**TIIPS TO DRINK MORE WATER**

- Choose a glass of water rather than having a sugary drink
- Always carry water with you
- Keep a reusable water bottle with you and make sure to refill it regularly
- Take a bottle of clean, safe water to school
- Try setting reminders using your cellphone or notes at your desk to drink water regularly
- Make it a habit to drink water with meals
- Increase daily water intake when the weather is hot
- Drink one to two glasses of water 30 minutes before exercising and sip extra water for the next few hours afterwards
- Increase daily water intake when the weather is hot
- Keep a reusable water bottle with you and make sure to refill it regularly
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**Workbooks available in this series:**
- Grade R (in all official Languages);
- Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
- Mathematics Grades 1 to 3 (in all 11 official Languages);
- Mathematics Grades 4 to 9 (in Afrikaans and English);
- Life Skills Grades 1 to 3 (in all 11 official Languages); and
- Grades 1 to 6 English First Additional Language.
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Mrs Angie Motshekga,
Minister of Basic Education

Mr Enver Surty,
Deputy Minister of Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

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

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

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

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

Nelson Rolihlahla Mandela
1918-2013

“Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, imparts our children a chance of building better lives.”
15 May 2008 | Message for Schools for Africa campaign
Johannesburg | South Africa

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mvezo. He started school when he was 7 years old. And it was his school teacher who gave him the name Nelson. When he finished school he went to university but this was interrupted when he took part in school protests. After that he came to Johannesburg where he worked in first a mine and then in a law firm. He also went to law school but had to drop out because he couldn’t afford to pay for the university fees. In 1944 he helped form the African National Congress Youth League (ANCYL) with various other people like Kikilepsi Sithole and Anton Lombede and joined the ANC to fight against apartheid. He was jailed many times for his activities fighting for a better South Africa and in 1962 he was arrested and sentenced to 8 years in prison for leaving the country illegally and getting workers to go on strike. In 1964 he was sentenced to life imprisonment in the Rivonia trial for his role in the ANC’s armed struggle. He spent over 27 years in jail. Because education was important to him he continued studying while in prison and in 1989 he received his law degree from the University of South Africa (UNISA). On February 11, 1990 he was released from prison, and on 10 May 1994 he became South Africa’s first black President.

Oliver Reginald Kaizana Tambo
1917-1993

On the 27th of October 1917, Kaizana Tambo was born in Mntamtho, Eastern Cape, then known as Pondoland, situated with a solid foundation of hard work and respect for culture, and groomed in a village filled with strong morals and values, the “Son of Mntamtho” grew up to be loved and respected by South Africa, and the world.

On his first day at school, Kaizana’s teacher asked him to come to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher’s strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society, in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flapotte, where he became one of their star students. He moved on to St Peter’s College, in Johannesburg, where he matriculated with top marks. Swelling with pride, the Eastern Cape Assembly of Traditional Leaders gave Oliver Tambo a bursary to study at Fort Hare University, where he graduated with a Bachelor of Science degree in Maths and Science. The following year, while studying towards his post-graduate qualification in Education, he was expelled from the University for participating in a student strike. St. Peter’s College offered him a job as a Maths and Science teacher. It is while teaching in Johannesburg that he became a very active member of the African National Congress.

Oliver Tambo was a founding member and Secretary of the ANC Youth League in 1944, the general secretary of the ANC from 1962; the mandated leader of the ANC’s Mission in Exile (1960; the President of the ANC from 1977 until 1990; then National Chairperson until 1993.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, sadness and uncertainty. During his almost fifty years of political activity in the ANC, Comrade O.R., as he affectionately came to be known, played a significant role in every key moment in the history of the Movement, until his death in 1993. Like Mzim, he had led his people to the Promised Land, but was never able to enjoy the fruits of his toil.
Grade 4

Home Language

IN ENGLISH

This book belongs to:
GUIDELINES FOR USING THIS WORKBOOK

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

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

1  Listening and Speaking (Oral) – 2 hours per 2-week cycle
Learners need frequent opportunities to develop their Listening and Speaking skills to enable them to collect information, solve problems and express ideas and opinions. The Workbook contains a number of speaking and listening activities which you can extend upon to ensure that learners have regular opportunities for oral practise.

2  Reading and Viewing – 5 hours per 2-week cycle
The CAPS require learners to read and view specific texts and genres in each 2-week cycle. This includes reading: short stories, folklore, personal recounts, letters, e-mails, diary entries, drama, newspaper articles, magazine articles, radio interviews, poetry, persuasive texts, advertisements, instructions, directions and procedures. In addition, the CAPS require learners to read information text with visuals: maps, charts, tables, diagrams, mind maps, weather charts, posters, notices, pictures and graphs. You will find a good selection of these types of texts in the Workbook.

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

3  Writing and Presenting – 4 hours per 2-week cycle
The CAPS require learners to have frequent opportunities to practise writing across a range of contexts. The Workbook provides a number of writing frames and organisers to scaffold learners’ presentations of written, visual and multi-media texts. You will find a graphic explanation of the ‘reading process’ in the back inner cover of the Workbook.

4  Language Structures and Conventions – 1 hour per 2-week cycle
The CAPS provide a list of Language Structures and Conventions (items) that should be covered in each grade. The Workbook includes specific exercises for each of the 2-week cycles. Usually these activities include a ‘note’ explaining the language convention.

For further guidance please consult the Workbook Training Manual.
Theme 5: How we feel and what we do

Term 3: Weeks 1 - 2
People who care

65) A new pet for Mary Ann  
Discuss and make predictions based on a picture. 
Read a story.

66) Thinking about the story  
Discuss the story in groups. 
Write an ending for the story. 
Answer questions based on the story. 
Write a diary entry.

67) Choosing a pet  
Read the ending of the story. 
Identify the actions described by adverbs in the text. 
Write sentences with adverbs.

68) Keeping a diary  
Plan to write a diary entry by filling in the mind map. 
Write diary entry.

69) Lost dog  
Design a lost dog poster. 
Assess their partner’s poster using given criteria. 
Use adverbs to form sentences.

70) Complex sentences  
Identify verbs in simple sentences. 
Join simple sentences to form complex sentences. 
Divide complex sentences into simple sentences. 
Use phrasal verbs to replace words in brackets. 
Fill in correct phrasal verbs in sentences.

71) Read a diary  
Read two diary entries.

72) Writing your own diary  
Answer questions based on diary entries. 
Write their own diary entries for three days.

73) Screen time  
Read information in a pamphlet. 
Discuss questions based on pamphlet.

74) About the pamphlet  
Answer questions based on the pamphlets. 
Match words with their meanings. 
Design a poster to encourage children to do other activities besides watching TV. 
Interpret a bar chart. 
List harmful effects of too much screen time.

75) Where things are  
Read a picture story. 
Fill in correct prepositions for each picture. 
Write sentences for each picture using prepositions. 
Illustrate given similes, metaphors and alliteration.

76) All about bullying  
Read information text about bullying. 
Discuss questions about bullying.

77) Thinking about bullying  
Answer questions based on the bullying pamphlet. 
Design a sign to put an end to bullying. 
Use conjunctions to join sentences. 
Match words with their meanings.

78) Past and future continuous tenses  
Play a game using past and future continuous tenses.

79) Design a pamphlet  
Use a planner to design their own pamphlet. 
Cut out and fold the page to make the pamphlet. 
Use the planner to complete the pamphlet neatly.

80) Cut out pamphlet  

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

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

Eventually Nomsa’s bus arrived. She jumped off, ran quickly through Mary Ann’s gate, and greeted Mary Ann’s family cheerfully. The two girls began to walk
eagerly to the animal shelter. They were both excited, and chattered and laughed loudly as they walked. They crossed the road carefully at the robots and went into the shelter.

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

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

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

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

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

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

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

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

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

Let’s talk

Let’s write
Write a paragraph about how you think the story will end.

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

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

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

The story tells us that Mary Ann was tired when the girls arrived at the shelter. Why do you think she was tired?
What did the manager tell the girls about the availability of each of the six puppies? Which of the dogs were for sale and which were not? (Look at the colours of their collars.)

<table>
<thead>
<tr>
<th>Dog</th>
<th>Colour of Collar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This puppy had already been sold.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

The new pet

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

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

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

“I think he is adorable,” she said.

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

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

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

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

As Nomsa and Mary Ann left the shop, the puppy began to wag his tail furiously. The two girls walked slowly down the road carrying the little puppy with the purple collar. You could hear them chatting happily as they took the new arrival into the house.
Looking at adverbs
Adverbs give more information about verbs. You will remember that verbs are action words.

Examples:
Nomsa walks slowly. The girl sings loudly.

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

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

Let’s write

impatiently
quickly
cheerfully
eagerly
loudly
carefully
softly
excitedly

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

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


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

Let's write

1. What happened last night
   Last night I could not sleep because …

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

3. Deciding which pet to choose
   I decided to buy the little dog in the purple collar and then …

4. Going back home
   I knew I had made the right decision …

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

Let’s write

Eventually my friend Nomsa arrived and we walked to the animal shelter. I knew I had made the right decision …
Lost dog

Your friend has lost a dog. Design a LOST DOG poster giving details about the dog and how to contact the owner. Draw a picture of the dog. Use bright colours to attract attention.

Let’s do

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

<table>
<thead>
<tr>
<th>Does the poster have:</th>
<th>😞</th>
<th>😐</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>a picture of the dog?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a large heading to attract attention?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the relevant information for contacting the owner?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a clear description of the dog?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information about when and where the dog went missing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the name of the dog?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most adverbs that tell us about the manner of an action end in **-ly**. There are some examples in this table.

<table>
<thead>
<tr>
<th>brightly</th>
<th>sadly</th>
<th>kindly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>proudly</td>
<td>quickly</td>
</tr>
<tr>
<td>quietly</td>
<td>loudly</td>
<td>gently</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>beautifully</th>
<th>really</th>
<th>accidentally</th>
</tr>
</thead>
<tbody>
<tr>
<td>carefully</td>
<td>skilfully</td>
<td>finally</td>
</tr>
<tr>
<td>naturally</td>
<td>totally</td>
<td>wishfully</td>
</tr>
</tbody>
</table>

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

Now use four adverbs from each table to make sentences (eight sentences altogether).
Complex sentences have more than one verb. Underline the verbs in each of these simple sentences. Then join each pair of sentences to form a complex sentence, using the words in brackets.

Let’s write

The girl walked slowly.  She hurt her leg.  (because)

The girl walked slowly because she hurt her leg.

She could not sleep.  She read a book.  (so)

The dog wagged its tail.  It was watching the cat.  (because)

We baked a cake.  We ate the cake.  (and then)

I like apples.  I bought two apples.  (and so)

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

Let’s write

The boy limped because he hurt his leg.

The boy limped.  The boy hurt his leg.

Yvonne ate five cakes because she was a greedy girl.

The dog barked because it heard a noise.

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

Every morning I (stop sleeping) \textbf{wake up} at six o’clock.

\begin{tabular}{ccc}
\textbf{wake up} & \textbf{stand up} & \textbf{wake off} \\
\end{tabular}

You must (stop being so slow) \underline{\hspace{3cm}} or you will miss the bus.

\begin{tabular}{ccc}
\textbf{make quick} & \textbf{hurry up} & \textbf{walk} \\
\end{tabular}

When we reached the bus stop we (climbed down from ) \underline{\hspace{3cm}} the bus.

\begin{tabular}{ccc}
\textbf{got off} & \textbf{went off} & \textbf{went down} \\
\end{tabular}

Now fill in the correct \textbf{phrasal verbs} in these sentences.

\begin{tabular}{c}
\textbf{look after} \\
\textbf{sit down} \\
\textbf{put on} \\
\textbf{tune in} \\
\textbf{switched on} \\
\textbf{turn on} \\
\textbf{get up} \\
\textbf{turn down} \\
\textbf{turn off} \\
\textbf{take off} \\
\end{tabular}

I went into the room and \underline{\hspace{3cm}} the light.

I don’t like to \underline{\hspace{3cm}} early in the morning.

She told me to \underline{\hspace{3cm}} my seat belt each time I get into the car.

My mother told Jabu to \underline{\hspace{3cm}} the music because it was too loud.

I could not \underline{\hspace{3cm}} to the radio programme so I missed it.

I had to \underline{\hspace{3cm}} my baby sister while our mother was away.

My teacher told us to \underline{\hspace{3cm}} and be quiet.

When I get home I \underline{\hspace{3cm}} my school uniform.

Please \underline{\hspace{3cm}} the tap so you don’t waste water.
Today is the first day of school, and right now we’re just waiting around for the teacher to hurry up and finish the seating chart. So I figured I might as well write in this book to pass the time.

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

I hope you all like where you’re sitting, because these are your permanent seats.

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

IS THIS SEAT TAKEN?

YES! YES!

plunk – plonk or put
hassling – annoying
flunk – fail
piped up – said loudly
Tuesday
I don’t know if I mentioned this before, but I am SUPER good at video games. I’ll bet I could beat anyone in my grade head-to-head.

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

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

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

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

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

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

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

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

TEACHER! TEACHER!

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

NICE CATCH, PATTY!

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

What events are mentioned in the *Wimpy Kid* diary on the previous page?

Let's write List the events he writes about in the three diary entries.

1. 
2. 
3. 

Think about each of the diary entries and then write a heading for each one.

1. 
2. 
3. 

Now write diary entries of your own. Think about different experiences you have had that were important, funny or sad. Fill in the date and the day, and remember to write in first person (using “I”) and in the past tense. You can follow the example of Wimpy Kid and draw a picture to illustrate each diary entry.

Let's write
Screen time

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

Hi Kids

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

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

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

Why is too much screen time a problem?

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

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

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

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

- **Obesity.** The more you sit in front of a TV, the greater your risk of becoming overweight. Many children who sit in front of a TV for long periods develop an appetite for the junk food advertised on television. It is easy to overeat while watching TV.
Do what is good for kids
Schoolchildren should not spend more than one or two hours a day in front of a screen.
You need to set time limits so that you minimise the time you spend watching TV and playing computer or video games.

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

The time children spend watching TV

- Child (0-2 years)
- Child (3-5 years)
- Child (6-14 years)

- Hours Watched
- Hours Recommended

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

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

Let's talk
Read the pamphlet again and then answer these questions.

**Let’s write**

Match these words with their meanings.

<table>
<thead>
<tr>
<th>obesity</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td>exposure</td>
<td>overweight</td>
</tr>
<tr>
<td>screen time</td>
<td>reduce</td>
</tr>
<tr>
<td>concentrate</td>
<td>contact</td>
</tr>
<tr>
<td>minimise</td>
<td>time spent looking at a screen</td>
</tr>
</tbody>
</table>

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

- [ ] Parents
- [ ] Teachers
- [ ] School children
- [ ] Old people

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

---

**What does this pamphlet tell us?**

<table>
<thead>
<tr>
<th></th>
<th>Why does too much TV cause poor school results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>That watching TV and playing video games waste electricity</td>
</tr>
<tr>
<td>2</td>
<td>That children should not spend more than 1 – 2 hours a day in front of the screen</td>
</tr>
<tr>
<td>3</td>
<td>That boys prefer playing video games and girls prefer watching TV</td>
</tr>
<tr>
<td>4</td>
<td>That you will develop square eyes from too much screen time</td>
</tr>
</tbody>
</table>

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

---

<table>
<thead>
<tr>
<th>Child (0-2 years)</th>
<th>Hours Watched</th>
<th>Hours Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child (3-5 years)</th>
<th>Hours Watched</th>
<th>Hours Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child (6-14 years)</th>
<th>Hours Watched</th>
<th>Hours Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write down three harmful effects, mentioned in the pamphlet, caused by too much screen time.

<table>
<thead>
<tr>
<th>Effect 1</th>
<th>Effect 2</th>
<th>Effect 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s do

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

Let’s write

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

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at this picture story of the dog that buys a newspaper. Fill in the correct preposition in the space in each picture. You can use each preposition only once.

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

Let's write

Looking at prepositions

1. across
2. towards
3. up
4. into
5. along
6. under
7. out
8. past
9. over

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

1. Rover is walking to the shop. He walks across the road.
2.
3.
4.
5.
6.
7.
8.
9.
Find out what these figures of speech are and then draw a picture to illustrate each example.

**Simile**

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

| Last night, I slept like a log. | They are as funny as a barrel of monkeys. |

**Metaphor**

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

| He is a couch potato. He sits in front of the TV all day. | It’s raining cats and dogs. We won’t be able to play soccer. |

**Alliteration**

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

| Silly seals swim in sunglasses. | Betty bought some bitter butter. |
Many schoolchildren are bullied. Bullying is a problem that we need to stop in our schools. You need to be on the lookout for bullying behaviour.

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

Where does bullying happen?
Bullying happens anywhere
- at school
- in the playground
- on school outings
- on the way to school
- in the toilets
- on the phone or the internet

How does it feel to be bullied?
Bullying is hurtful and children who are bullied feel unhappy, frightened and lonely.
The bullying will not stop unless you tell someone about it. If you are being bullied you need to tell a teacher or another adult who will listen to you and who will help you.

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

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

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

Try some things yourself Tell the person who is bullying you that you don’t like it. Say “I don’t like that.” Say it with confidence. If you feel that it is safe, you can ask the bully what the problem is and whether you will be able to stop it.
sort it out together. Never speak to the bully when you are on your own. Ask a friend to come with you.

Have you been called a bully?
It does not feel good to be called a bully.
Sometimes you don’t know why you are called a bully but sometimes you do know why. If you are called a bully you need to think about what you are doing and how you can change your behaviour.
You can ask for help to change your behaviour. Talk to your parents or teachers and ask for help.

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

What should you do if you know someone who is bullied?
If someone you know is being bullied, he or she needs your help.
You may not be able to stop the bullying yourself, but you can help.
Talk to your teachers about the bullying.
Help the person who is being bullied to get away and go somewhere safe.
Ask him or her to join your group or game.
Thinking about bullying

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

Let's write

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

- [ ] Parents
- [ ] Children who are bullied
- [ ] Children who are bullies
- [ ] Teachers

Why do you say this?

Match these words with their meanings.

- outings
- internet
- confidence
- apologise
- admit

- with certainty
- visits
- confess
- saying sorry
- computer networks

Name four places where bullying happens.

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

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

Design a 'STOP BULLYING' sign.
**Compound sentences**

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

<table>
<thead>
<tr>
<th>I love going to the Kruger Park.</th>
<th>Ann prefers going to the beach. (but)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend likes camping.</td>
<td>So does my sister. (and)</td>
</tr>
<tr>
<td>We saw rhinos in the park.</td>
<td>We saw elephants in the park. (and)</td>
</tr>
<tr>
<td>My mother hid the cookies.</td>
<td>We found them. (but)</td>
</tr>
<tr>
<td>I would like to go to the beach often.</td>
<td>I live too far away. (but)</td>
</tr>
<tr>
<td>I enjoy singing in the choir.</td>
<td>I also like playing soccer. (and)</td>
</tr>
</tbody>
</table>
Past and future continuous tenses

We use the past continuous tense to describe an action that was happening at a specific time in the past.
How to form it: \textit{was/were+verb+ing}
I was watching TV. I was sleeping when the rain started. Last night it was raining.

We use the future continuous tense for future plans.
How to form it: \textit{am/is/are+verb+ing}
We are leaving for Durban on Friday. They are going to the shop.
I am going to a new school next term.

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

How to play:
- Flip a coin. Heads you move forward two places. Tails you move forward one place.
- Use the words in the box you land on to form a sentence in either the past or future continuous tense.
- If you land on an even number, start your sentence with \textit{tomorrow, next week, next month} or \textit{later today}.
- If you land on an odd number, start your sentence with \textit{yesterday, last week, last Saturday, last year}.
- The first one to finish is the winner.
33. buy shoes
34. go to the book shop
35. move back 3 spaces
36. go to the shop
37. work in the garden
38. eat breakfast
39. play in the river
40. FINISH

31. go to church
30. spell your name backwards (If you cannot spell your name backwards you must go back to 28.)
29. help my mother
28. go to the zoo
27. watch TV
26. play video games
25. stop and sing a song
24. learn First Aid
23. join a sports club
22. work in the garden
21. eat Chinese food
20. miss a turn
19. go to the dentist
18. bake a cake
17. ride my bike
16. go to town
15. go back 3 spaces
14. help with the washing
13. join boy scouts
12. go to a fancy dress party
11. join boy scouts
10. help with the washing
9. go to town
8. ride my bike
7. bake a cake
6. go to the dentist
5. miss a turn
4. go to church
3. go to the Kruger Park
2. go to the zoo
1. watch TV
Go back to worksheets 73 and 76 and look at the design of the two pamphlets. You are now going to design your own pamphlet about bullying. Use the following planner to help you. Your front page should have a picture to attract the reader’s attention. It should also have a catchy heading and a catch phrase or slogan – for example, “Let’s put an end to bullying now!” Draw a picture on each page to illustrate your ideas. On the back page, remember to include the phone number for Childline.

<table>
<thead>
<tr>
<th>3 Back page: Give contact information for Childline</th>
<th>2 Where bullying happens</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 What can you do if you are bullied?</th>
<th>5 How can you help someone who is bullied?</th>
<th>4 What can you do if you are a bully and you want to stop?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now cut out the next page and fold the page to form a Z-card pamphlet. Use your rough plan to complete the pamphlet neatly.
<table>
<thead>
<tr>
<th>I CAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>read a diary entry.</td>
</tr>
<tr>
<td>read a picture story.</td>
</tr>
<tr>
<td>read a story.</td>
</tr>
<tr>
<td>read an information pamphlet.</td>
</tr>
<tr>
<td>answer questions based on a story.</td>
</tr>
<tr>
<td>answer questions based on a pamphlet.</td>
</tr>
<tr>
<td>answer questions based on a picture story.</td>
</tr>
<tr>
<td>design a pamphlet.</td>
</tr>
<tr>
<td>design a poster.</td>
</tr>
<tr>
<td>discuss and predict a story based on a picture.</td>
</tr>
<tr>
<td>divide complex sentences into simple sentences.</td>
</tr>
<tr>
<td>identify metaphors, similes, alliteration.</td>
</tr>
<tr>
<td>identify verbs.</td>
</tr>
<tr>
<td>interpret a bar graph.</td>
</tr>
<tr>
<td>join simple sentences to form complex sentences.</td>
</tr>
<tr>
<td>match adverbs and actions.</td>
</tr>
<tr>
<td>match words with their meanings.</td>
</tr>
<tr>
<td>plan and write a diary entry.</td>
</tr>
<tr>
<td>use adverbs in sentences.</td>
</tr>
<tr>
<td>use conjunctions to join sentences.</td>
</tr>
<tr>
<td>use phrasal verbs.</td>
</tr>
<tr>
<td>use prepositions correctly.</td>
</tr>
<tr>
<td>use the past and future continuous tenses.</td>
</tr>
<tr>
<td>write a diary entry.</td>
</tr>
<tr>
<td>write an ending for a story.</td>
</tr>
</tbody>
</table>
Ask your friends to write friendship messages in the spaces below.

Example:

To my friend Ann
I will care for you whenever I can.
From Mary
Theme 6: Playing and poetry

Term 3: Weeks 5 - 10

81 Fun with poetry
Discuss the poem and tongue twister words.
Find rhyming words in the poem.
Identify personification in the poem.
Practise saying the tongue twisters.
Identify alliteration in the poem.

82 More poems for pleasure
Read a poem.
Answer questions based on the poem.
Find rhyming words in the poem.
Identifies the subject and the predicate.
Write some simple sentences and indicate the subject and the predicate.

83 Write your own poem
Complete the verse of a poem by filling in rhyming words.
Answer questions based on the poem.
Plan to write a poem using the poetry planner.

84 Looking at language
Fill in the predicates to complete sentences.
Write the meanings of abbreviations.
Use conjunctions to turn the simple sentences into compound sentences.

85 The animal rescue store
Read a poem aloud with expression.
Answer questions based on the poem.

86 Poems from Africa
Read shape poems.
Identify rhyming words in the poems.
Draw illustrations to match the verses of the poem.

87 Writing a shape poem
Plan to write a shape poem.
Write the poem in rough and then neatly.

88 Can you remember?
Rewrite sentences using the correct punctuation.
Indicate whether sentences are commands, questions, statements or exclamations.
Use conjunctions to combine sentences.

89 People and places
Look at a South African map and read about children from each province.
Tabulate information about the children from each province.

90 About languages
Conduct a language survey and tabulate findings.
Discuss questions about multilingualism.
Read a chart.
Answer questions based on the chart.
Answer questions based on the map.
Identify verbs.

91 Schools around the world
Read world map and descriptions of different schools from other countries.

92 Going to school in other countries
Answer questions based on the world map.
List problems from the discussion.
Match countries and continents.
Complete the questionnaire about school uniforms, meals, etc.
Write sentences using some of the answers from the questionnaire.

93 Play time
Read a play.

94 Thinking about the story
Answer questions based on the play.
Complete a crossword puzzle using collective nouns.

95 Write your own play
Plan to write a play using mind map and an organiser.
Write a play.

96 Looking at language
Write sentences using prefixes.
Write sentences using suffixes.
Fun with poetry

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

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

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

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

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

Eletelephony

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

Laura Richards (adapted)
Let's talk

What is the poem about?
Which words did you have problems saying? Underline them.

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

<table>
<thead>
<tr>
<th>telephant</th>
<th>elephone</th>
<th>telepunk</th>
<th>telephee</th>
<th>telephong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the elephant trying to do?

Why couldn't she do this?

Let's write

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

What was the elephant trying to do?

Why couldn’t she do this?

Personification

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

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

Let's write

Let's write

Personification

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

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

Alliteration

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

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

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

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

A tricky frisky snake with sixty super scaly stripes.

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

**Myself and the elf**

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

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

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

Helen Moor

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did the writer see the elf?</td>
<td></td>
</tr>
<tr>
<td>What made the writer notice the elf?</td>
<td></td>
</tr>
<tr>
<td>How often did the writer see the elf?</td>
<td></td>
</tr>
<tr>
<td>Copy the sentence that tells us that she would like to see the elf again.</td>
<td></td>
</tr>
<tr>
<td>Do you think this is a true story? Why do you say this?</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>day</th>
<th>myself</th>
<th>yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Simple and complex sentences

Simple sentences have a subject and a predicate.

The subject refers to a person or thing. + The predicate tells us something about the person or thing.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>sings.</td>
</tr>
</tbody>
</table>

Let's write

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

The old lady is reading.
He kicked the ball.
I am tired.
She sings.
The dog is hungry.
You are late.
The elephant spoke on the telephone.
My puppy bit my ball.
I baked a cake.

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

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Let’s write

Fill in the missing rhyming words to complete this verse.

Let’s write

What is this poem about?

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

Have you ever forgotten some of your work, like Gertie Gables? Describe what happened.
Plan to write a poem. Work with a partner, and think of a topic and a starting sentence. Make your verses four lines long. The second and fourth lines must be the same length, and must have the same number of syllables. Try to get the last words of lines 2 and 4 to rhyme.

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

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

<table>
<thead>
<tr>
<th>Title of poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme of poem</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Verse 1</th>
<th>Verse 2</th>
<th>Verse 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My poem

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

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

Look at this example.

My sister likes chocolate.

<table>
<thead>
<tr>
<th>Subject</th>
<th>The predicate that tells us about the subject</th>
</tr>
</thead>
</table>

Let’s write

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

Most children like playing.

Most animals

My friend

Soccer players

Hungry cats

Our teacher

Let’s write

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rd</td>
<td>SAPS</td>
</tr>
<tr>
<td>cm</td>
<td>SABC</td>
</tr>
<tr>
<td>phone</td>
<td>SPCA</td>
</tr>
<tr>
<td>cell</td>
<td>Gr</td>
</tr>
</tbody>
</table>
### Joining sentences

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.

<table>
<thead>
<tr>
<th><strong>A</strong></th>
<th><strong>B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was late for school</td>
<td>it is cold today.</td>
</tr>
<tr>
<td>I am wearing a jersey</td>
<td>I woke up late.</td>
</tr>
<tr>
<td>The boy was frightened</td>
<td>he teaches me how to spell.</td>
</tr>
<tr>
<td>I like my teacher</td>
<td>he was being bullied.</td>
</tr>
<tr>
<td>I like watching TV</td>
<td>I have never been to a farm.</td>
</tr>
<tr>
<td>I have been to a big city</td>
<td>I don’t like video games.</td>
</tr>
<tr>
<td>I wanted to stop him bullying me</td>
<td>he forgot his socks.</td>
</tr>
<tr>
<td>He packed his soccer boots</td>
<td>I was afraid of him.</td>
</tr>
<tr>
<td>I did my homework everyday</td>
<td>I did not miss the bus.</td>
</tr>
<tr>
<td>I woke up early</td>
<td>I would pass grade 4.</td>
</tr>
<tr>
<td>I trained everyday</td>
<td>I could leave as soon as the bell rang.</td>
</tr>
<tr>
<td>I packed my bag</td>
<td>I would be selected for the team.</td>
</tr>
</tbody>
</table>

### Joining words

- **Because** tells us the reason
- **But** shows us the contrast
- **So that** tells us the purpose

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

<table>
<thead>
<tr>
<th><strong>I have been on a train</strong></th>
<th><strong>I have not been on an aeroplane.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We can’t play soccer</strong></td>
<td><strong>it is raining.</strong></td>
</tr>
<tr>
<td><strong>I am studying hard</strong></td>
<td><strong>I pass my exams.</strong></td>
</tr>
<tr>
<td><strong>I was late for school</strong></td>
<td><strong>my alarm did not ring.</strong></td>
</tr>
<tr>
<td><strong>I like soccer</strong></td>
<td><strong>I don’t like cricket.</strong></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Adapted from Rachel Field
Let's write

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

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

<table>
<thead>
<tr>
<th>more</th>
<th>he</th>
<th>alone</th>
<th>before</th>
</tr>
</thead>
</table>

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

What are "wobbly pups"?

What pets would the writer buy if she had money?

How many dogs would she buy?

What would persuade her to buy a dog?

What type of dog would she like to buy?

How do we know that the writer likes animals?

What would you buy if you had some money?
Look at the poems on this page. They are called shape poems and they are written to fit the shape of a picture. Although these shape poems rhyme, many shape poems do not rhyme. Now read the poems.

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

**Vusi Drives a taxi**

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

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

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

Vusi drives the taxi that we all love to ride.

**The Baby Hippo**

A little hippo went out to play,  
He splashed in the river one sunny day.  
“I am lost,” he said,  
“I am all alone.”  
“I wish I’d remembered to bring my phone.”

**The Elephant’s Toe**

Way down south where bananas grow,  
A little ant stepped on an elephant’s toe;  
The elephant said with tears in his eyes,

Way down south where bananas grow,
A little ant stepped on an elephant’s toe; 
The elephant said with tears in his eyes,
Where is the rain?
The giraffe and the elephant went for a walk. They stopped in some shade and started to talk. "I wish it would rain," said the giraffe with a sigh, "I'm tired of watching the clouds pass us by!" "Yes," said the elephant, "where is the rain? I wish I could eat fresh green leaves again. The sun is so hot and the land is so dry; When will the rain start to fall from the sky?"

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

Source: http://www.canteach.ca

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

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

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

Work in pairs to plan your poems. Write them in rough first. When you are satisfied write them into the shapes below.
Look at the four pictures. Plan to write some shape poems.

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

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

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

*I am in Grade 4.*

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

*When is your birthday?*

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

*Come here, I want to see you.*

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

*Watch out! You will fall!*

---

**Let’s write**

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

1. **dont you dare say I took your book**
   - *Don’t you dare say I took your book.*
   - **Command**

2. **have you seen my jersey**
   - *Have you seen my jersey?*
   - **Question**

3. **wow look how fast he runs**
   - *Wow! Look how fast he runs.*
   - **Exclamation**

4. **are you sure you brought your soccer boots**
   - *Are you sure you brought your soccer boots?*
   - **Question**

5. **the bus leaves at 12 o’clock**
   - *The bus leaves at 12 o’clock.*
   - **Statement**

6. **please stay in your seats until the bell rings**
   - *Please stay in your seats until the bell rings.*
   - **Command**

7. **ugh I can’t believe the dog ate my lunch**
   - *Ugh! I can’t believe the dog ate my lunch.*
   - **Exclamation**
You already know that we use conjunctions to combine sentences.

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>Tells us what happened in addition</td>
</tr>
<tr>
<td>but</td>
<td>Shows us the contrast between the two parts of a sentence</td>
</tr>
<tr>
<td>before</td>
<td>Tells us what happened before an action</td>
</tr>
<tr>
<td>then</td>
<td>Tells us what happened afterwards</td>
</tr>
<tr>
<td>because</td>
<td>Tells us the reason</td>
</tr>
</tbody>
</table>

Let's write
Combine each pair of sentences using the conjunction given in brackets.

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

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

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

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

He will complete Grade 7 at this school. He will go to high school. (then)
Let’s talk

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

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

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

I am Refiloe. I am 11 years old. I live in the Free State. I speak Sotho at home. I learn Sotho, English and Afrikaans at school. Most of my friends are Sotho-speaking but I have one Afrikaans-speaking friend and two English-speaking friends. Now that I am in Grade 4 we have all our classes in English. I enjoy playing chess and hockey. I want to become an engineer when I leave school.
I am Phaladi from Mahikeng in the North West province. I am 12 years old, I speak Setswana and I am in Grade 7. My friends and I belong to an environmental club. We get together on the weekends and clean up the parks and river banks. We have lots of fun doing this because we enjoy being together helping to preserve our environment. I would like to become a game ranger when I finish school.

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Language</th>
<th>Province</th>
<th>Hobby</th>
<th>Wants to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phaladi</td>
<td>12</td>
<td>Setswana</td>
<td>North West</td>
<td>Environmental club</td>
<td>Game ranger</td>
</tr>
<tr>
<td>Zodwa</td>
<td>9</td>
<td>Siswati</td>
<td>Mpumalanga</td>
<td>Veterinary surgeon</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Marieta</td>
<td>12</td>
<td>Afrikaans</td>
<td>Western</td>
<td>Life guard</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jan</td>
<td>13</td>
<td>Afrikaans</td>
<td>Northern</td>
<td>Horticulturalist</td>
<td>Horticulturist</td>
</tr>
<tr>
<td>Mandu</td>
<td>14</td>
<td>isiZulu, English</td>
<td>KwaZulu-Natal</td>
<td>First aid club</td>
<td>Nurse</td>
</tr>
</tbody>
</table>
About languages

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

Let’s write

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

<table>
<thead>
<tr>
<th>Names</th>
<th>at home</th>
<th>in class</th>
<th>with friends</th>
<th>at the shops</th>
</tr>
</thead>
</table>

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

What official languages do we speak in South Africa?

<table>
<thead>
<tr>
<th>Language</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>30</td>
</tr>
<tr>
<td>isiXhosa</td>
<td>25</td>
</tr>
<tr>
<td>isiZulu</td>
<td>20</td>
</tr>
<tr>
<td>Sepedi</td>
<td>15</td>
</tr>
<tr>
<td>Setswana</td>
<td>10</td>
</tr>
<tr>
<td>Siswati</td>
<td>5</td>
</tr>
<tr>
<td>Tshivenda</td>
<td>0</td>
</tr>
<tr>
<td>Xitsonga</td>
<td>0</td>
</tr>
</tbody>
</table>

Which is the language most people speak in South Africa?

Which is the language spoken by the fewest people?

According to this chart, are there any languages that are spoken by the same number of people?

Which is your home language?

What percentage of South Africans speak your home language?
Write about eight sentences describing what languages your friends use in different situations.

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

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

Looking at language

Underline the verbs (action words) in these sentences.

I walked to school and sat in the classroom.
I phoned Jim and told him to come to my party.
The dog ran into the house and chewed his bone.
He kicked the ball and it bounced off the roof.
I was running to school when I fell and hurt my leg.
Schools around the world

Let’s read

France

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

Dubai

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

Brazil

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

Kenya

Many schools in Kenya provide lunch for learners. Some learners save part of their lunch to share with their families. Learners go to school from Monday to Friday, and some even go on Saturdays. Learners must wear uniforms.
In Iran, boys and girls are educated separately. Girls usually have female teachers, while boys are taught by men.

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

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

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

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

Look at the map and then answer the following questions.

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

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

In which countries do children not have to wear uniforms?

Which countries provide meals at school?

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

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

Brazil  Japan
China  Kenya
France  South Korea
Iran  Australia

Think carefully about Australia!
Let's write

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

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

Answer yes or no to each of the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Friend 1</th>
<th>Friend 2</th>
<th>Friend 3</th>
<th>Friend 4</th>
<th>Friend 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools should provide meals.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>We should wear uniforms.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>School bags are too heavy.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Schools should provide free uniforms.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>School days should be longer.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Let's write

Write some sentences about the answers your friends gave to these questions.
Once upon a time there was a mother goat who lived in a house with her seven little kid goats. One day she wanted to go into the woods to get some food.

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

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

It was not long before someone knocked at the door.

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

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

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

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

The wolf’s voice was now soft and sweet. The little goats were about to open the door when they saw a pair of big black paws at the window.
**Kids:** We will not open the door. Our mother does not have black feet. You are the wolf.

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

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

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

So the wolf put his white paw inside the window.

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

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

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

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

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

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

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

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

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

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

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

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

Let’s talk

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

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

What do the phrases highlighted in the text mean?

Let’s do

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

Let’s write

Retell the story in sequence.

Use these words to help you.

first

then

after that

finally

Let’s write

Now answer these questions.

What did the mother goat warn the goat kids about?

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

Where did the little goats hide?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

7 Clock case

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

1

2

3
Collective nouns

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

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

**Answers:**

Across:
5 A pride of _______.
7 A flock of _______.
8 A bunch of _______.
10 A team of _______.
11 A litter of _______.

Down:
1 A herd of _______.
2 A pack of _______.
3 An army of _______.
4 A fleet of _______.
6 A school of _______.
9 A troop of _______.

Verb clauses

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

1 Mother shouted at John because he ___________.
2 I knew she was sad because she ___________.
3 He was a good runner and he ___________.
4 It was my birthday and so I ___________.
5 I went on holiday and I ___________.

**Answers:**

Across:
5 Lions, 7 Sheep, 8 Flowers, 10 Footballers, 11 Puppies

Down: 1 Cattle, 2 Wolves, 3 Ants, 4 Ships, 6 Dolphins, 9 Monkeys
Write your own play

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

<table>
<thead>
<tr>
<th>Characters</th>
<th>Describe the characters.</th>
<th>What will each character wear?</th>
<th>What will the characters say?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Who are the characters?

- 
- 
- 
- 
- 
- 
- 
- 

What is the setting? Describe the scene.

Title

First

Then

Then afterwards

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

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Characters</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Looking at language

What is a prefix?

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>happy</td>
</tr>
</tbody>
</table>

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

triangle  unfair  disobedient  remove  misbehave
rewrite  disgrace  misunderstand  prepaid  disagree
unhappy  prereading  misplace  tricycle  redo
untidy

What do these prefixes mean?

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>again</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
</tr>
<tr>
<td>dis-</td>
<td>not</td>
</tr>
</tbody>
</table>

Let’s write

Write five sentences using words with prefixes.

1. 
2. 
3. 
4. 
5.
What is a suffix?

Suffixes are like prefixes, except that they are added to the end of a root word to change its meaning. An example: the ending -ful means “full of”, so the word beautiful means full of beauty.

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

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>colour</td>
<td>ful</td>
</tr>
</tbody>
</table>

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

- hopeful
- colourful
- forward
- speaking
- neatly
- looked
- woollen
- dancing
- playful
- readable
- weak

What do these suffixes mean?

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-less</td>
<td>without</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
</tr>
<tr>
<td>-able</td>
<td>can be done</td>
</tr>
<tr>
<td>-ed</td>
<td>past tense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ward</td>
<td>in the direction</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
</tr>
<tr>
<td>-ing</td>
<td>continuous verb</td>
</tr>
<tr>
<td>-ly</td>
<td>the way it’s done</td>
</tr>
</tbody>
</table>

Write five sentences using words with suffixes.

1. The wooden chair is uncomfortable.
2. I felt weak after running the marathon.
3. She spoke slowly as she was nervous.
4. He was able to complete his work on time.
5. They danced happily at the party.
<table>
<thead>
<tr>
<th>I CAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>read a bar chart.</td>
</tr>
<tr>
<td>read a poem.</td>
</tr>
<tr>
<td>read a poem aloud with expression.</td>
</tr>
<tr>
<td>answer questions based on the chart.</td>
</tr>
<tr>
<td>answer questions based on the poem.</td>
</tr>
<tr>
<td>answers questions based on a map.</td>
</tr>
<tr>
<td>write a play.</td>
</tr>
<tr>
<td>write a poem.</td>
</tr>
<tr>
<td>write simple sentences.</td>
</tr>
<tr>
<td>complete a crossword puzzle.</td>
</tr>
<tr>
<td>complete the verse of a poem by filling in rhyming words.</td>
</tr>
<tr>
<td>extract information from a map.</td>
</tr>
<tr>
<td>fill in a questionnaire.</td>
</tr>
<tr>
<td>find rhyming words in a poem.</td>
</tr>
<tr>
<td>identify alliteration in a poem.</td>
</tr>
<tr>
<td>identify alliteration in tongue twisters.</td>
</tr>
<tr>
<td>identify collective nouns.</td>
</tr>
<tr>
<td>identify personification in a poem.</td>
</tr>
<tr>
<td>identify subject and predicate in sentences.</td>
</tr>
<tr>
<td>identify verbs.</td>
</tr>
<tr>
<td>identify whether sentences are commands, questions, statements or exclamations.</td>
</tr>
<tr>
<td>illustrate a poem.</td>
</tr>
<tr>
<td>plan a play.</td>
</tr>
<tr>
<td>predict what the poem is about based on the title and picture.</td>
</tr>
<tr>
<td>use conjunctions to combine sentences.</td>
</tr>
<tr>
<td>use conjunctions to form compound sentences.</td>
</tr>
<tr>
<td>use prefixes.</td>
</tr>
<tr>
<td>use punctuation.</td>
</tr>
<tr>
<td>use suffixes.</td>
</tr>
</tbody>
</table>
Theme 7: Fact and fiction

Term 4: Weeks 1 – 2

It’s in the news

97) Lost and found
Make prediction based on picture, headline, caption of newspaper article.
Read newspaper article.
Identify synonyms in the text.
Answer questions based on the newspaper article.

98) Thinking about the news
Answer questions based on the newspaper article.
Use conjunctions to join sentences.
Answer questions based on the newspaper article.
Write direct speech into speech bubbles.
Write a diary entry using first, then, afterwards, lastly.

99) Writing a news article
Complete the writing planner for writing a newspaper article.
Complete information about their article.
Edit, review article and then write it out neatly.

100) Looking at language
Identify helping verbs.
Divide words into syllables.
Discuss meaning of headlines.

101) Read all about it
Read newspaper article.
Match antonyms.
Answer questions based on the newspaper article.
Retell a story in sequence under prescribed headings.

102) What’s in the news?
Conduct a survey with friends as preparation to write a newspaper article.
Complete the writing planner for newspaper article.
Edit, review and write article in neatly.

103) What a dictionary tells us
Identify the conventions in a dictionary such as guide words, entry words, different definitions and parts of speech.

104) Can you remember?
Use verb to be in sentences.
Complete information card of phone numbers.
Use conjunctions to join sentences.
Complete a maze.

Term 4: Weeks 3 – 4

Going to a new school

105) Jojo goes to a new school
Make prediction based on picture and title.
Skim the story.
Read the story.
Tabulate answers to questions based on the story.
Write an ending for the story and then role plays the ending.

106) What happens to Jojo
Read the rest of the story.
Compare two characters.

107) Thinking about Jojo
Answer questions based on the story about Jojo.
Write a diary entry pretending to be Jojo to show what happened on that day.
Fill in missing adverbs of degree.

108) Writing a letter
Complete the writing planner to write a letter.
Write the letter under the prescribed headings using the information from the writing planner.

109) Reading a diary
Read diary entries.

110) Getting it right
Record diary entries for three days.
Fill in correct adverbs of degree.
Divide words into syllables.
Fill in correct comparative adverbs.

111) Looking at language
Fill in adverbs of place to complete sentences.
Form sentences from noun phrases.
Complete sentences using noun clauses.
Fill in reflexive pronouns to complete the sentences.

112) Write a story
Complete writing planner to write a story.
Make a cut-out book, writes and illustrates a story.
Let's read

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

**DAILY NEWS**

28 September 2015

**TOP SCHOOLGIRLS LOST AND FOUND**

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

Fifty Grade 4 learners from Greenway Primary School were taken on a school outing to the Durban Beach Front Amusement Park. The learners were taken on a special school outing for doing extremely well in their ANA examinations. Greenway's Principal, Mrs Shirley Ntuli, said that the two Grade 4 classes were taken on a school trip because they had improved their results in their ANA examinations. “Grade 4 A and B were the most improved classes in the school,” said their proud principal. “Their marks went up from a low 36% in Grade 3 to a high score of 68% in Grade 4.”

The learners showed most improvement in the language examinations. One of the Grade 4 teachers, Mr Keith Brown, said “I encouraged my class to work hard during the year and their marks are the result of hard work!”

“We had a campaign called read-a-book-a-week and I made sure that each child joined the library,” said the other Grade 4 teacher, Mrs Elsie Myeza. “This helped them to pull up their language marks by nearly 20%,” she said proudly.
Girls get lost
As a reward for their improved marks, the Grade 4 learners were taken to the amusement park on the beach front. Unfortunately two girls, Nomsa Shabalala and Ann Smith, got lost. They were later found when they reported to a policewoman at the amusement park. Nomsa said, “I was scared in case the others had left on the bus.” Ann said, shakily, “It was starting to get dark and we could not see so well.” The girls had wandered off and could not find their group. After searching high and low, the two frightened girls saw a policewoman and asked her for help.

“Many children get lost at the amusement park because they get so excited by the rides that they forget to stay with their teachers or parents. I contacted my colleagues and they located the Greenway School group, so we could return the girls to safety very quickly,” said the efficient Constable Shozi.

The ANA examinations are held each year in August and learners in Grades 1 to 6 and 9 across South Africa write these examinations. The results show the Department of Education which parts of the curriculum are giving learners problems so that the department can strengthen the teaching and learning in these areas.

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

<table>
<thead>
<tr>
<th>found</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>competent</td>
<td></td>
</tr>
<tr>
<td>strolled away</td>
<td></td>
</tr>
<tr>
<td>with pride</td>
<td></td>
</tr>
<tr>
<td>recommended</td>
<td></td>
</tr>
<tr>
<td>progress</td>
<td></td>
</tr>
</tbody>
</table>

Let’s write
Find the synonyms or words in the text that have similar meanings to the following:

What is the name of the newspaper?
What is the headline?
What is the by-line?
What is the place-line?
What is the caption?
What is the date of the newspaper?
What does ANA stand for?
Read the newspaper article and then answer these questions.

What happened?

When did it happen?

Why did the school take the group on a trip?

Who was lost?

Who found the girls?

What caused the girls to get lost?

Conjunctions

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

The Grade 4 class was rewarded. The Grade 4 class improved their marks. because

They looked for their teacher. They asked a policewoman for help. before

Nomsa liked the merry-go-round. She preferred the big wheel. but

Ann did well in Maths. She did well in language. and

They did badly in Grade 3. They did well in Grade 4. then
Look at the article in the previous worksheet. Fill in the information each person gave.

<table>
<thead>
<tr>
<th>Name</th>
<th>Who is she/he?</th>
<th>What did she/he say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Ntuli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Myeza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nomsa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Shozi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write down what each of these people are saying.

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

**Dear Diary**

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

Write the headline for your article

What happened?

Who was involved?

When did it happen?

Where did it happen?

Why did it happen?

How did it end?

Complete this information about your article.

<table>
<thead>
<tr>
<th>Name of newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of newspaper</td>
</tr>
<tr>
<td>Place-line</td>
</tr>
<tr>
<td>By-line</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of newspaper</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Headline

<table>
<thead>
<tr>
<th>Place-line</th>
<th>By-line</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introductory paragraph

Write your news

<table>
<thead>
<tr>
<th>Illustrate your article</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Write a caption

TEACHER: Sign Date
You already know that the main verb in a sentence tells us what the subject does. Auxiliary verbs are helping verbs. They help the main verb to tell us about an action. These are helping verbs: am, are, is, was, were, can, have, has, had, should and will.

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Underline Helping Verbs</th>
<th>Circle Helping Verbs</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is sleeping.</td>
<td></td>
<td></td>
<td>Is he sleeping?</td>
</tr>
<tr>
<td>I can speak Xhosa.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have eaten.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We must do our homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We should walk home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They will eat at school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are working late.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She was waiting at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They were playing soccer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He has left for school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have decided to go to the beach.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>de/ci/ded</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>conjunctions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exclamation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at these headlines and discuss what they might mean, with your partner.

- **FIRE SWEEPS THROUGH BUILDING**
- **RAIN CAUSES HAVOC**
- **Children flock to school**
- **Earthquake shakes village**

Look at each of these pictures. Add an appropriate headline, and then describe what the picture is about in the caption.
Cape Town. Two school boys nearly die from poisoning after winning a soccer match. The two boys accidently drank paraffin because they thought it was water.

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

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

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

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

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

<table>
<thead>
<tr>
<th>immediately</th>
<th>accidentally</th>
<th>flammable</th>
<th>toxic</th>
<th>quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td>fireproof</td>
<td>eventually</td>
<td>intentionally</td>
<td>slowly</td>
<td>non-toxic</td>
</tr>
</tbody>
</table>

Let's write Read the article and then answer the following questions.

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

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

First

Then

After that

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

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fires</td>
<td>Household poisons</td>
<td>Road safety</td>
<td>Water accidents</td>
<td>Children missing school</td>
</tr>
</tbody>
</table>

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

Write the headline for your article

<table>
<thead>
<tr>
<th>What happened?</th>
<th>Who was involved?</th>
<th>When did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did it happen?</th>
<th>Why did it happen?</th>
<th>How did it end?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of newspaper</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Headline**

- **Place-line**
- **By-line**

**Introductory paragraph**

**Write your news**

**Illustrate your article**

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

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

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

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

<table>
<thead>
<tr>
<th>head word</th>
<th>part of speech</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>adjective</td>
<td>If you are sad, you feel unhappy.</td>
</tr>
<tr>
<td>sadness</td>
<td>noun</td>
<td>Sadness is a feeling of unhappiness.</td>
</tr>
<tr>
<td>safe</td>
<td>adjective</td>
<td>1. If you are safe, you are not in danger. 2. Something that is safe does not cause harm or danger.</td>
</tr>
<tr>
<td>safety</td>
<td>noun</td>
<td>Safety is the state of being safe or protected.</td>
</tr>
<tr>
<td>salt</td>
<td>noun</td>
<td>I sprinkle salt on my food.</td>
</tr>
<tr>
<td>salty</td>
<td>adjective</td>
<td>This soup is very salty.</td>
</tr>
<tr>
<td>same</td>
<td>adjective</td>
<td>1. If two things are the same, they are like one another. 2. If something stays the same, it is not different from what it was.</td>
</tr>
<tr>
<td>save</td>
<td>verb</td>
<td>1. If you save someone or something, you rescue them or help to keep them safe. 2. If you save something, you keep it so that you can use it later. 3. If you save time, money or effort, you stop it from being wasted.</td>
</tr>
<tr>
<td>scared</td>
<td>verb</td>
<td>If something scares you, it frightens you.</td>
</tr>
<tr>
<td>scary</td>
<td>adjective informal</td>
<td>If something is scary it is frightening.</td>
</tr>
<tr>
<td>score</td>
<td>noun</td>
<td>A score is the number of goals, runs or points obtained by the two opponents in a game.</td>
</tr>
</tbody>
</table>

**LET’S READ**

**Let’s read**
scream, VERB
If you scream, you shout or cry in a loud, high-pitched voice.

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

scruffy, ADJECTIVE
Someone or something scruffy is dirty and untidy.

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

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

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

search, VERB [SEARCH]
If you search for something, you look for it very thoroughly.

search, NOUN
A search is an attempt to find something.

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

seem, VERB
If something seems to be the case, it appears to be the case, or you think it is the case.
### Fill in the correct word to complete these sentences.

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

### My safety phone list

Find the correct numbers and fill them in.

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>10111</td>
</tr>
<tr>
<td>Ambulance</td>
<td>10177</td>
</tr>
<tr>
<td></td>
<td>112 if you are on a cell phone</td>
</tr>
<tr>
<td>Poison centre</td>
<td>Gauteng: 0800 111 229 (toll free)</td>
</tr>
<tr>
<td></td>
<td>KwaZulu-Natal: 0800 333 444 (toll free)</td>
</tr>
<tr>
<td></td>
<td>All other provinces: 021 9316129</td>
</tr>
<tr>
<td>Child line</td>
<td>0800 055 555 (toll free)</td>
</tr>
<tr>
<td></td>
<td>0800 123 321 (24 hours, toll free)</td>
</tr>
<tr>
<td>My parents</td>
<td></td>
</tr>
<tr>
<td>Someone I can trust</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Join these pairs of sentences using one of the following words. Write your sentences in the space provided.

<table>
<thead>
<tr>
<th>Jabu likes orange juice.</th>
<th>He also likes mango juice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We moved closer to school.</td>
<td>I can walk to school.</td>
</tr>
<tr>
<td>He keeps getting lost.</td>
<td>He does not have a map.</td>
</tr>
<tr>
<td>I like reading books.</td>
<td>I don’t like reading comics.</td>
</tr>
</tbody>
</table>

Help the firefighter to get to the burning house.
Let's talk

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

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

Let's read

Read the story and then answer the questions that follow.

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

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

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

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

One afternoon, as all the children went over to the sports fields, Jojo stood and watched, and wished he had the courage to join...
them. But he didn’t. So he walked home alone. He took his usual route, which was over the bridge, past the sports shop, past the Wimpy and then across the field. Jojo had just crossed the bridge when he was stopped by a group of bullies.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>The way it was</th>
<th>The way it is now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>He lived with his mother and sister.</td>
<td>He lives with his father.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Let’s write Write an ending for the story.
Jojo shook the box again. He turned it over and over, trying to see if it belonged to anyone. He cautiously opened the box and to his surprise he found one right soccer boot. He looked around to see if anyone had dropped it. He then tried the right boot on and it fitted perfectly. “Not much use, though,” he said to himself. “There’s only one boot!”

Just then, the shopkeeper from the sports shop threw out another boot. “We can’t sell these,” he told Jojo. “We used them for customers to try on for size,” he said. Jojo picked up the shoe. It was the left boot from the same pair. “They fit me!” said Jojo excitedly, tying up the laces.

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

At that moment, Big Ben arrived.

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

“I can’t come, sir” said Jojo. “I’m not much good at soccer. In fact, I’m not much good at anything, sir.”

“Come on boy, you’ve got magic boots, what’s your name?” Big Ben asked.

“Jojo, sir.”

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

“What are you doing here?” asked the coach, looking at Jojo.
“Jojo’s come with me and he’s on my side,” said Big Ben. “Come on Jojo, I want you to go out there and play like you’re a pro. Keep your eye on the ball, and remember, you got the magic boots!”

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

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

Then Jojo missed a pass.

“C’mon, Jojo, use the magic boots, kid!” shouted Big Ben.

Jojo scored, and then he scored again.

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

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

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

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

“No thanks, coach,” said Jojo. “I am fine, sir.”

“It’s all about what I think about myself,” he whispered softly to himself.

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

Let’s talk

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

足球 How do we know that Big Ben is a caring person?

足球 Find and then underline sentences in the story that show us that Big Ben motivated Jojo.
Let’s write

**Why was Jojo unhappy at the start of the story?**

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

**What is the main message of the story?**

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

**Why did the shopkeeper throw out the soccer boots?**

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

**What route did Jojo take when he walked home?**

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

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

<table>
<thead>
<tr>
<th>Big Ben</th>
<th>Bruce</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind ✔ │ nasty</td>
<td></td>
</tr>
<tr>
<td>clever │ stupid</td>
<td></td>
</tr>
<tr>
<td>happy   │ angry</td>
<td></td>
</tr>
<tr>
<td>helpful │ unhelpful</td>
<td></td>
</tr>
<tr>
<td>brave   │ cowardly</td>
<td></td>
</tr>
<tr>
<td>strong  │ weak</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kind</th>
<th>nasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever ✔</td>
<td>stupid</td>
</tr>
<tr>
<td>happy</td>
<td>angry</td>
</tr>
<tr>
<td>helpful │ unhelpful</td>
<td></td>
</tr>
<tr>
<td>brave   │ cowardly</td>
<td></td>
</tr>
<tr>
<td>strong</td>
<td>weak</td>
</tr>
</tbody>
</table>

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

1. 

2. 

How did Jojo’s feelings change during the story?

At the beginning of the story Jojo felt

because

Then at the end

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

Dear Diary

Date:

Adverbs of degree

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

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

slow ________________ slowest

________________ faster ________________

slow

slow

slow

faster

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

Use this mind map to help you to plan the letter.
Now use your mind map to help you to write Jojo’s letter to his friend at his old school.

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

1

Dear

Say how sad you felt leaving the village.

2

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

3

Describe what happened when the bullies took your spectacles.

4

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

Your friend

Fill in the name of the letter writer
Today I played in a soccer match. We won 3-0. After that my mom took us to a restaurant. I had a burger and chips. I saw Bongi and her brother there.

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

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

Dear Diary

Today I woke up early as usual. I helped my grandmother fetch water from the tap and then I dashed off to catch the bus to school. I was sorry that I had to go to school because our neighbour gave me a cute little kitten and I wanted to stay at home and play with it.

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

Sarah
Dear Diary

I had a marvellous time today. We had a school outing and we went to the Cradle of Humankind in the North West Province. It took us about an hour from Johannesburg. We saw the Sterkfontein Caves and the site where the fossils, “Mrs Ples” and “Little Foot” were discovered. These are fossils or skeletons that are about 3.3 million years old. It makes my birthdays seem so unimportant.

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

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

Dear Diary    Day:    Date:

Dear Diary    Day:    Date:

Dear Diary    Day:    Date:
Add the correct form of the word in brackets to complete the sentences below.

The bully ran \( \text{fast} \) \underline{_____} than Jojo.

I will get there \( \text{soon} \) \underline{_____} than you.

Jabu jumped \( \text{high} \) \underline{_____} than the other boys.

Sarah got to school \( \text{late} \) \underline{_____} than everyone else.

Refilwe waited for the bus \( \text{long} \) \underline{_____} than Rachel.

The lights in town shine \( \text{bright} \) \underline{_____} than the lights in rural areas.

I felt \( \text{happy} \) \underline{_____} than I had ever felt when I won the race.

In winter I go to bed \( \text{early} \) \underline{_____} than I do in summer.

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

<table>
<thead>
<tr>
<th>Beau/ti/fully</th>
<th>3</th>
<th>More beautifully</th>
<th>Most beautifully</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attractively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energetically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disastrously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracefully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Diligently</td>
<td></td>
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<td></td>
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<tr>
<td>Deliciously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td></td>
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</tbody>
</table>

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

**Adverbs of place**

Adverbs of place tell us where things are.

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

- Don’t play in the house. Go and play ____________.
- I looked ____________ the room.
- John looked ____________ but could not find his phone.
- Come ____________.
- They live ____________.
- I went ____________ to the second floor.

**Noun phrases**

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

**The parrot is very colourful.**

- Mandu’s skateboard ____________.
- The circus ____________.
- School holidays ____________.
- My bike ____________.
- Playing sports ____________.
- Chocolate bars ____________.
Noun clauses

Let’s write

Complete these sentences.

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

Where does he live? I don’t know ___________.

What is her name? I don’t know ___________.

When will she come? I don’t know ___________.

What is this? I don’t know ___________.

Who is she? I don’t know ___________.

Reflexive pronouns

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

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

ourselves themselves yourselves myself himself herself itself yourself

1 Get off the roof. You will hurt ___________.
2 I always do my homework by ___________.
3 He dresses ___________ and he is only two years old.
4 She makes her school lunch for ___________ every day.
5 The dog helps ___________ to food because we leave the bag open.
6 The athletes got ___________ fit before the Olympic games.
7 We cooked lunch for ___________.
8 You must look after ___________ when you all go hiking.
Plan to write your own story.

<table>
<thead>
<tr>
<th>What will it be about?</th>
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<table>
<thead>
<tr>
<th>Who will your main characters be?</th>
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<td></td>
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<td></td>
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<table>
<thead>
<tr>
<th>What information will you give?</th>
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</tbody>
</table>

I CAN

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

Let’s write

What can you do?

Make your own book on pages 101–102. On the cover, write the title of the book. Put your name under the title, because you are the writer. Draw a picture on the cover. Now write your story with a beginning, a middle and an end.
Term 4 – Weeks 3–4

Start writing your story here.

Draw picture here.

Write what happens at the end of your story.

Finish your story.

Continue with your story here.

Draw picture here.

Draw picture here.
Theme 8: People, plays and plots

Term 4: Weeks 5 – 6

113 Kiddy Camp
Read advertisement.
Discuss questions based on the advertisement.

114 Thinking about the advert
Write answers to questions based on the advertisement.
Identify verbs and adverbs.
Sort adverbs into how, when, where.
Identify correct form of the verb to be.

115 Planning your own advertisement
Complete a mind map to design a poster advertising a school trip under prescribed headings.
Make the poster using notes from the mind map.

116 Statements, questions and exclamations
Identify adjectives and nouns.
Punctuate sentences correctly.
Identify verbs and adverbs.

117 Wild animals
Read information on animals.
Tabulate answers to questions based on the information about wild animals.
Match words with their meanings.
Discuss some of the facts learned about the animals.

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

119 Cut out page for pamphlet

Term 4: Weeks 7 – 8

120 Looking at language
Identify finite verbs and past and present tense.

121 The boy who refused to learn
Read the play using all the characters and a narrator.

122 Thinking about the play
Discuss the play and the questions.
Write answers to the questions about the play.
Draw the two scenes of the play and identify the main character.
Identify synonyms.
Write a summary.
Identify adjectives.
Write a character description for two of the characters.

123 Writing a play
Complete the writing planner for writing a play under the prescribed headings.
Write the play neatly from the planner.

124 Characters
Use alliteration to make up names for characters in their play.
Make up words using onomatopoeia.
Design a poster to advertise their play.
Assess all the other posters and choose the best one.

125 Shadow Girl saves the day
Read a play.
Discuss the story

126 Thinking about the story
Act out the play.
Answer questions based on the play.
Identify independent clauses.
Complete the similes.

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

Try out new activities, make new friends, see new animals and swim in new waters! Most of all have a great time! Your parents will have peace of mind, while you are being well cared for and are having lots of FUN!
Look carefully at the advertisement and discuss the following with a friend.

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

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>4 to 7-year-olds</th>
<th>8 to 12-year-olds</th>
<th>Older people</th>
<th>Teenagers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>What does it advertise?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is the main target group of the advertisement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does “something for everyone” mean?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What could a child who is disabled do at this camp?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you attend the camp over a weekend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why does the advert say “cared for by an experienced team of people”?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List the activities you would enjoy if you attended the camp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is meant by the following messages?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THE ULTIMATE KIDDY CAMP!</strong> Giving every child such an amazing</td>
<td>experience they can’t wait to come back!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why should you bring sun block?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why will your parents have “peace of mind” if you are on the camp?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's write

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

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

Adverbs describe verbs. They tell us how, when or where an action happens.

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

<table>
<thead>
<tr>
<th>How</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Let’s write

1. Where are you going?

2. When is the trip? From _____ to _______

3. What will you see?

4. How much will it cost?

5. Who should go?

6. What should they bring?

TIPS FOR MAKING A POSTER

- Make your poster as large as possible.
- Keep the writing as big as possible so that people can read it easily.
- Use simple, clear sentences.
- Do not put too many pictures on your poster.
- Include the venue, and the day, date and time.
- Give the poster a heading.
- Colour your poster to attract more attention.
Now use your mind map and rough notes to design your own poster.
Do not confuse **adjectives** and **adverbs**. Remember:
- An adjective describes nouns. It gives information about a **person**, **place** or **thing**.
- An adverb tells more about the verb. It gives information about an action, such as **how**, **when** and **where** an action takes place.

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

You will see the beautiful night sky with its twinkling stars.
Swim in the cool water in the warm sunshine.
Dive into the blue sea and see the glistening reef.
Bring your binoculars and see the baby birds in their nests.
Meet new friends and play on the big jumping castle.
See the tall trees with naughty monkeys.
Walk along the running rivers in the cool breeze.
Eat delicious food at the hot braai.

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

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

Let’s write

<table>
<thead>
<tr>
<th>stop the robot is red</th>
</tr>
</thead>
<tbody>
<tr>
<td>i’m starving</td>
</tr>
<tr>
<td>are you going to the school camp</td>
</tr>
</tbody>
</table>
Let’s write

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Underlined Adverb</th>
<th>Circled Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We happily jump onto the bus.</td>
<td>happily</td>
<td>jump</td>
</tr>
<tr>
<td>The stars sparkled in the sky.</td>
<td></td>
<td>sparkle</td>
</tr>
<tr>
<td>We sang cheerfully as we rode.</td>
<td>cheerfully</td>
<td>sing</td>
</tr>
<tr>
<td>We drive slowly through the park.</td>
<td>slowly</td>
<td>drive</td>
</tr>
<tr>
<td>We sit quietly at the water hole.</td>
<td>quietly</td>
<td>sit</td>
</tr>
<tr>
<td>A buck runs quickly down the path.</td>
<td>quickly</td>
<td>run</td>
</tr>
<tr>
<td>We shouted excitedly when she saw the lion.</td>
<td>excitedly</td>
<td>shout</td>
</tr>
<tr>
<td>He ran quickly past us.</td>
<td>quickly</td>
<td>run</td>
</tr>
</tbody>
</table>
**THE LION**
Lions belong to the cat family. The lion is often called the king of the animal kingdom. Lions hunt and kill animals such as buck and zebras. The females do most of the hunting. They usually hunt at night in groups. Lions prefer living on open grassland. They live in groups called prides.

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

**THE RHINOCEROS**
Rhinos, as they are mostly called, live in grassland areas. They are herbivore, which means they eat grass and plants. They prefer to drink twice a day if water is available, but in drought conditions they can live four or five days without water. There are two kinds of rhino – the black and the white rhino. They are however neither black nor white: they are both grey. Rhinos don’t see very well, but they have a very good sense of smell. They are very large and can weigh up to 2 500 kg. They are regularly hunted by hunters and poachers for their horns. We need to protect rhinos against poaching.
Read the passages about the 3 animals again, and then fill in the following table.

<table>
<thead>
<tr>
<th>What do they eat?</th>
<th>Lions</th>
<th>Elephants</th>
<th>Rhinos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where do they live?</th>
<th>Lions</th>
<th>Elephants</th>
<th>Rhinos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why are they threatened?</th>
<th>Elephants</th>
<th>Rhinos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Draw a line to match these words to their meanings.

- herbivore
- someone who kills animals illegally
- mammals
- animals that eat plants
- poacher
- endangered
- threatened
- animals that feed milk to their babies

Let's talk

Tell your friend two facts that you read about each of the three animals.
You are now going to design your own pamphlet about an animal. Use the following planner to help you. Your front page should have a picture to attract the reader’s attention. It should also have a catchy heading and a catch phrase or slogan – for example, “Save the rhino!” Draw a picture on each page to illustrate your ideas. On the back page, write your name and number, because you are the designer of the pamphlet.

<table>
<thead>
<tr>
<th></th>
<th>2 Information about the animal.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>How to protect the animal.</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>How big is the animal?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>What are its habits? What does it eat?</td>
<td>Where can people see the animal?</td>
</tr>
</tbody>
</table>

Front page.

Now cut out the next page and fold the page to form a Z-card pamphlet. Use your rough plan to complete the pamphlet neatly.
You are now going to design your own pamphlet about an animal. Use the following planner to help you. Your front page should have a picture to attract the reader's attention. It should also have a catchy heading and a catch phrase or slogan – for example, “Save the rhino!” Draw a picture on each page to illustrate your ideas. On the back page, write your name and number, because you are the designer of the pamphlet.
Looking at language

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

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

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

<table>
<thead>
<tr>
<th>Tense</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past Tense</strong></td>
<td><strong>Present Tense</strong></td>
</tr>
<tr>
<td>I walked to the school.</td>
<td></td>
</tr>
<tr>
<td>She went to the doctor.</td>
<td></td>
</tr>
<tr>
<td>They go to church.</td>
<td></td>
</tr>
<tr>
<td>She plays netball.</td>
<td></td>
</tr>
<tr>
<td>I ate my breakfast.</td>
<td></td>
</tr>
<tr>
<td>She runs after the bus.</td>
<td></td>
</tr>
<tr>
<td>He drank his juice.</td>
<td></td>
</tr>
<tr>
<td>They watch the news.</td>
<td></td>
</tr>
<tr>
<td>I flew my kite.</td>
<td></td>
</tr>
<tr>
<td>She brushes her teeth.</td>
<td></td>
</tr>
<tr>
<td>She feeds the cat.</td>
<td></td>
</tr>
<tr>
<td>The dog runs after the postman.</td>
<td></td>
</tr>
</tbody>
</table>
The boy who refused to learn

Let's read

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

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

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

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

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

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

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

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

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

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

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

Mr Brown: Steve, if you’re not going to study, you should rather go and sit under the tree with your games and stop disturbing the others.
Narrator: Steve decides to leave the room. He drags his backpack and jersey and goes and sits under the tree. He sings as he plays his games. He is having a wonderful time thinking how silly his friends are to work for exams that are two whole weeks away!

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

Steve: Please can someone help me? I um … ah … I need to learn for the exam tomorrow and I think I’ve lost my book. Umm … maybe it’s under my desk. [Looks under the desk.] No, it’s disappeared.
[Bumps his head.] Ouch! Whew! Please won’t someone lend me a book?

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

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

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

Ann: Shoo, don’t cry. I’ll help you.

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

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

Narrator: The next term Steve works very hard. He does his homework every day and he makes his own mind maps. He has learned a good lesson. He now knows that “there is a time to work and a time to play”.
Read the play again and then answer the questions. Discuss them in your group before you write down the answers.

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

Who is the main character?

What does “the class was voluntary” mean?

How do we know that Steve learned a lesson?

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

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

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

Let’s do

Scene 1

Scene 2

Word work

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

fiddle  unsettling

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

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

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

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

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

- hard working
- lazy
- kind
- careless

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

1. Who are the different characters?

   ____________________________

   ____________________________

2. How do the characters behave?

   ____________________________

   ____________________________

3. When does the story take place?

   ____________________________

   ____________________________

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

   ____________________________

   ____________________________

   ____________________________

   ____________________________

Describe the plot.

First

Then

Afterwards

Finally
Write your play neatly on this page. Remember to use the simple present tense for the setting and the stage instructions.
ALLITERATION
We often give characters in a play or a movie names that have the same first letters. Sometimes these names are funny. When we repeat the first letters of each word, we are using alliteration. Look at these names and notice how the first sounds are repeated.

Bullyboy Bruce  Talkative Tom  Naughty Nomsa  Clever Clive
Jolly Jabulani  Foxy Fred  Silly Sam  Greedy Greg

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

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

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

 SPLASH  SPLASH  HOOT
Let's write

Make a poster to advertise your play.
Use alliteration for the names of your characters. Use some sound words to attract attention.

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

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

Look at the posters designed by your friends and choose one that you like best.
It’s Tania’s eleventh birthday party. Among the guests is eleven-year-old Lindi Myeza, dressed in her party dress. Although Lindi looks like any other eleven-year-old schoolgirl, she is a superheroine and has the remarkable ability to turn into a shadow that has super strength and speed.

[Singing] Happy birthday to you, happy birthday to you. Happy birthday dear Tania, happy birthday to you. Hip-hip hooray!

I wonder what’s in all these presents. It’s so exciting! I don’t know which one I should open first.

Open mine. I bought you something I would like.

Oh, it’s a Lego car, that’s great, Dan! And here’s a box of water paints. Ooh, I love painting! And this is a pencil case, thank you Ann, you knew mine was broken.

Hullo Tania. Sorry I’m late. Here’s my present, guess what it is.

I can feel it’s soft. Ah, it’s a little teddy. Ooh, so cuddly.

Hey! What’s that?

Suddenly, out of the blue, a thief wearing a balaclava runs past and grabs all the birthday presents and the cake.
[Screaming] Stop! Thief!

Children: [Singing] Happy birthday to you, happy birthday to you. Happy birthday dear Tania, happy birthday to you. Hip-hip hooray!

Tania: I wonder what's in all these presents. It's so exciting! I don't know which one I should open first.

Dan: Open mine. I bought you something I would like.

Tania: Oh, it's a Lego car, that's great, Dan! And here's a box of water paints. Ooh, I love painting! And this is a pencil case, thank you Ann, you knew mine was broken.

Mary: Hullo Tania. Sorry I'm late. Here's my present, guess what it is.

Tania: I can feel it's soft. Ah, it's a little teddy. Ooh, so cuddly.

Sam: Hey! What's that?

Narrator: Suddenly, out of the blue, a thief wearing a balaclava runs past and grabs all the birthday presents and the cake.

Children: [Screaming] Stop! Thief!

Mother: Watch out, children! This is dangerous. Come over here to me!

Dog: Woof, woof!

Lindi: [Eyes glowing and face getting hot.] That makes me angry.

Narrator: Lindi turns into Shadow Girl in a super hero suit. Shadow Girl whisks past the guests and flies over the river. She stops the thief. He immediately drops the presents and the cake. Luckily the cake lands gently, the right way up.

Lindi: [Holding the man’s hand behind his back.] Nice try, Mister. Ann, please call the police!

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


Mother: Have some cake, officer.

Policeman: Just let me lock this character up in the van.

Mother: Whew! What a day! Lindi, you didn’t tell me about your super powers! I thought only boys were superheroes, and now I see a young lady like you is a superheroine. I’m impressed.

Tania: I’m so glad you got my presents back, Lindi! And now, everyone, let’s get on with the party. But first, let’s say thank you to Lindi.

Children: [Singing] Happy heroine day to you, happy heroine day to you. Happy heroine day dear Lindi, happy heroine day to you.
Thinking about the story

Act out the play and then answer the following questions.

<table>
<thead>
<tr>
<th>Who is the main character?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is special about her?</td>
<td></td>
</tr>
<tr>
<td>What is the moral of the story?</td>
<td></td>
</tr>
</tbody>
</table>

Do you think this is a true story? Why?

What other characters do you know about who are superheroes? Are they mainly men?

How is Shadow Girl similar to these superheroes?

How does she break the stereotype?

---

Thinking about the story

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

---

Let's write

Let's write

Let's do

Let's write

Draw the two scenes of the play.

**Scene 1**

**Scene 2**

Describe the plot.

<table>
<thead>
<tr>
<th>First</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Then</td>
<td></td>
</tr>
<tr>
<td>Afterwards</td>
<td></td>
</tr>
<tr>
<td>Finally</td>
<td></td>
</tr>
</tbody>
</table>
Write a description of Lindi.


**CLAUSES**

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

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

See this example: *We walk to school.*

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

See this example: *when the cake is ready*

Let’s write

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

<table>
<thead>
<tr>
<th>Clause</th>
<th>Independent clause</th>
<th>Dependent clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>when he shouted</td>
<td>Yes it can stand</td>
<td>No it can't stand</td>
</tr>
<tr>
<td>I like music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>if it rains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I found it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are planning to have a picnic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when the film is over</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- As busy as a ____________.
- As slow as a ____________.
- As free as a ____________.
- As tall as a ____________.
- As quiet as a ____________.
- As proud as a ____________.
- As sly as a ____________.
- As gentle as a ____________.
You are special!

Your whole body is special.

Your body belongs to you.

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

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

Who to call for help:

Child line: 0800 05 55 55

SAPS Crime Stop: 086 00 10111

SAPS Emergency Number: 10111

Life line: 0861 322 322

Child Protection Unit:
012 393 2359/2362/2363

I CAN

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

NOBODY should touch your private parts. It is NEVER okay!
Birthday Wheel:
Cut out the two circles and the wedge shape. Put the top and bottom together using a split pin. Write the birthdays of your family and friends in the correct months on the birthday wheel. On the back you can write the months in your first language.
Step 1: Cut all around on the black line

Birthday Wheel:
Write the 12 months on the dotted white line.
Step 1: Cut all around on the black line

Step 2: Fold on the dotted line

Step 3: Fold on the dotted line

Step 4: Staple your book in the middle

Step 5: Cut off on the yellow line