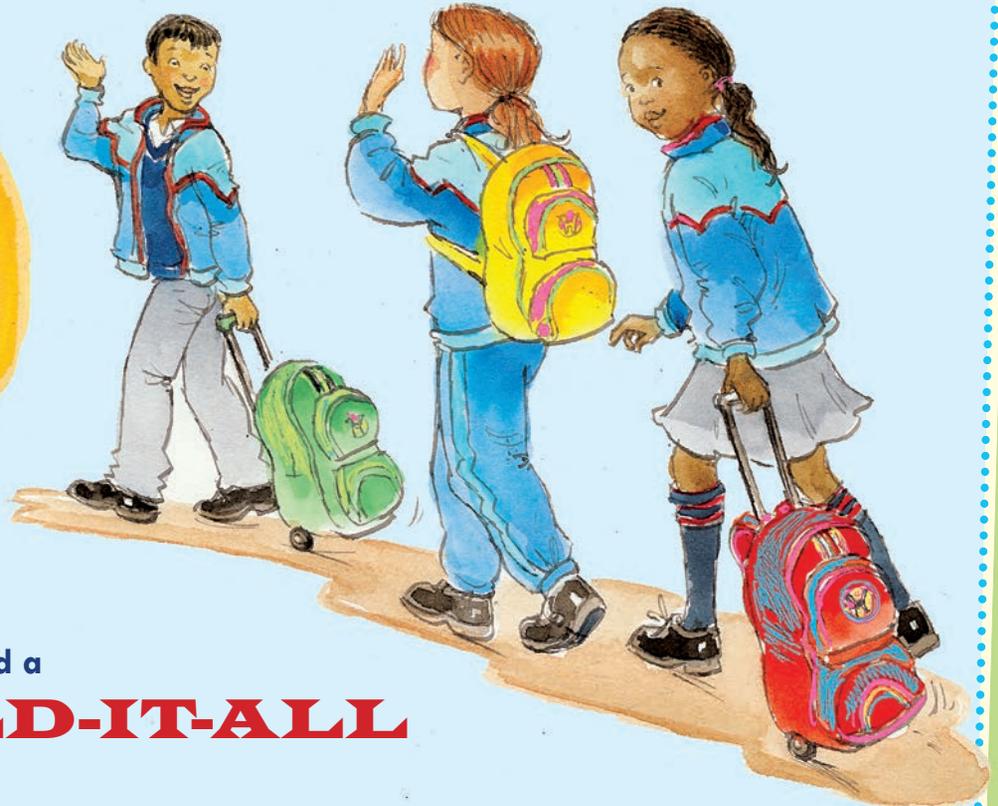
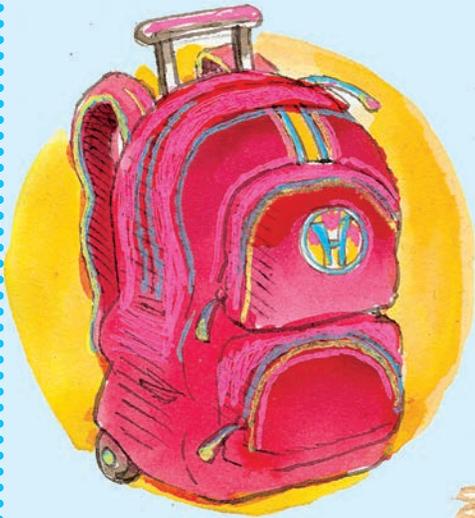
A large, open notebook-style writing area with blue horizontal lines and a green border. A ladybug illustration is in the top right corner of the writing area.



A clipboard with a white sheet of paper containing the text: Teacher: Sign: Date:



Buying a backpack



Let's read

All kids need a

HOLD-IT-ALL

backpack

Are you going on a school trip?

Use the backpack made for kids!

Carry your things safely and in style.

Made of non-tear polyester, nylon and canvas,
this backpack is made to last.

Keep your books, pens, lunch pack etc. organised and hidden
in the **HOLD-IT-ALL**. It has hidden pockets and
special compartments to keep your cell phone and money safe.
Zipper locks keep items as safe as a bank.

It has large wheels so you don't need to carry the bag on
your back.

Prices range from R70 to R100.

Available at a shop near you.

Everyone wants a **HOLD-IT-ALL** backpack –
so get yours before it's too late!





Let's write

Circle the letter next to the correct answer. If you are not sure what the answers are, go back and read the advertisement again.

NEW
WORDS

What product is being advertised?	
A	cell phone
B	back pack
C	lunch pack
D	pens

Which of these is NOT mentioned in the advertisement?	
A	It has wheels.
B	It has hidden pockets.
C	It is made of a strong fabric.
D	It is colourful.

Who is this advertisement aimed at?	
A	old people
B	school children
C	teenagers
D	mothers

What does "get yours before it's too late" mean?	
A	They may sell out quickly.
B	They are very cheap.
C	Everyone should have one.
D	You need one before school starts.



Note to teacher

Let learners design their poster on rough paper and then write the final version in their books.



Let's do

Make a poster to sell something. Draw a picture of it and then write some short sentences about it and why people should buy it.

Teacher: _____

Sign: _____

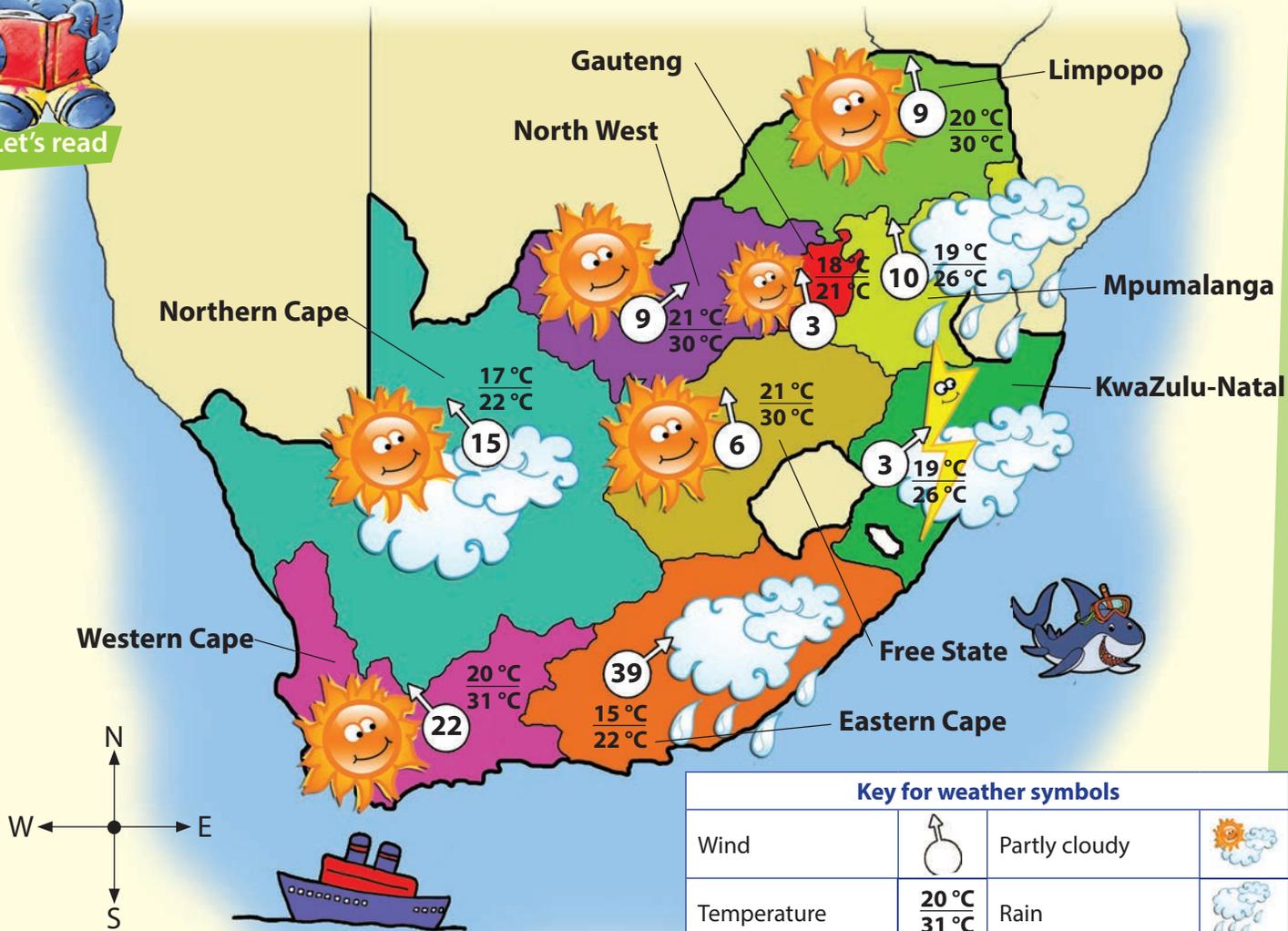
Date: _____



45 Rain or shine



Let's read



Key for weather symbols

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



Let's talk

Talk to your friend about the weather map.

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





Let's write

Imagine that you are going to read the weather forecast on TV using the map on the opposite page.

Write down what you will say for each province.



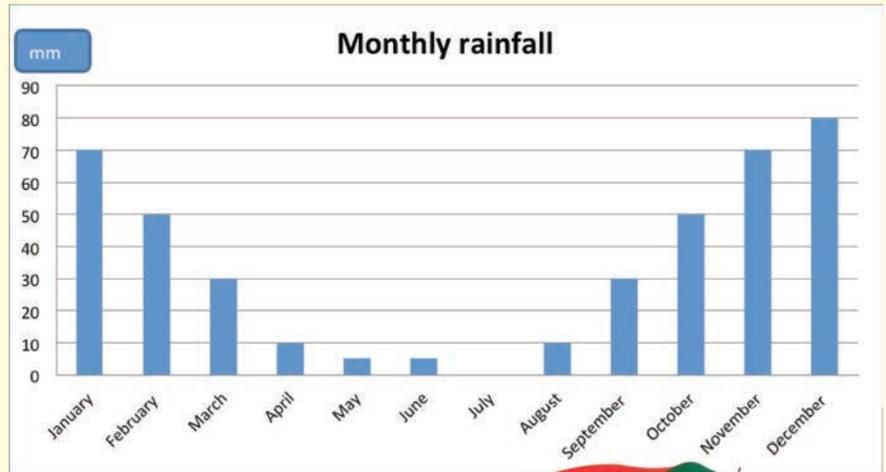
Now present your weather report.

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



Let's read

Read the chart showing the amount of rainfall for a specific place over 12 months.



Let's write

Now answer these questions.



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





It all depends on the weather

D	A	T	E



Let's write

Look at the weather chart again and then answer the questions.

What is the weather in your province?

Is the weather in your province suitable for indoor or outdoor activities? Say why.

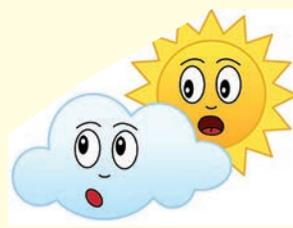
List the provinces that are next to the sea.

There is a compass at the bottom of the weather map. Say why.



Let's do

Discuss with your friends what the weather was like over the past week. Then draw the symbol for each day.



Recording of weather for the week.

--	--	--	--	--

Monday

Tuesday

Wednesday

Thursday

Friday





Let's write

Use one of these words **and/because** to join these sentences.



He did not come to school. He was sick.

Handwriting practice line with a blue diamond border.

We were happy. Our team was winning.

Handwriting practice line with a green diamond border.

We did our homework. We played netball.

Handwriting practice line with a pink diamond border.

I ate a sandwich. I drank tea.

Handwriting practice line with a yellow diamond border.

We ran home. It started to rain.

Handwriting practice line with a purple diamond border.

Some of us travelled by taxi. Some travelled by car.

Handwriting practice line with a teal diamond border.

Today we had a Maths exam. We had an English exam.

Handwriting practice line with a red diamond border.

I was late for school. I missed the bus.

Handwriting practice line with a dark purple diamond border.

Peter could not play soccer. He lost his soccer boots.

Handwriting practice line with an orange diamond border.

Clipboard with fields for Teacher, Sign, and Date.



Can you remember?



Let's write

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

Definite article (the)

We use **the** when we are talking about a specific object or person.

Example: Please return the book that you borrowed from me.

Indefinite article (a/an)

We use **a** or **an** when we are not referring to a specific thing or person.

Example: I bought a cell phone yesterday.

Using a or an

We use **a** before a singular noun. But if it starts with a vowel

(a e i o u), we use **an**.

Decide whether we are referring to a specific object and then fill in the correct article. Use either **the**, **a** or **an** to complete these sentences.

_____ Harry Potter book belongs to my brother.
I live in _____ only yellow house in Tambo street.
Do you have _____ pen for me?
I need _____ new bag.
_____ little dog is sick.
I want _____ ice cream.
May I have _____ apple?
_____ new boy was late for school.

Countable nouns do not have a definite article. Use **some** or **much** to complete these sentences.

1. May I have _____ sugar?
2. How _____ oil do I need for this cake?
3. We bought _____ bread and milk at the shop.
4. May I have _____ fish, please?
5. I have not got _____ hope.

1 some, 2 much, 3 some,
4 some, 5 much



48 More about tenses



Let's write

Use **will** or **am going** to form the **future tense** and then complete the sentence.



Tomorrow I *will play tennis*.

In the July holidays I

This afternoon I

Tonight I

Next weekend I

Next year I

Tomorrow I

Next week I

During the December holidays

When I am older I

Now select one of the words to complete these sentences in the simple present tense.

rise rises	1. The sun _____ in the east.
run runs	2. The girl _____ in the 1000 m race.
change changes	3. It looks like the moon _____ all the time.
set sets	4. The sun _____ in the west.
is are	5. There _____ 30 days in September.
is are	6. The temperature today _____ 30 degrees.
play plays	7. Ronaldo _____ better than Messi.



1 rises, 2 runs, 3 changes, 4 sets, 5 are, 6 is, 7 plays

Write the plurals for these words.

One witch



Two _____

One watch



Two _____

One bench



Two _____



Try this synonym quiz! Use a dictionary to check your answers.

1) A synonym for tired	2) A synonym for humid	3) A synonym for beautiful
A. exhausted	A. weather	A. handsome
B. slow	B. cold	B. attractive
C. relaxed	C. wet	C. plain
D. fast	D. dry	D. dowdy



Join them up!

Fill in one of these words to join the sentences:



Bongani polished his shoes		washed his socks.
I always brush my teeth		I go to bed.
Remember, to get to Sammy's house you turn left		you turn right.
Joey watered the flowers		he forgot to water the tomato plants.
She washed the plates		her brother dried them.
The children ate some porridge		they went to school.
First you must go to the post office,		you can go to the library.
They wanted to watch the soccer		the match was cancelled.



Let's write

Look at these collocations. Talk about what each one means. Underline the verb in each one.

Does it seem strange that we **make tea** but **do our homework**?

Collocations are common English phrases.

Make a cup of tea.	Take a holiday.
Do your homework.	Take a break.
Have a haircut.	Take my place in the team.
Have a headache.	Take a chance.



Teacher: _____
 Sign: _____
 Date: _____



CHECK YOURSELF

I can

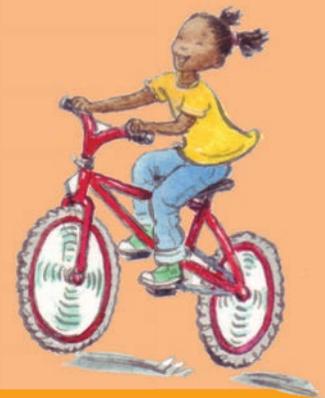


- read a short story
- answer comprehension questions based on the story
- write a diary entry
- role play the story
- form an opinion about a story
- write a letter
- form plurals in words ending in -sh and -ch
- use proper nouns
- ensure subject-verb agreement
- conduct an interview and record answers
- use a mind map for planning
- write a description of a place
- form sentences with a subject, verb and object
- identify proper and common nouns
- use conjunctions to join sentences
- identify adjectives and adverbs in sentences
- use prepositions
- identify regular and irregular verbs
- use verbs ending in -ed
- use comparative adjectives
- read a timetable
- answer questions based on a timetable
- recognise word families
- read a poster
- design a poster to advertise an event
- read an advertisement
- answer questions based on advert
- read a weather map
- answer questions based on the map
- present a TV weather broadcast
- read a bar chart showing rainfall
- answer questions on a bar chart
- extract information from the weather chart
- use conjunctions and/because
- use a, an and the correctly
- spell words with the silent-e
- write sentences in the future tense using will or am going
- use the simple present tense
- match synonyms
- use collocations



4

Fact and fiction



Theme 4: Animal tales

Term 2: Weeks 5 – 8

Weeks 5 - 6 Stories

49 Frog and Crow get the wrong message 104

Prereading and prediction of story based on pictures.
Comprehension exercise based on text.
Retells the story in correct sequence.

50 More about the crow and the frog 106

Designs a role play based on the story.
Sequences pictures in the correct order.
Writes sentences about each picture.
Uses adjectives to describe nouns.
Definite and indefinite articles.

51 Writing a story 108

Uses a mind map to plan a story.
Writes a story on a template.

52 Just checking 110

Revises definite and indefinite articles.
Uses so, very or too.
Revises soft- and hard-Cs.
Adverbs of time.
Countable and uncountable nouns.
Antonyms.

53 What do insects look like? 112

Reads the poem naming the parts of an insect.
Identifies words that rhyme.
Uses the words highlighted in the poem to label a diagram.
Writes rhyming couplets.

54 The ugly duckling 114

Reads a cartoon story.
Identifies main characters.
Fills in speech bubbles to show what characters say.
Discusses questions based on the story.

55 The ugly duckling 116

Plans to retell the story of the ugly duckling.
Uses the story planner to plan the beginning, middle and an end of story.
Writes the story on a template.

56 The verb to be 118

Identifies the correct verbs to complete the sentence in each activity.

Weeks 7 - 8 Procedural text

57 Let's make faces 120

Reads a recipe carefully and then answers these questions.
Underlines the verbs at the start of each instruction.

58 My recipe for ... 122

Writes a recipe for a favourite dish.
Indicates whether the sentences are statements or commands.
Writes commands.

59 What happened yesterday 124

Reads a diary entry.
Answers questions based on the diary using the past tense.
Writes sentences about what the characters did. Uses the past tense.
Writes sentences about what she or he did yesterday.

60 Using adverbs 126

Fills in adverbs to complete sentences.
Indicates whether sentences are commands or statements.
Completes sentences using shall or will.
Uses adverbs of manner.
Provides adjectives for given nouns.

61 Butterflies flutter by 128

Reads instructions to make something.
Focuses on the verbs.
Answers questions based on the instructional text.

62 Write instructions 130

Uses so, too and very.
Matches antonyms.

63 Getting it right 132

Adverbs of time and manner.
Modals can and must.

64 Writing your story 134

Plans a story. Writes a story on a given template.



Frog and Crow get the wrong message



Let's read

Look at the pictures and try to predict what the story is about.

One sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past. Crow swooped down and caught the scrap of paper and read it. It said "DM - BW - 2".

"This must be a secret message," Crow said to himself.

Frog was hopping by and overheard Crow. "A secret?" he said. "I love secrets!"

Crow showed Frog the note.

"I wonder what it means?" asked Frog, nervously.

"DM," Crow muttered. "DM must mean Don't Move. Someone is watching me! I'm sure they are tough. I must be in terrible danger. What can I do?"

"I wonder what BW means?" Crow asked, flapping his wings. "I've got it!" he screeched. "BW means Beware. I must not move and I must beware. Poor me, what can I do?"

"Wait a minute," Frog cried. "The note is for me too. It says 2. It means the note is for both of us."

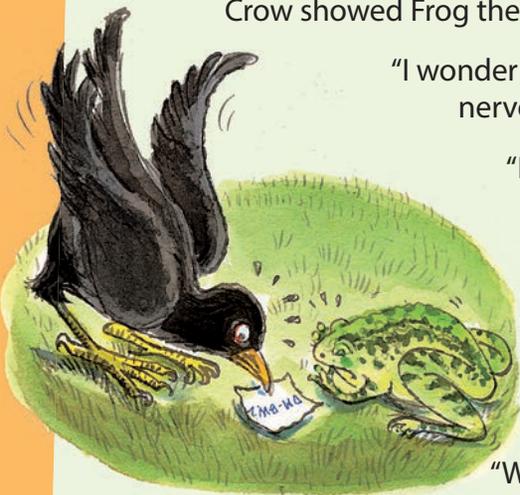
"We're in terrible danger," screeched Crow. "We're in big trouble!"

"What can we do?" Frog croaked. "Oh, what can we do?"

They fell to the ground, holding their heads.

Just then Mrs Hen came down the path carrying a shopping basket.

"What is the matter with the two of you?" she asked. "Why are you lying on the ground moaning?" Then she saw the scrap of paper and she took it.



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.



"Oh, you found my second shopping list. I've been looking for it everywhere", said Mrs Hen.

"Your second shopping list?" Crow and Frog asked?

"Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There's nothing tastier than dried mealies and worms."

Crow and Frog looked at each other and they began to laugh. They fell to the floor laughing at each other. Mrs Hen walked off with her basket.

"I wonder what's so funny. I can't wait to have mealies and worms for supper. I can never eat **enough** worms," she thought.

Adapted from Pennsylvania Department of Education:
Bureau of Assessment and Accountability 2009.



Let's write

Circle the letter next to the correct answer. If you are not sure what the answers are, go back and read the story again.

What is the main problem in the story?

- A Crow is sitting in the tree.
- B Crow and Frog fell to the ground.
- C Frog is trying to explain a message to his friends.
- D Crow and Frog think they are in danger.

What caused the problem in the story?

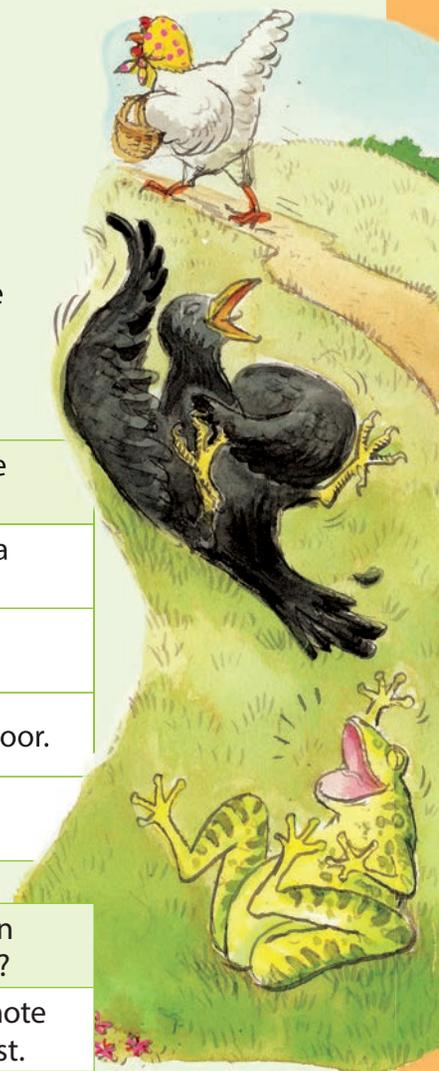
- A Frog and Crow try to keep a secret to themselves.
- B Frog and Crow did not understand the note.
- C Frog and Crow fall on the floor.
- D Mrs Hen goes to the shop.

What does the word **beware** mean?

- A make a noise
- B be careful
- C lie on the ground
- D be quiet

Why do Frog and Crow fall down laughing at the end of the story?

- A They understand that the note was a harmless shopping list.
- B They would like to eat worms.
- C They think the hen is funny.
- D They want to buy food.



Let's talk

Tell your friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.

Teacher: _____
Sign: _____
Date: _____



50 More about the crow and the frog



Let's role play

Make up a role play to show what happened in the story about the crow and the frog. You need three characters: a crow, a frog and Mrs Hen.



Let's write

Number these pictures in the correct order.



Now write 2 sentences about each picture.

①	
②	
③	
④	



Look at the pictures and then fill in adjectives to describe these nouns. You can only use each adjective once so cross them out once you have used them.

scribbled

small black

brown

big green

little

silly green

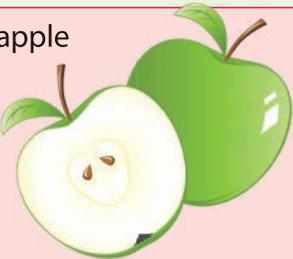
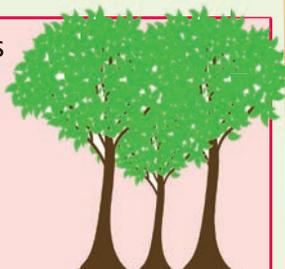
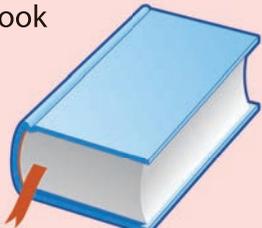
yellow

The (1) hen went shopping. The (2) frog and the (3) crow found her (4) shopping list. They sat under the (5) tree wondering what the letter meant. Mother hen walked past with her (6) basket and (7) scarf. She saw the two creatures trying to read her shopping list.

1 little; 2 silly green; 3 small black; 4 scribbled; 5 big green; 6 yellow; 7 brown

Countable and uncountable nouns

Look at each picture and then fill in **a**, **an** or **some**.

apple 	pencil 	juice 	trees 
An apple			
bag 	rain 	dog 	ice cream 
shoes 	sugar 	book 	oil 

Teacher: _____
Sign: _____
Date: _____



51 Writing a story



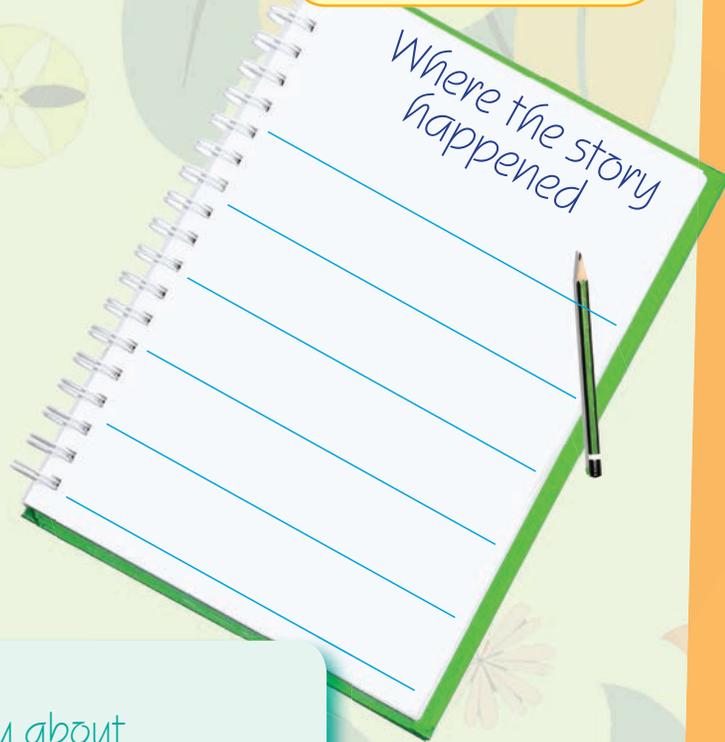
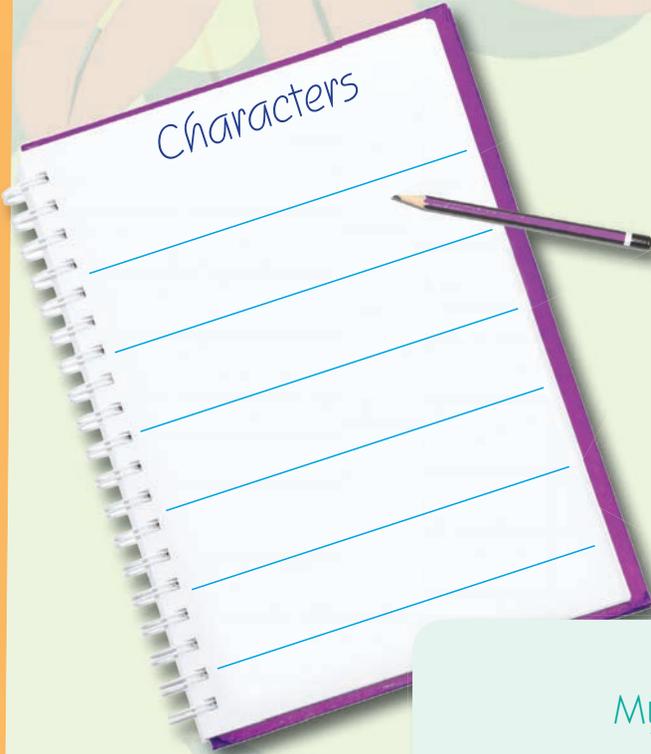
Let's write

Think of a topic and write it down in the middle of the mind map. Then brainstorm with your friend to fill in information required in the mind map.

When you have done this, write your story in rough. Ask your friend to edit it and then write your story 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.



My story about

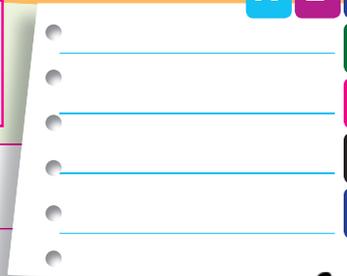




Let's write

Title

NEW
WORDS

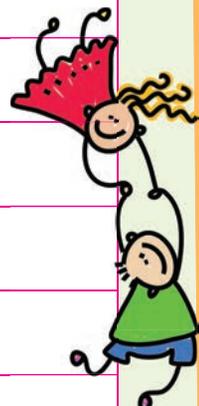
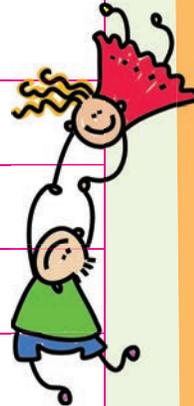
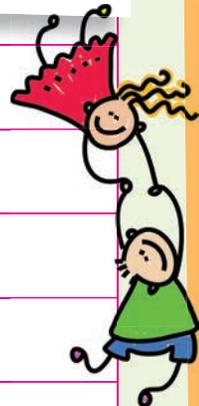


The beginning

The middle

What happened next

The ending



Teacher: _____
 Sign: _____
 Date: _____



52 Just checking



Let's write

Now fill in **a**, **an** or **some**.

Countable and uncountable nouns

I went shopping and I bought toothpaste, dress,

shoes and umbrella.

My mother bought hat, cheese and magazine.

Fill in **a** or **an** to complete these sentences.

I would like _____ ice cream.

He has _____ puppy.

I need _____ umbrella.

Do you have _____ ruler?

We are going to _____ party.

May I have _____ apple?

Adverbs of degree

Fill in either, **so**, **very** or **too**.

1. She was happy.
2. She was happy that she laughed all the time.
3. She was tired to wash the dishes.
4. The little girl was good.
5. The farmer complained because it was wet and there were many weeds.

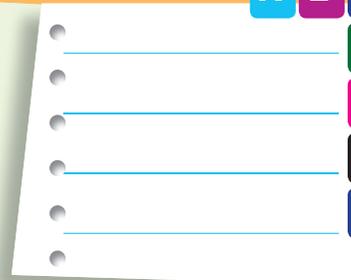
1 very, 2 so, 3 too, 4 very, 5 too too/so





Word work

Read the words and listen to the sounds. Then use 5 words to write your own sentences in your exercise book.



circle	race	city	cell	mice
circus	place	cents	race	ice
fence	fancy	centre	rice	juice



Let's write

Fill in the correct adverbs in the spaces.



quickly slowly shortly neatly brightly

Mom called to say we should make sure we were ready because we were going .

It seemed as though the day went by because we were so excited.

We packed our clothes in our suitcases.

The sun shone in the bright blue sky the day we left to go on holiday.

Pumla and I ran home from school .



Let's write

Write opposites for each of the bold words in the sentences.

It was a **hot** day and the **bright** sun shone in the sky.

My **little** brother was **happy** to go on holiday.

My suitcase was **light** but my brother's was **heavy**.

The **slow** taxi took a **long** time to get to Johannesburg.



What do insects look like?



Let's read

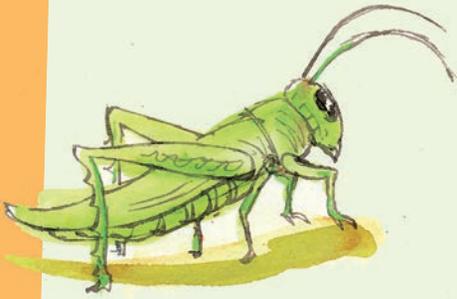
Read the poem aloud to your friend.
Then underline the words that rhyme.

An insect has three body parts,
It needs to have all three.
A **head**, a **thorax** and an **abdomen**
Look closely and you'll see.

The head has **mouth parts** well designed,
And **compound eyes** as well.
It uses two **antennae**
To feel and hear and smell.

The thorax is where legs are joined
Three pairs, **six legs** in all.
It also sometimes joins the **wings**
To help them fly or crawl.

The abdomen is the next body part,
It's where it digests its feeds.
It is important for these wonder bugs
to digest the food it needs.



Let's do

Use the words that are in bold in the poem to label this insect.





Let's write

Find the words in the poem that rhyme with these.

NEW
O
R
D
S

three	feeds	well	all

Write a poem. Write pairs of sentences ending in rhyming words.



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

Give your poem a title

Blank writing area with multiple sets of horizontal lines for writing a poem.

Teacher:
Sign:
Date:



54 The ugly duckling



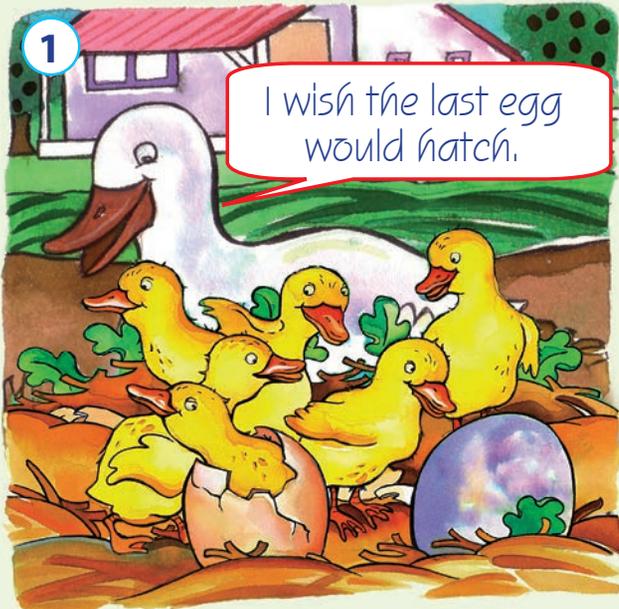
Let's do

Look at each of the pictures of the cartoon story. Talk about what is happening. What do you think the title of the story means?

Read the story. You will need to work out what some of the characters are saying in the different pictures and then fill in the empty speech bubbles.



Let's do

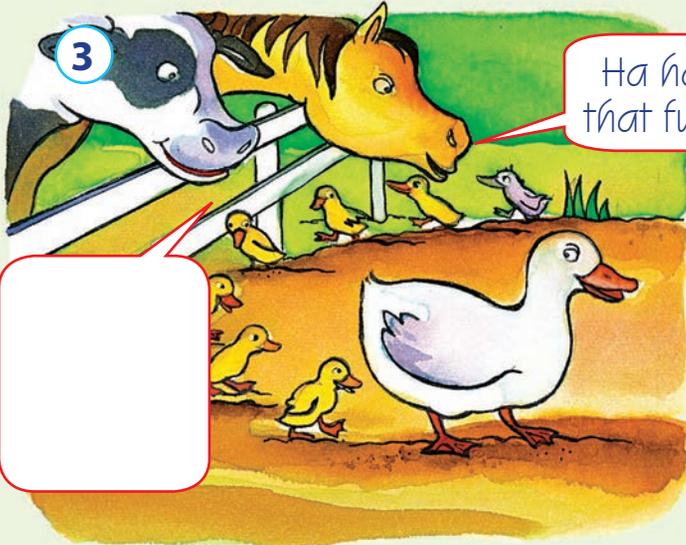


Look at the pictures and try to work out what the story is about. Read the story.



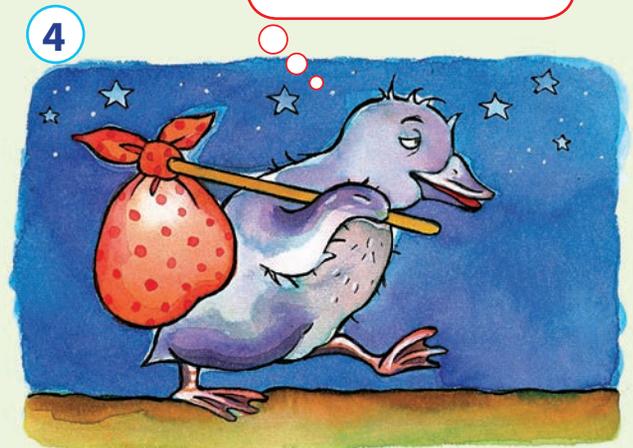
Mother Duck lives with her family on a farm. Mother Duck is sitting on seven eggs waiting for them to hatch. Then, one by one all the eggs start cracking open. All except one very big, speckled egg.

Eventually the last egg cracks open. Out jumps the last baby duck. It is a very ugly duckling.



Ha ha ha. Look at that funny creature.

Mother Duck takes all her baby ducks to the farm, to swim in the pond. The animals are mean to the ugly duckling. They laugh at him and make rude comments about him.



One night the ugly duckling decides to run away.

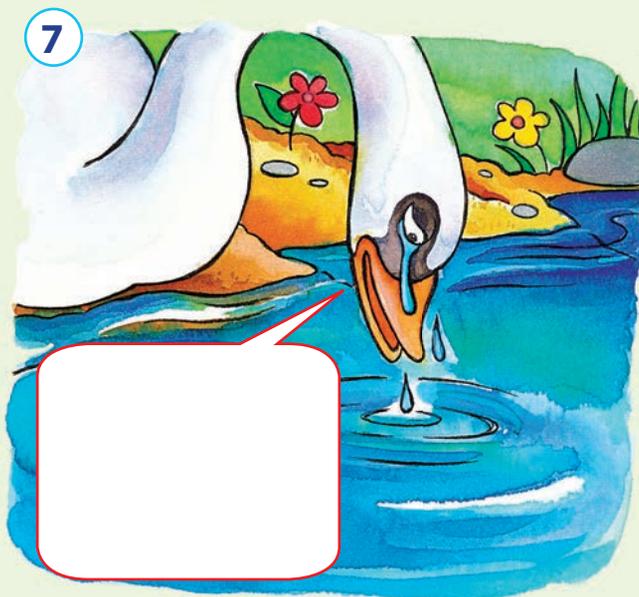




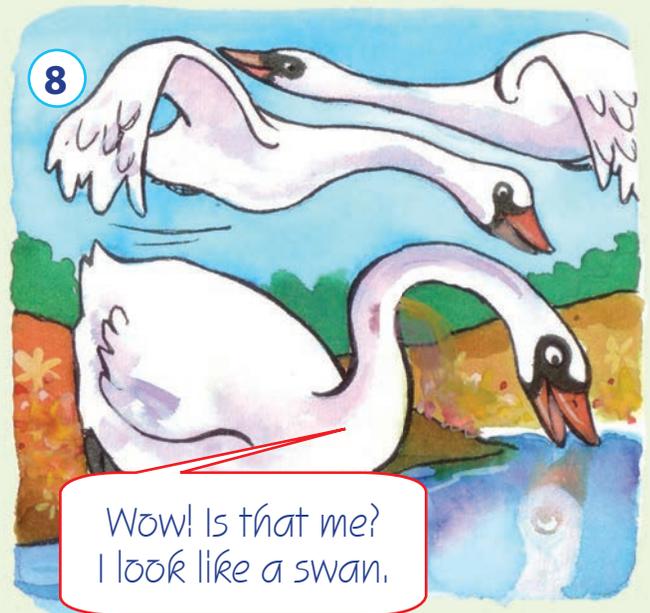
He goes to the river. He sees many beautiful swans. Their feathers are so smooth. They have such long, slender necks. Their wings are so pretty.



And then comes the spring. The sun shines again and the trees are fresh and green. One morning the ugly duckling sees the beautiful swans again.



The ugly duckling is very sad. He begins to cry. He is all alone. He wishes he could look like a swan.



While he is crying he looks down between his tears. He sees his reflection. He is a beautiful swan! And the swans call him to come and swim with them.



Let's talk

Who are the main characters in the story?
Which characters are nasty?
What is the main message of this story?

Teacher: _____
Sign: _____
Date: _____



55 The ugly duckling



Let's write

Plan to write the story of the Ugly Duckling.
Fill in the mind map below. Give your story a beginning, a middle and an end.



Beginning

Start by saying what happened in the beginning.

Handwriting lines for the beginning section.



Middle

Say what happened in the middle of the story.

Handwriting lines for the middle section.

The Ugly Duckling

Next

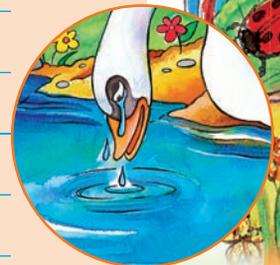
Say what happened next.

Handwriting lines for the next section.

End

How did the story end?

Handwriting lines for the end section.





Let's write

Now write the story neatly.



- 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.



Teacher: _____
 Sign: _____
 Date: _____



56 The verb to be



1

Circle the form of the verb that best completes each sentence.

- We heard the phone ring while we (**was**, **were**) eating.
- We (**was**, **were**) finally able to complete our work.
- They (**was**, **were**) having fun on the beach.
- We (**was**, **were**) proud of ourselves for winning the match.
- I (**was**, **were**) scared in the movie last night.
- She (**was**, **were**) late because of the traffic jam.

2

Use each of the following verbs once to complete each sentence.

is

scratched

barked

help

carry

works

decided

went

The children _____ to the library after school.

Our class _____ in the school garden.

We _____ our teacher after school.

The dog _____ all night.

My cat _____ my arm.

We _____ to go to town.

He helped his mother _____ her groceries.

Chocolate ice cream _____ better than strawberry ice cream.



3

Circle the form of the verb that best completes each sentence

It (**is**, are, am) essential that we leave now or we will miss the bus.

My calendar shows that I (**is**, are, am) busy on Thursday morning.

There (**is**, are) ants everywhere.

Johannesburg (**is**, are) in Gauteng.

Where (**is**, are, am) your homework?

You (**is**, are, am) my best friend.

When (**is**, are, am) your birthday?

Who (**is**, are, am) knocking at the door?

3

Fill in the verb that best completes each sentence.

About 6 o'clock, we will (leave, left) for the show.

If you have ever (meet, met) my teacher, then you know how kind she is.

Peter (draw, drew) a very good portrait of Nelson Mandela.

Please (take, took) a pamphlet.

Jabu (find, found) his wallet in the classroom.

He (run, ran) in the Comrades Marathon last year.

He (won, win) a bronze medal.

We (travel, travelled) back home by bus.

Teacher:

Sign:

Date:



Let's talk

PARTY FACES



Underline the verbs at the start of each instruction.

Ingredients

12 marie biscuits
 1 cup icing sugar
 $\frac{1}{4}$ teaspoon of pink food colouring
 $\frac{1}{4}$ teaspoon of blue food colouring
 smarties
 jelly tots
 liquorice shoelaces

Method

Put icing sugar in a bowl and add 2 tablespoons of water.
 Mix until smooth.
 Divide the icing into 2 bowls. Add different colouring to each bowl.
 Spread biscuits on a tray.
 Cover them with the icing using a blunt knife.
 Decorate the biscuits to look like faces using the smarties, jelly tots and the shoelaces.
 Leave to set.





Let's write

Read the recipe carefully and then answer these questions.

NEW
ORDS

How much icing sugar will you need?	
How much water will you need?	
How much colouring will you need?	
How many marie biscuits will you need?	
Why should you place the biscuits on a tray?	
Why do you need to divide the colouring into two bowls?	
What do you do after you have spread the icing on the biscuits?	

What utensils will you need to make the Face Biscuits?



Teacher: _____
 Sign: _____
 Date: _____



58 My recipe for ...



Let's do

Now write your own recipe for your favourite dish.



Recipe for

Ingredients

Method

The utensils that are needed

Write the recipe in rough before you write it neatly in your book.



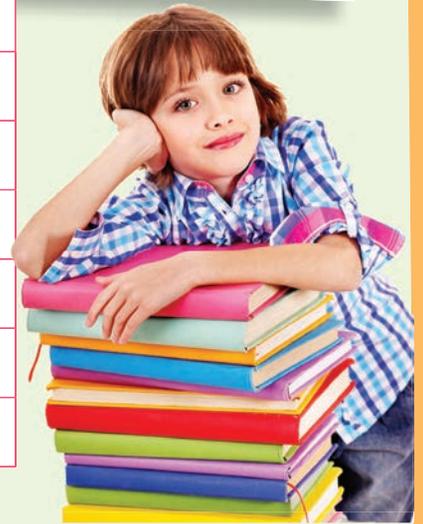
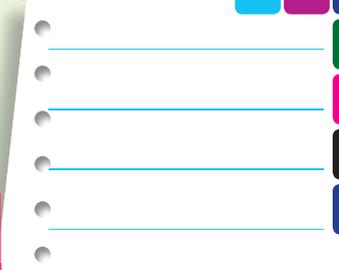


Let's write

Commands

Read each question carefully and decide if it is a statement or a command. Tick the correct column.

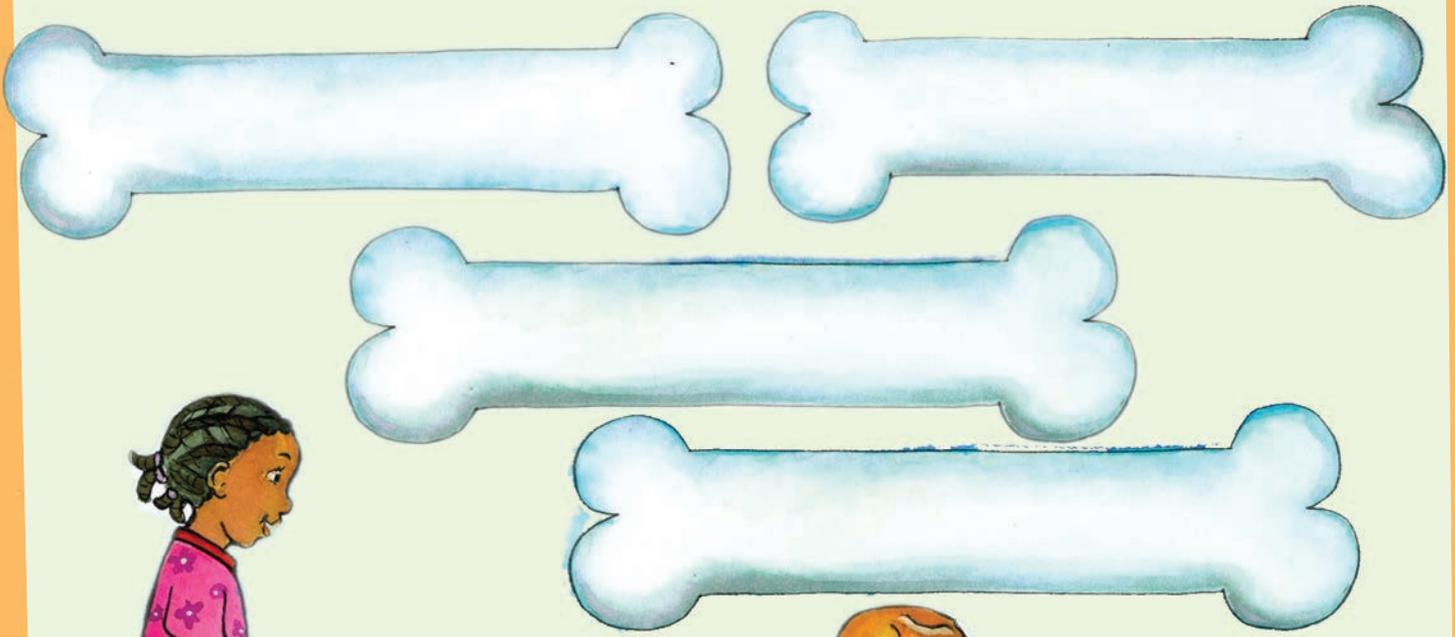
NEW
WORDS



	Statement	Command
Go home now!		
Stop! The robot is red!		
You must not talk during an exam!		
The match starts at 3 pm.		
I love chocolate cake.		
He lost his school bag.		
You shall do your homework now!		

Your dog is very naughty. Make up commands to teach him some manners.

Write the commands in the bones. Don't forget to use exclamation marks.



Teacher: _____
 Sign: _____
 Date: _____



What happened yesterday

Read Mandu and Peter's diaries for yesterday.



Let's read

TIME	MANDU	PETER
06:00	Wake up, dress, have breakfast	Wake up, dress, have breakfast
07:00	Leave for school	Leave for school
08:00	School assembly	Mathematics
09:00	Life skills	English
10:00	Break	Break
11:00	Maths	Life skills
12:00		Zulu
13:00	School lunch	English
14:00	Travel to netball match	
15:00	Netball match	Soccer practice
16:00		Bus home
17:00	Bus home	Homework
18:00	Supper	
19:00	Homework	Supper
20:00		Study for test
21:00	Go to bed	Go to bed



Let's write

Look at Peter and Mandu's diaries. Answer these questions using the past tense.

What did Mandu do while Peter did maths?

Mandu

What time did Peter eat his supper?

What time did Mandu have supper?

Who did more school work, Peter or Mandu?





Let's write

Write 4 sentences about what Peter did yesterday.

Four sets of horizontal writing lines for the first section.

Write 4 sentences about what Mandu did yesterday.

Four sets of horizontal writing lines for the second section.

Write 4 sentences about what you did yesterday.

Four sets of horizontal writing lines for the third section.

Teacher:
Sign:
Date:



60 Using adverbs



Let's do

Fill in these adverbs into the sentences.

We use adverbs to describe how something is done. Many adverbs end in -ly.

- I did my homework _____ because I wanted to watch TV.
- The old lady walked _____ across the street.
- Mary wrote _____ in her workbook.
- The choir sang _____ at our school assembly.
- Todd was late so he ran _____ to get there before the bus rang.
- I looked _____ to find the key that I lost.

loudly

slowly

hurriedly

quickly

neatly

carefully

1 quickly 2 slowly 3 neatly 4 loudly 5 hurriedly 6 carefully

Looking at shall and will

Shall is often used after the word I and we to speak about something in the future.

We **shall** go for swimming lessons.

Will is used after he, she, it, we, you and they.

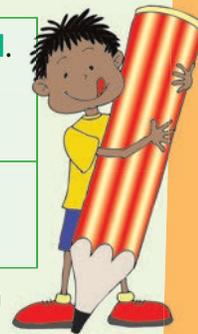
They **will** sing in the choir.

In the command form we use I **will** or we **will**.

I **will** leave now!

In the command form we use **shall**.

You **shall** do your homework!



Decide if these sentences are commands or statements. Indicate this in the last column then fill in **shall** or **will**.

1. I <u>will</u> go to movies before I do my homework!	statement
2. I _____ go swimming tomorrow.	
3. I _____ eat sweets if I like!	
4. I _____ turn eleven next Friday.	
5. We _____ begin to work on the project tomorrow.	
6. We _____ win the match tomorrow!	
7. We _____ invite them to the party.	
8. We _____ attend Mandu's birthday.	

1 shall, 2 shall, 3 will, 4 shall, 5 will, 6 shall, 7 will, 8 will.





Let's write

Think of adverbs (that describe how we do things) and adjectives (that describe nouns) to make these sentences more interesting. We have done the first one for you.

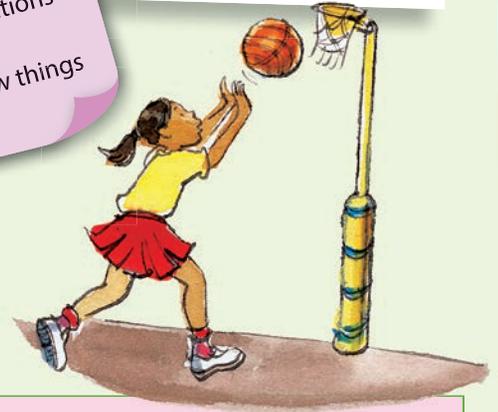
What?

When?

How?

Where?

Nouns are the names of people or things.
Adjectives tell us what the people or things are like.
Verbs tell us what actions are happening.
Adverbs tell us how things are done.



The boy ran.

When? *Yesterday*

How? *Very fast*

Where? *Around the school track.*

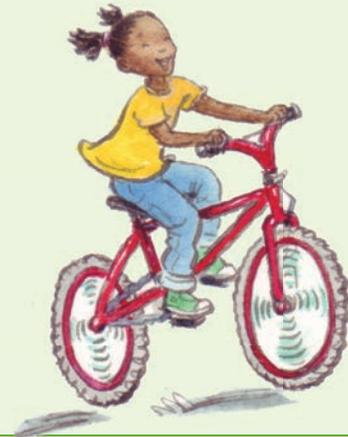
Yesterday the boy ran very fast around the track.

The girl played.

When?

What?

Where?



She rode.

When?

How?

Where?

They played soccer.

When?

How?

Where?

Teacher:
Sign:
Date:



61 Butterflies flutter by



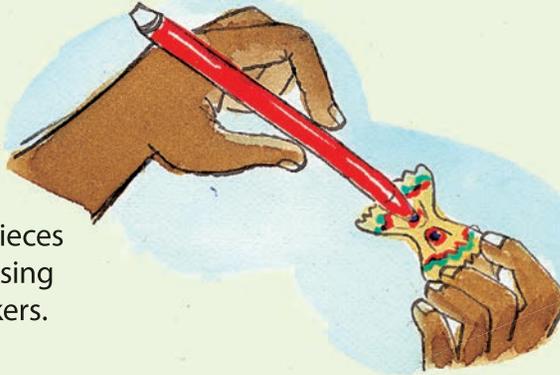
Let's do

Make your own butterfly mobile. Notice how each instruction starts with a verb.

What you need

- bow-tie pasta
- coloured marking pens
- 7 twist ties (from packets of sliced bread or sandwich bags)
- cardboard
- string
- glue
- tape
- scissors

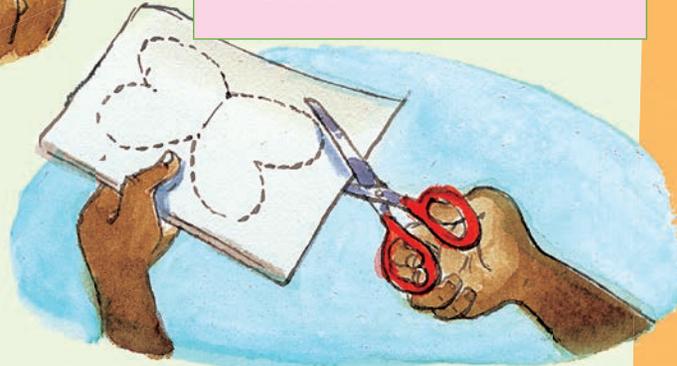
1. **Decorate** seven pieces of bow-tie pasta using the coloured markers.



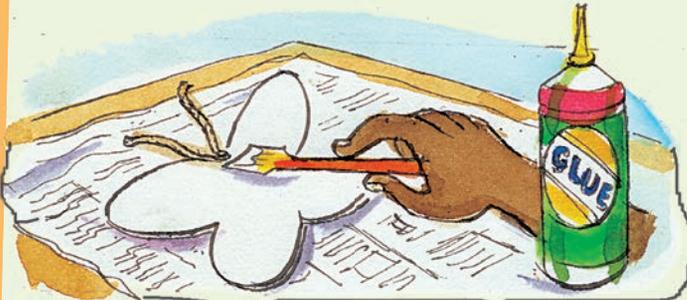
2. **Bend** each twist tie around a pasta bow tie. Then twist the ends together to make antennae.



3. **Cut out** two identical butterfly shapes from the cardboard.



4. **Glue** two pieces of string to form antennae on the head of one of the cardboard butterflies.



5. **Decorate** both butterflies.



6. **Stick** the ends of a piece of string to the wings of one cardboard butterfly.



7. **Cut** pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.





Let's write

Circle the letter next to the correct answer. If you are not sure what the answers are, go back and read the instructions again.

What kind of text is the passage on how to make a butterfly mobile?

- A A recipe
- B Instructional text
- C A dialogue
- D A story

Why did the person who wrote the instructions choose bow-tie pasta for making the mobile?

- A The pasta can easily be cut.
- B The pasta can easily be glued together.
- C The pasta has the shape of a butterfly.
- D The pasta is colourful like a butterfly.

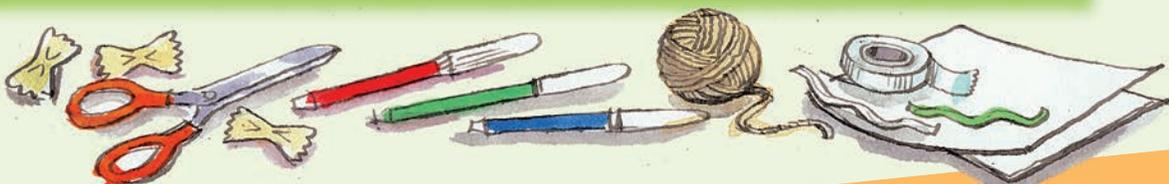
Based on what you know about insects, what are antennae used for?

- A To hold food
- B To feel, hear and smell
- C To fly
- D To digest food

The writer tells us to "Glue the backs of the two cardboard butterflies together to cover the ends of the string and the tape." What does the word "cover" mean here?

- A To hide
- B To keep warm
- C To tighten
- D To spread over

What do you need to do after you have twisted the ties to make antennae?



Teacher: _____
 Sign: _____
 Date: _____



62 Write instructions



Let's do

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



Let's write

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

Making a peanut butter and banana sandwich

Ingredients

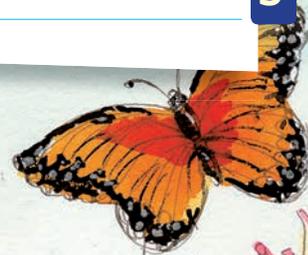
Use the pictures you numbered to write the method in the correct sequence.

Method

1	
2	
3	
4	
5	



We often confuse **so**, **very** and **too**.
 She was very happy because she won.
 She was so happy she jumped for joy.
 She was too happy to eat.



Fill in one of the following words to complete these sentences.

so **too** **very**

1. It was **so** hot I could not sleep.
2. She was a _____ successful athlete.
3. I was _____ worried about my exams.
4. The weather is _____ dry for the plants to grow.
5. There are _____ many insects in the garden.
6. The garden was _____ big.
7. The garden was _____ big we could not finish our work.
8. The garden was _____ big for us to manage.

1 so, 2 very, 3 very, 4 too, 5 too, 6 too, 7 so, 8 too.

Find the antonyms and write the pairs in the spaces.

careful **cold** **dry** **early** **fast** **finish** **gorgeous** **hot**
late **plain** **reckless** **relax** **slow** **start** **work** **humid**

cold			
hot			



Teacher: _____
 Sign: _____
 Date: _____



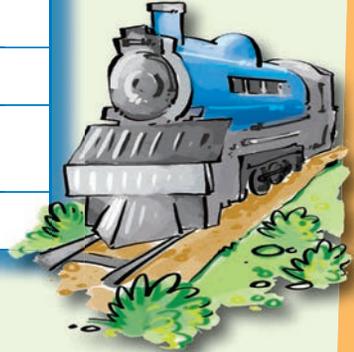
63 Getting it right



Let's write

Decide whether the underlined adverb tells us how or when an action happens. Then write **how** or **when** next to the sentence. Lastly, circle the verb that the adverb describes.

Angela <u>quickly</u> ate her popcorn.	When
Thandi and Busi <u>often</u> read books about animals.	
Nomsa <u>proudly</u> told us how she won the race.	
We <u>usually</u> go to the <u>beautiful</u> farm by train.	
Angela and her friends sang <u>happily</u> at the <u>enjoyable</u> concert.	
The train went <u>slowly</u> round the bends.	



Let's read

Look at these modal verbs.

can

must

should

have to

may

will

What do these modals tell us?

We use **can** to show ability.

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

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

We use **will** to show intention.



Let's write

Use either **must** or **can** to complete these sentences.

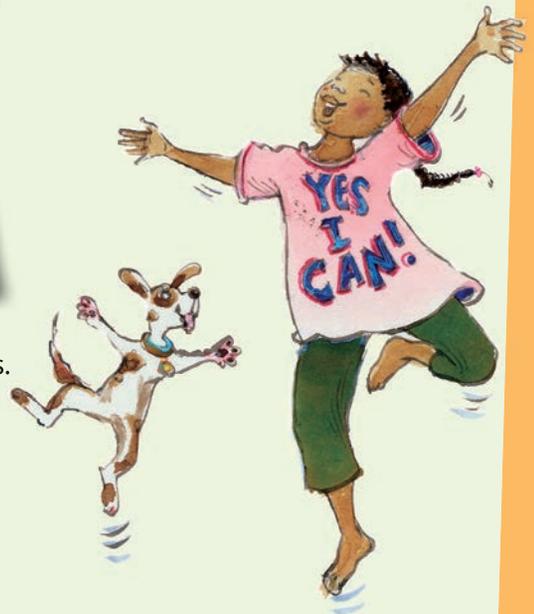
It's very late. You go to sleep now.

The train stop in Worcester to let passengers off.

The train is running ten minutes late. There be something wrong.

we go to Cape Town by train? It sounds very exciting.

You get up early. We are catching the train to Cape Town.





Let's write

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

NEW
WORDS

Blank lined paper for writing.

I may go on holiday.

The bus will leave the school at 09:00.

You can come with us.

You must do your homework every day.

I will play soccer tomorrow.

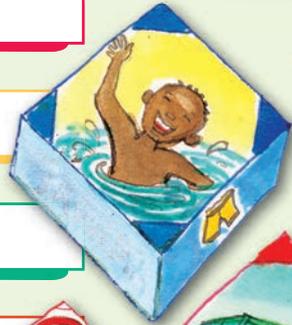
You must not smoke.

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

I may visit my friend on Saturday.

He can play soccer very well.

I must go to the dentist because I have toothache.



Now complete these sentences.

You must not
I will
You should
I must
I can
May I

Teacher: _____
 Sign: _____
 Date: _____



64 Writing your story

CHECK YOURSELF



Let's talk

Talk to your friend about a story that you will write. Your story could be about you, or about someone you know, or even about a fictitious person.

Now fill in your ideas in the story planner.



Let's write

My story planner

The characters and the setting

Who plays a part in your story?

Where does the story take place?

When does the story happen?

The beginning

What happens at the start of the story?

The middle

What happens in the middle of the story?

The end

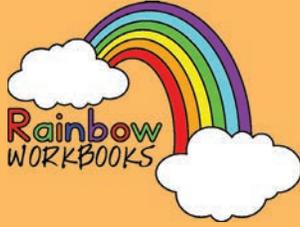
How does the story end?

Make your own book. Cut out the next page of this book. Cut on the dotted lines.

Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story into the book.

I can	😊	☹️
read a story and answer questions about it		
design a role play based on the story		
sequence pictures in the correct order		
use adjectives to describe nouns		
use "a" and "the" correctly		
use a mind map to plan a story		
write a story on a template		
use "so", "very" or "too" correctly		
identify the soft- and hard-c		
use adverbs of time		
identify countable and uncountable nouns		
match antonyms		
read a poem		
identify words that rhyme		
write rhyming pairs of sentences		
read a cartoon story		
identify main characters and plot		
fill in speech bubbles to complete a story		
retell a story		
plan a story with a beginning, middle and end		
write a story		
use the verb to be		
use verbs to complete sentences		
read a recipe and then answer questions based on it		
identify verbs in instructions		
write a recipe		
identify statements and commands		
write commands		
write a diary entry		
write sentences in the past tense		
fill in adverbs to complete sentences		
complete sentences using shall or will		
using adverbs of time and manner		
provide adjectives for nouns		
read instructions to make something		
answer questions based on instructional text		
write instructions		
use "so", "too" and "very"		
match antonyms		
use modals "can" and "must"		





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

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

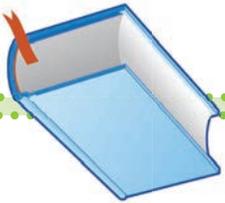
7

3

9

Continue with your story here.

Write what happens at the end of your story.



Draw picture here.

Draw picture here.

My dictionary



A

a



B

b



C

c



D

d



My dictionary



E
e



F
f



G
g



H
h



My dictionary



I

i



J

j



K

k



L

l



My dictionary



M
m



N
n



O
o



P
p



My dictionary



Q

q



R

r



S

s



T

t



My dictionary



U
u

Blank lined writing area for the letter U.

Blank lined writing area for the letter Y.

Y
y



V
v

Blank lined writing area for the letter V.

Blank lined writing area for the letter Z.

Z
z



W
w

Blank lined writing area for the letter W.

Blank lined writing area for the letter X.



X
x

Blank lined writing area for the letter X.

Blank lined writing area for the letter X.



glue here

glue here

glue here



Make a lettergram:
Cut out on the solid lines and fold on the dotted lines to make an envelope. Write your letter on the inside. Fold paste and post.

Five horizontal lines for writing the address on the front of the envelope.

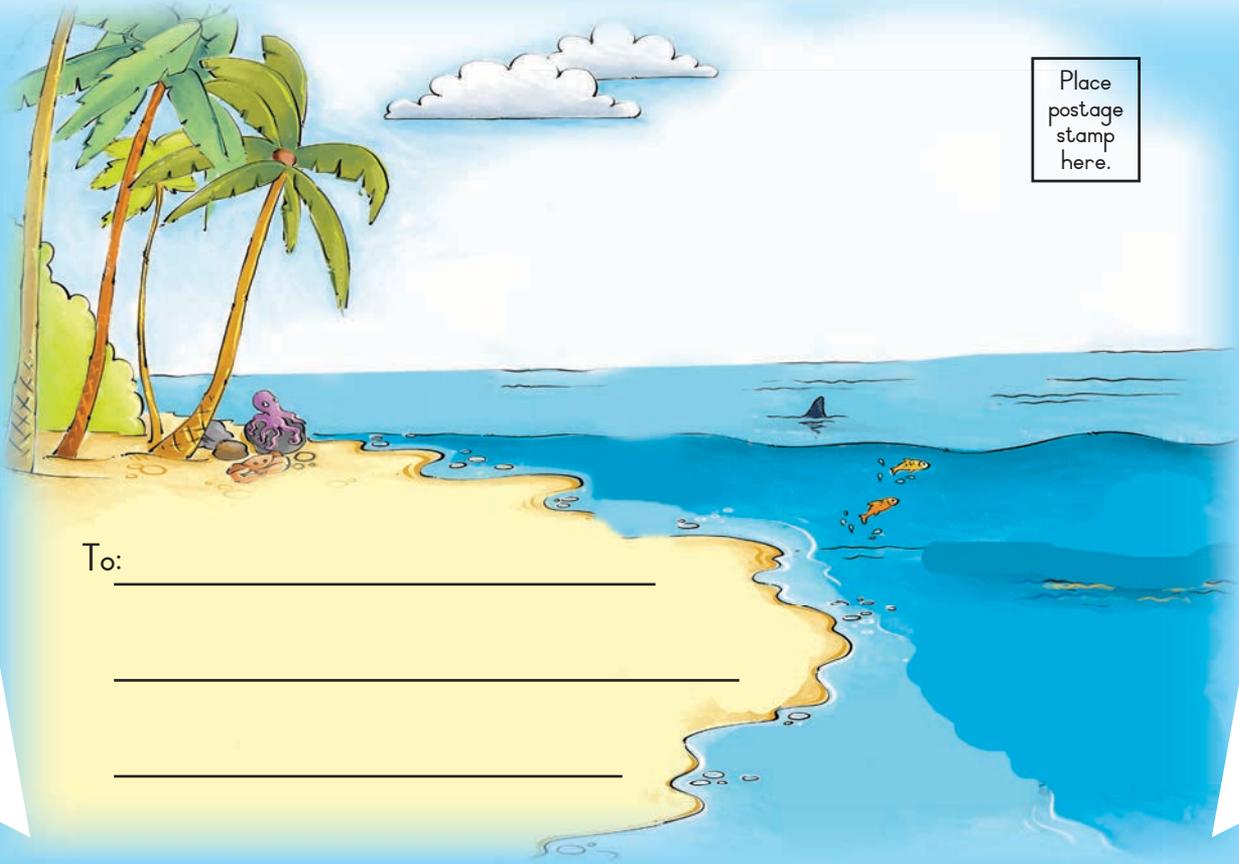
Twelve horizontal lines for writing the message on the inside of the envelope.

Five horizontal lines for writing the return address on the back of the envelope.



From:

Place
postage
stamp
here.



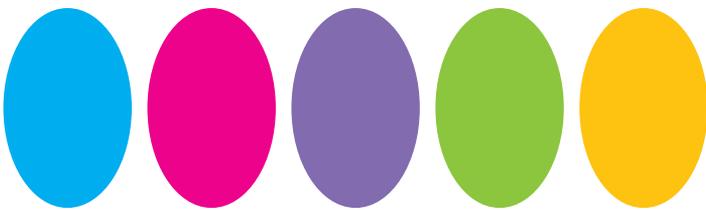
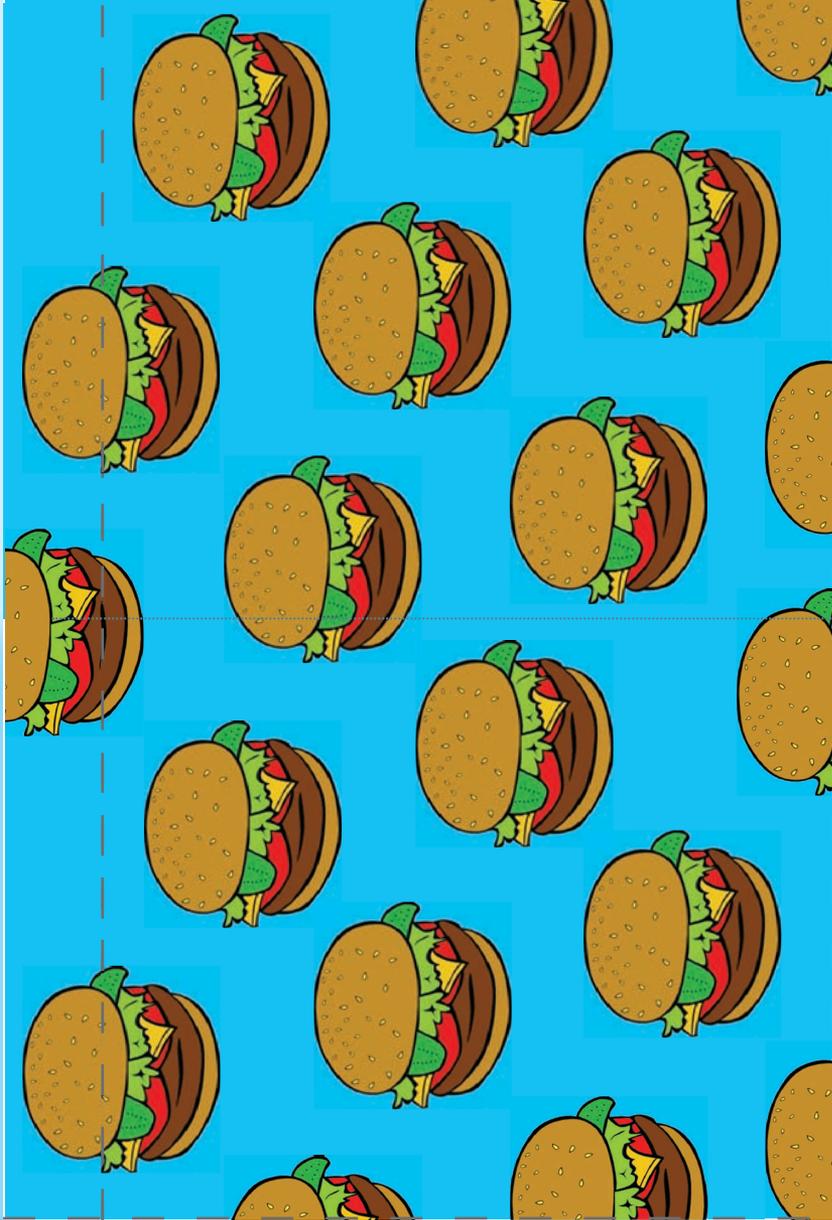
To:

glue here

glue here

glue here

glue here



Cut-out markers for the game on page 30.

Bookmark
Cut out the bookmark. Write down the titles of the books you read. When you find words you do not know, write them on the back.



BOOK 7:

BOOK 6:

BOOK 5:

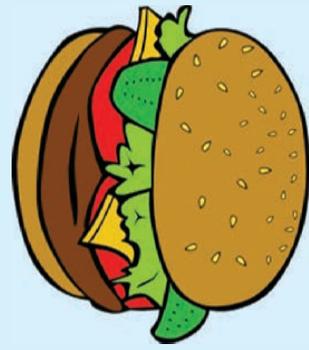
BOOK 4:

BOOK 3:

BOOK 2:

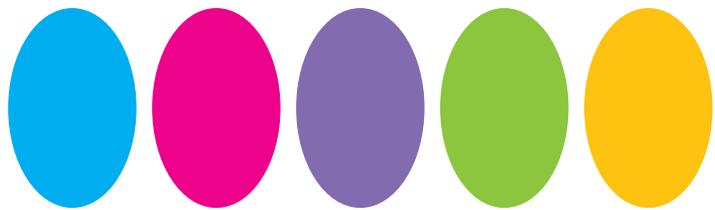
BOOK 1:

Book List!



Vertical writing lines on a purple background.

Vertical writing lines on a light blue background.



A row of ten vertical writing boxes on a colorful background. The first box contains a drawing of a pencil and paper. The last box contains a drawing of a girl holding a book and a pencil.