We, the people of South Africa,

Recognise the injustices of our past;
Respect those who have worked to build and develop our country;
Honour those who suffered for justice and freedom in our land;
Believe that South Africa belongs to all who live in it, united in our diversity.

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

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
Improve the quality of life of all citizens and free the potential of each person; and
Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel’iAfrika.
Morena boloka setjhaba sa heso.
God seën Suid-Afrika.
Mudzimu fhatutshedza Afurika.
Hosi katekisa Afrika

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

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

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

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

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

May God protect our people.

Nkosi Sikelel’iAfrika.
Morena boloka setjhaba sa heso.
God seën Suid-Afrika.
Mudzimu fhatutshedza Afurika.
Hosi katekisa Afrika
These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

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

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

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

We wish you and your learners every success in using these workbooks.
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 ‘writing 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 1: Tales and verse

Contents

Stories
Term 1: Weeks 1 – 2

1. Playing the game 2
Prereading and prediction about the story
Reading a story.
Discussion about the characters, setting and plot.
Discussion predicting how the story will end.
Writing an ending for the story. Presenting a role play about the story.
Vocabulary exercise focusing on highlighted words in the story.

2. Thinking about the story 4
Vocabulary: Matching words and meanings.
Comprehension answering open ended and multiple choice questions.
Summarise the sequence of events in the story.

3. What happened next 6
Reading the end of the story.
Retelling what happened in the story in sequence.
Numbering sentences from the story sequentially.
Introduction to common nouns.
Identifying common nouns in the story.
Focusing on the writing process.

4. Writing a story 8
Follow the steps of the writing process to write a story.
Planning the story using a mind map.
Writing a story using a frame.
Sending and SMS, using simple sentence.
Records new words and meanings in personal dictionary.

5. Different kinds of nouns 10
Identifying common and proper nouns.
Using proper nouns in sentences.
Countable and uncountable nouns.
Determining whether nouns are countable or uncountable.

6. Jabu scrambles eggs 12
Prereading and prediction on what the story will be about using visual clues.
Discussion of the story – the character and plot.
Use cartoon graphics and speech bubbles to develop the story.
Plan to write the story using a simple organiser.
Write the story based on the graphics in the text organiser.
Records new words and meanings in personal dictionary.

7. What the book cover tells us 14
Using the previous story as a basis for a book review. Extracting information from the story and the book cover, to summarise the plot, the characterisation.
Identifying conventions on the cover. Summarising the story from the perspective of the main character in the format of a diary using the past tense.
Matching adjectives and nouns, antonyms and collective nouns.

8. Write right 16
Planning and writing a personal account. Focusing on topic sentences and paragraphs.
Records new words and meanings in personal dictionary.

Pages of poetry
Term 1: Weeks 3 – 4

9. A page of poetry 18
Reading two poems aloud.
Focus on poetic devices: onomatopoeia, rhythm and rhyme.
Answer comprehension questions on the poem.
Identifying rhyming words and other poetic devices.

10. Writing a poem of your own 20
Filling in rhyming words to complete a poem.
Writing a poem with rhyming couplets.
Introduction to abstract nouns.
Filling in correct abstract nouns into sentences.

11. A letter of nouns 22
Filling in different types of nouns into a letter to make meaning.
Writing a diary entry using abstract nouns.
Summarising diary entry using simple sentence in an SMS.
Complete a form of personal information in the form of proper nouns.
Identify and use proper nouns in sentences.
Classify nouns into proper nouns of person, place or time (day or month).

12. A school trip for insect lovers 24
Read an invitation for a school tour.
Identify nouns.
Answer comprehension questions. Read a poem and identify rhyming words.
Draw a picture based on the poem.

13. Butterfly where have you been? 26
Reading shape poems.
Punctuating sentences.

14. Joining nouns 28
Dividing compound nouns into simple nouns.
Listening to sound words.
Identifying abstract nouns.

15. Sing a song 30
Read a poem.
Punctuate sentences.

16. Let’s write a book 32
Planning to write a story book.
Writing and presenting a tear out story book.
It was a cool day in January and the under-11 soccer team jumped off the bus talking loudly. They were on their way to play their final match for the season. As they walked across the field towards the stadium they could hear the vuvuzelas and the cheering of the children.

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

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

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

Eleven-year-old Mandu was also excited. She imagined scoring the winning goal with her new yellow soccer boots. Suddenly she gave a loud cry as she fell into a hole.
“Help me!” she **wailed**. Anna, Peter and Jabu ran back and helped her out.

“Oh no!” she cried, as she hopped about on one leg. “I can’t stand on my foot!”

She sat down on the grass. “I hope I haven’t broken my ankle,” she said, tearfully.

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

Anna took a deep breath.

“Don’t worry, Mandu,” she said. “I’ll get you to a doctor.”

“No, Anna, no! You can’t do that. I’ll wait here until after the match.”

“You can’t stay here alone, Mandu,” Anna replied.

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

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

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

<table>
<thead>
<tr>
<th>Imagined</th>
<th>Shining and sparkling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gleaming</td>
<td>Howled or cried</td>
</tr>
<tr>
<td>Wailed</td>
<td>Thought about</td>
</tr>
<tr>
<td>Injury</td>
<td>Very strongly</td>
</tr>
<tr>
<td>Desperately</td>
<td>Damage, sprain</td>
</tr>
</tbody>
</table>

Word work

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

Who are the two main characters in the story?

Now circle the letter next to the correct answer.

How do we know that Mandu was nervous?

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

How do we know the players were excited?

1. They wished they would win.
2. They heard the vuvuzelas.
3. They jumped off the bus talking loudly.
4. They did not help Mandu.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which two teams were playing in the match?</td>
<td></td>
</tr>
<tr>
<td>Find a sentence in the story that shows that Anna was a caring person.</td>
<td></td>
</tr>
<tr>
<td>Do you think that Anna was a good friend to Mandu? Why?</td>
<td></td>
</tr>
</tbody>
</table>

Write a summary 40 – 50 words about what happened to Mandu.
Anna supported Mandu as they walked back to the bus, and together they went to the clinic. The doctor carefully examined Mandu’s foot. She took an X-ray, looked at it and smiled. She told them that Mandu’s foot would be fine. She bandaged it and told Mandu that she could play soccer again as soon as she felt better.

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

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

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

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

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

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

1. Mandu did not see a hole in the grass and fell into it.
2. Anna took Mandu to the doctor.
3. The doctor took the girls back to the stadium.
4. The children caught a bus to the soccer stadium.
5. They walked across the field towards the stadium.
6. The team members were excited when they collected their trophy.
Common nouns are names of non-specific things that you can see and touch.

Write down some common nouns that you can think of.

Find and underline ten common nouns in the story.

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

How to write an essay

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

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

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

1. The beginning

Where were the children going and why?

2. The middle

What happened?

3. The middle

Then what happened next?

4. The end

How did the story end?

Let's write

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

Title of the story

The end

Send the New Town soccer captain an SMS.
Different kinds of nouns

Proper nouns

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

January

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

August

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s write

Write down some proper nouns of people and places.

<table>
<thead>
<tr>
<th>People</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Places</td>
<td></td>
</tr>
</tbody>
</table>

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

flower

roses

month

mary

monday

durban

chair

july

mandu

ann

bus

polokwane

table mountain

new town

school

football

smith

zuma

jabu

honda

banana

limpopo
Let's write
Write four sentences using proper nouns.

---

Let's talk
Ask your friend about things in the classroom or at home. Ask questions starting with
How many _______ ? or How much _______ ?

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

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

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

What are uncountable nouns? Uncountable nouns are the names of things that cannot be counted, like sand, water and salt. We use the words much or a little or a lot of with uncountable nouns.
Look at the pictures and read the speech bubbles. Then tell the story to your friend, taking turns. Fill in the last bubble to show what Jabu is thinking.

In the beginning

What happened in picture 3

What happened next

Finally, how the story ended

The title of your story
Now use your mind map to write your story.
Talk to your friend about what the cover of this book tells us.

Let’s write a review about the book.

<table>
<thead>
<tr>
<th>Name of the book</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Main characters</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>What happens in the story?</td>
<td></td>
</tr>
<tr>
<td>Write down two sentences that tell us there are other books about Jabu Jabulani.</td>
<td></td>
</tr>
</tbody>
</table>
Imagine you are Jabu. Write a diary entry summarising in about 40 words what happened that day.

**Dear Diary**

Date: ____________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Let’s write

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

Paragraph 1

My name is ______________________.

I am ____________________ years old.

I live in ______________________.

Paragraph 2

In my family there are _____ people.

I live with my ____________________

I have a pet ____________.

Paragraph 3

I go to ________________ school.

I am in Grade ________________.

My favourite subject is ____________________.

Paragraph 4

After school I like to ____________________.

My friends are ________________.

At night before I sleep I ____________________.
Use your mind map to write up the story about yourself. We usually leave one line blank between paragraphs.

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

Begin by writing your story in rough.

Then write it neatly in your book.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4
A page of poetry

Let’s read

**ANIMAL TALK**

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

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

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

A Shapiro (adapted)

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

Let’s write

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

<table>
<thead>
<tr>
<th>Cat</th>
<th>Purr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Roar</th>
<th>Say</th>
<th>Moo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snore</td>
<td>Talk</td>
<td>Growl</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE LITTLE TURTLE

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

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

He caught the mosquito,
He caught the flea.
He caught the butterfly,
But he did not catch me.
**Writing a poem of your own**

Complete this poem by filling in the missing rhyming words.

**A poem about me**

I am in the Grade 4 ________.

I always drink my juice from a ________.

I like it when it doesn’t ________.

Then I go by bike and not by ________.

I do not like it when it’s ________.

I always do what I am ________.

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

**Let’s write**

<table>
<thead>
<tr>
<th>Title of the poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
</tbody>
</table>
Let's write

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

**Look out for abstract nouns**
An abstract noun is something that you cannot see, hear, smell, touch or taste.

1. Mandu was in great _______ when she hurt her ankle.
2. She had feelings of _______ because she could not play in the match.
3. She felt _______ with herself for not looking where she was going.
4. It was a _______ to see her walk onto the field.
5. It took great _______ for Mandu to play again.
6. The Sea View team left with _______.

Complete these sentences by filling in the abstract nouns.

- courage
- annoyed
- joy
- despair
- pain
A letter of nouns

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

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

Dear __________

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

It is really nice in __________.

Yesterday we went to the __________ and after that we played __________.

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

We needed __________, __________, __________ and __________.

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

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

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

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

Regards

__________

24 Steve Biko Road
Sea View
0120
12 February 20___

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

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

**All about me**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
<td></td>
</tr>
<tr>
<td>Where were you born?</td>
<td></td>
</tr>
<tr>
<td>In what month is your birthday?</td>
<td></td>
</tr>
<tr>
<td>What is the name of your school?</td>
<td></td>
</tr>
<tr>
<td>In which province do you live?</td>
<td></td>
</tr>
<tr>
<td>What is the name of one of your friends?</td>
<td></td>
</tr>
<tr>
<td>What is your class teacher's name?</td>
<td></td>
</tr>
<tr>
<td>What is the title of your favourite book?</td>
<td></td>
</tr>
<tr>
<td>What is your favourite TV programme?</td>
<td></td>
</tr>
<tr>
<td>What country would you like to visit?</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Proper nouns</th>
<th>Common nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Place</td>
</tr>
<tr>
<td>johannesburg</td>
<td>veronica</td>
</tr>
<tr>
<td>monday</td>
<td>chair</td>
</tr>
<tr>
<td>cape town</td>
<td>flower</td>
</tr>
<tr>
<td>anna</td>
<td>cake</td>
</tr>
<tr>
<td>boots</td>
<td>cow</td>
</tr>
<tr>
<td>thursday</td>
<td>october</td>
</tr>
</tbody>
</table>

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

New Town Primary School Environmental Club

Dear Grade 4s

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

What’s happening these holidays?

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

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

Time: 09:00–16:00
Date: Wednesday, 6 April
Place of departure: The Grade 4 D classroom
You must bring: Your own lunch and drink
Pen, notebook, sun hat and a camera if you have one.

DON’T BUG THE BUGS!
Read the invitation. Underline all the nouns in the invitation and say what type of noun they are. Now answer these questions.

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

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

What must the children bring with them?

What does “Don’t bug the bugs” mean?

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

---

**INSECTS**

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

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

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

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

---

Read the poem aloud. Underline the pairs of rhyming words. Then use the description in the poem as a guide to draw a picture of an insect.
Butterfly, where have you been?

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

Let’s talk

Let’s read

Now read the poems.

Pretty lady butterfly where have you been?
Why is it that all day you’ve hardly been seen?
Pretty, pretty butterfly where have you been?
I have been looking for you in gardens oh so green.

The sunlight was glowing where did you hide?
I looked for your pretty wings both far and wide.
Pretty, pretty butterfly I’ve been looking for you.
Where did you glide?
Among the flowers in the garden, red white and blue.

My bike my joy!

I ride!
I ride my bike in the summer. I like to ride my bike under the trees. Over the hills and under the trees. I ride my bike in the summer. I like to ride my bike in the summer.
Now write your own shape poems on these drawings. Begin by thinking about the drawings. Then think about words or sentences you will use.

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

- Tumi will have her birthday party in Durban in July.
- Is Jabu the captain of the Swallows Junior Team?
- I shouted at my sister Nomsa and told her to stop!
- I bought a newspaper, a magazine, a book, and a pen.
- I made a sandwich with cheese, chicken, lettuce, tomato, and cucumber.
- Veronica and I like visiting Aunt Lulu in Polokwane.
Joining nouns

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

Let’s write

= starfish

Let’s do Draw and label some compound words of your own.
Let's write

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

- tick tock
- meow
- cheep
- toot toot
- drip drip
- ring ring
- squeak
- ting-a-ling

Let's do

Draw some sound words.

- SPLASH
- SPLASH

Let's write

Separate these words to find 15 abstract nouns.

friendship, sadness, confidence, kindness, truth, friendship, warmth, hunger, anger, joy, unhappiness, freedom, knowledge, hunger, safety
Sing this song as a group.

**THE LION SLEEPS TONIGHT**

In the jungle the mighty jungle
the lion sleeps tonight,
In the jungle the quiet jungle
the lion sleeps tonight.

**Chorus**

He, ha helelemama

Oh‘mmbube

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

**Chorus**

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

**Chorus**

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

**Teacher’s note:**

If you don’t know the tune for this song, ask another teacher to sing it for you so that you can sing it with the class.
In 1930, a Zulu singer called Solomon Linda made the first recording of this song in Johannesburg. He called the song *mbube*, the Zulu word for lion. The song is the most famous song ever to come from Africa. The lion sleeps tonight has been recorded in French, Japanese, Spanish, and Danish.

**Countable and uncountable nouns**

If you can't count it, it does not have a plural. Look at these.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>some milk</td>
</tr>
<tr>
<td>sugar</td>
<td>a lot of sugar</td>
</tr>
<tr>
<td>oil</td>
<td>a bit of oil</td>
</tr>
<tr>
<td>sand</td>
<td>some sand</td>
</tr>
<tr>
<td>water</td>
<td>a lot of water</td>
</tr>
<tr>
<td>flour</td>
<td>some flour</td>
</tr>
<tr>
<td>salt</td>
<td>some salt</td>
</tr>
</tbody>
</table>

**Just checking**

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

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

Then fill in the following mind map.

**Who are the characters?**
______________________________________________
______________________________________________
______________________________________________

**What is the setting?**
Where does the story happen?
______________________________________________
______________________________________________
______________________________________________

**What will you write about?**

**What happens?**
______________________________________________
______________________________________________
______________________________________________

**How did it end?**
What was interesting about it?
______________________________________________
______________________________________________
______________________________________________

**Middle**
Say what happened in the middle of the story.
______________________________________________
______________________________________________
______________________________________________

**End**
How did the story end?
______________________________________________
______________________________________________
______________________________________________

**Beginning**
Start by saying what happened in the beginning.
______________________________________________
______________________________________________
______________________________________________

**Next**
Say what happened next.
______________________________________________
______________________________________________
______________________________________________

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

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

Finish your story.

Write what happens at the end of your story.

Continue with your story here.
Theme 2: Fact and fiction

Folk tales
Term 1: Weeks 5 - 6

17 The boy who cried “wolf” 36
Introduction to folk tales.
Answers multiple choice comprehension questions based on story.
Discussion on the story: the message, characters and setting.
Present a role play about the story.
Vocabulary exercise.

18 The boy who cried “spaceship” 38
Role play based on the story.
Discussion and written activity on the setting, characters and plot.
Comparing the two folk tales.
Learners to use the writing process and a frame to compile their story.
Records new words and meanings in personal dictionary.

19 Prefixes 40
Introduction to pre/f/ixes and root words.
What common pre/f/ixes mean.
Identifying pre/f/ixes and using them to change the meaning of sentences.
Playing a Spaceship game.
Using simple sentences and imperatives.

20 Proverbs and suffixes 42
Discussion on what proverbs mean.
Matching proverbs with their meanings.
Introduction to suffixes.
What common suffixes mean.
Identifying suffixes and root words.
Using given suffixes in sentences.
Records new words and meanings in personal dictionary.

21 The leaf of many colours 44
Reading the story.
Discussion on the animal characters with human qualities, the plot and how the story might end.
Retells the sequence of events in relation to the various characters.
The vocabulary used in the text.
Drawing a “map” based on the events in the story.
Group discussion predicting how the story will end.
Summarising the sequence of the story using linking words, first, then, afterwards and finally.

22 What happens next 46
Continuation of the story.
Develop a role play to show the development of the plot.
Summarising the story according to the sequence of events.
Records new words and meanings in personal dictionary.

23 Retelling the story 48
Illustrating the various stages of the story and then writing the story in sequence focusing on the beginning, middle and end.
Records new words and meanings in personal dictionary.

24 Prefixes and proverbs 50
Discussing proverbs, illustrating and describing them.
Word game. The suffix-pre/f/ix race.
Identifying prefixes and suffixes and root words.
Using words from the game to form sentences.

25 Reading a recipe 52
Reading a recipe for fruit salad.
Calculating the costs and identifying the ingredients and utensils needed.
Writing a recipe for a favourite dish.
Using personal pronouns.
Identifying demonstrative pronouns.
Writing sentences using demonstrative pronouns.

26 Working with pronouns 54
Using demonstrative pronouns – this, that, these, those.
Writing sentences using demonstrative pronouns.

27 Whose are these? 56
Identifying and using possessive pronouns.
Choosing the correct pronouns.
Records new words and meanings in personal dictionary.

28 Make a pompom chick 58
Reading instructional text.
Answering comprehension questions on the instructions.
Discussion on sequence and the use of imperatives.
Giving clear instructions.
Discussion on materials needed and on the procedure.
Developing instructions and materials required from a series of diagrams on how to make a carton chick.
Using the drafting process for writing a set of instructions.

Information text
Term 1: weeks 7 - 8

25 Reading a recipe 52
Reading a recipe for fruit salad.
Calculating the costs and identifying the ingredients and utensils needed.
Writing a recipe for a favourite dish.
Using personal pronouns.
Identifying demonstrative pronouns.
Writing sentences using demonstrative pronouns.

26 Working with pronouns 54
Using demonstrative pronouns – this, that, these, those.
Writing sentences using demonstrative pronouns.

27 Whose are these? 56
Identifying and using possessive pronouns.
Choosing the correct pronouns.
Records new words and meanings in personal dictionary.

28 Make a pompom chick 58
Reading instructional text.
Answering comprehension questions on the instructions.
Discussion on sequence and the use of imperatives.
Giving clear instructions.
Discussion on materials needed and on the procedure.
Developing instructions and materials required from a series of diagrams on how to make a carton chick.
Using the drafting process for writing a set of instructions.

Information text
Term 1: weeks 9 - 10

29 What’s in the news? 60
Reading two newspaper articles.
Focus on headline, by-line, date, introductory paragraph and use of visuals and captions.
Answers questions on text for meaning and for identifying conventions.
Uses correct punctuation and endings.
Uses definite and indefinite articles.

30 Telling the news 62
Plans and drafts a newspaper article using “wh” words.
Brainstorms ideas with group.
Uses writing process.
Writes news in the past tense.
Writes newspaper article using conventions of headline, by-line etc.
Prepares and presents a speech based on a newspaper article.
Prepares notes for the speech to be written in the past tense.
Uses plurals.
Records new words and meanings in personal dictionary.

31 Presenting a speech 64
Tips for presenting a prepared speech.
Plurals
Check yourself.

32 Writing a story 66
Planning to write a story focusing on characters, plot, setting and ending.
Writing the story on a cut-out book template.
Once upon a time there was a ten-year-old shepherd boy. Every day he took the sheep to the fields to eat grass. Every day, he sat under the same tree on top of a hill and watched the flock of sheep. Eventually, he began to feel bored. One day, to amuse himself, he called out, “Wolf! Wolf! Help! A wolf is chasing the sheep!”

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

“Don’t cry ‘wolf’ when there is no wolf!” scolded one of the villagers as they all went grumbling back down the hill.

The next day, the boy again called out, “Wolf! Wolf! Help me! The wolf is chasing the sheep!”

Again the villagers ran up the hill to help him drive the wolf away.

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

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

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

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

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

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

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

“We’ll help you look for the lost sheep in the morning,” he said, putting his arm around the boy.

“But now you must learn that if you always tell a lie, nobody will believe you ... even when you tell the truth!”
Let's write

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

Why did the shepherd boy cry "Wolf"?
A He was bored and wanted to attract attention.
B He thought there was a wolf.
C He wanted to tell a lie.
D He wanted to scare the wolf away.

Why did the villagers not come when he called?
A They were busy working on their farms.
B They thought he was lying again.
C They did not hear him.
D They wanted the wolf to eat the sheep.

Which of the following is the best title for the story?
A The day the wolf ate the sheep
B The little shepherd boy
C The boy who called for help
D A sunny day on the hillside

What is the moral of the story?
A If you call for help no one will help you.
B Don’t make too much noise.
C If you always tell a lie, no one will believe you even when you are truthful.
D You must be honest.
Thabo liked to draw attention to himself. He often called out for his family and friends to come and see a spaceship that he said he had spotted. “Come and see the spaceship!” he would shout, or “Help, a UFO has just landed!” (UFO is the short form for “unidentified flying object”).

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

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

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

But nobody came.

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

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

But nobody came.

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

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

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

“What’s the good of telling you, Mom,” Thabo said, shrugging his shoulders. “You won’t believe me.”
Role play this story. You will need an alien, some alien children, Thabo and his mother. In what way is this story similar to “The boy who cried ‘Wolf!’”? Think about both stories and then fill in the table.

<table>
<thead>
<tr>
<th>Story</th>
<th>Who is the main character?</th>
<th>What is the plot?</th>
<th>What is the message of the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy who cried “Wolf!”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boy who cried “Spaceship!”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Title for your story**

**What does he or she cry about?**

**What happens one day when no one answers?**

**What is the result of this?**

**What is the message or moral of the story?**
Prefixes

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 this 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>tidy</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>

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

misplace  misunderstand  redo
unsure  refill  prepaid  replace  renew
unhappy  tricycle  prereading  rewrite
unfair  untidy  unkind  misbehave
triathlon  mislaid

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

He always behaved in class.

She was very tidy.
The soccer player was happy.

You must do your maths homework.

He had a red cycle.

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

Blast off.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

You land safely back on earth.

You meet an alien. Miss a turn while you talk to it.

You are able to walk on the moon. Blast off to 12.

You can see earth. Blast off to 15.

You need to put on your space suit. Miss a turn.

You land on the moon. Take another turn.

You land safely back on earth.

You can see earth. Blast off to 15.

You need to put on your space suit. Miss a turn.

You land on the moon. Take another turn.

You land safely back on earth.
Proverbs and suffixes

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

<table>
<thead>
<tr>
<th>Proverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put your best foot forward.</td>
<td>Start a task or a journey with a strong purpose.</td>
</tr>
<tr>
<td>Barking dogs don’t bite.</td>
<td>Don’t disturb a situation that is going well as it will lead to problems.</td>
</tr>
<tr>
<td>A leopard never changes its spots.</td>
<td>Don’t be afraid of people who threaten you. They rarely take action.</td>
</tr>
<tr>
<td>It’s better to be safe than sorry.</td>
<td>People do not change.</td>
</tr>
<tr>
<td>Let sleeping dogs lie.</td>
<td>We should be careful in a dangerous situation. It is better to stay safe than to have an accident (and be sorry about it).</td>
</tr>
</tbody>
</table>

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

What are suffixes?

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

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

What do these suffixes mean?

<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>able to</td>
</tr>
</tbody>
</table>
Underline the root words. Then circle the suffixes at the end of these words.

- hopeful
- cordless
- playful
- colourful
- grateful
- hopeless
- careful
- enjoyable
- successful
- wonderful
- speechless
- powerful
- readable
- capable
- harmless
- fearless
- cheerful
- truthful
- careless
- reliable
- joyful
- gladness
- beautiful

Select five of the words and use them in sentences.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>truth</td>
<td>She seemed ______________________ with her family around her.</td>
</tr>
<tr>
<td>play</td>
<td>The school play was _______________________________ last night.</td>
</tr>
<tr>
<td>cheer</td>
<td>If only the shepherd boy was more __________________________.</td>
</tr>
<tr>
<td>colour</td>
<td>Her painting is very _________________________________</td>
</tr>
<tr>
<td>delight</td>
<td>My kitten is ______________________________.</td>
</tr>
<tr>
<td>joy</td>
<td>My granny had a ________________ birthday party.</td>
</tr>
</tbody>
</table>
The leaf of many colours

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

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

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

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

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

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

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

The little leaf was just about to ask the cow when the wind began to blow again. Whoosh! went the wind and it lifted the little leaf up and up into the sky. The wind took it a long way. Then it dropped the little leaf gently on the top of a big hill.
Let’s talk
What caused the leaf to fall from the tree?
How did the leaf move from one animal to the next?
Why does the writer use the word “whoosh”?
Are there other stories you know of where the animals speak?
What do you think will happen next in the story?
How do you think the story will end?

Let’s do
Draw the path that the leaf travelled from the tree to the cow.

Let’s write
Now describe your picture using the words “first”, “then”, “after that” and “finally”.

<table>
<thead>
<tr>
<th>First the leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Then it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After that</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Let's read

Let's see how the story ends

Let's do

Make up a role play about this story. You need nine actors:
- One person to be the leaf
- Five children to act as the animals
- One person to act as the boy
- One person to act as the mother
- Finally, one person to be a narrator

The narrator tells the part of the story which is not spoken by the animals, the boy, the mother and the leaf.
How many animals did the leaf speak to? List them and then say what each animal told the leaf.

<table>
<thead>
<tr>
<th>Animal</th>
<th>What did it say to the leaf?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Do you think the story is true? Why?

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

Look back at the story of the little leaf.
- Talk about how the story began.
- Say how the story ended.

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

First write the story in rough and ask your friend to edit it. Then write it neatly in the spaces below. Your story should be about 120 – 140 words long.
Draw a picture of what happened to the leaf as it blew along and write a paragraph about what happened in the middle of the story.

Let’s do

Draw a picture of how the story ended and write a paragraph about the ending.
Let’s do

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

1. Two heads are better than one.

2. Don’t put the cart before the horse.

3. The early bird gets the worm.
Now try the suffix–prefix race. Race against your friend. See who is the fastest at finding and underlining the prefixes or the suffixes.

Choose five words from the picture and use them to form sentences.
Recipe for a fruit salad

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Rand</th>
<th>Cents</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1,50 each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2,00 each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R6,00 each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R4,00 each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s talk
What do you do after slicing the bananas?
What do you do before sprinkling sugar onto the salad?
Work out what utensils you will need to make this salad. Write them down.
Let’s write

Now write your own recipe for your favourite dish.

Recipe for ______________________

Ingredients

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Method

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s do

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

**The girl** lives in Durban.

I you we she he it they

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

I you we she he it they

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

I you we she he it they

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

I you we she he it they

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

Let’s write

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

**________ is my coat.**

**________ is the moon.**

**________ is a boat.**

**________ is Biko Road.**

**________ is the road I live in.**

**________ is my bike.**

Let’s write

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

<table>
<thead>
<tr>
<th></th>
<th>near</th>
<th>far</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>plural</td>
<td>these</td>
<td>those</td>
</tr>
</tbody>
</table>

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

________

________

________

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

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

- _____ is my cat.
- _____ are my cats.
- _____ is my new dress.
- _____ is my teacher’s car.
- _____ are stars.
- _____ are cars.

**Let's write**

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

- 
- 
- 
- 

Date:
Underline the correct pronoun in each of these sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is <strong>his/him</strong> bike.</td>
<td><strong>his/him</strong></td>
</tr>
<tr>
<td>This is <strong>their/they</strong> car.</td>
<td><strong>theirs/them</strong></td>
</tr>
<tr>
<td>Is this <strong>your/you</strong> pen?</td>
<td><strong>yours/you</strong></td>
</tr>
<tr>
<td>This is <strong>our/we</strong> school.</td>
<td><strong>ours/our</strong></td>
</tr>
<tr>
<td>This is <strong>her/she</strong> coat.</td>
<td><strong>her/hers</strong></td>
</tr>
<tr>
<td>Is this phone <strong>yours/you</strong>?</td>
<td><strong>yours/you</strong></td>
</tr>
<tr>
<td>This is <strong>my/mine</strong> dog.</td>
<td><strong>mine/my</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is our car.</td>
<td><strong>ours/our</strong></td>
</tr>
<tr>
<td>This is Nomsa’s bike.</td>
<td><strong>theirs/them</strong></td>
</tr>
<tr>
<td>This is my dog.</td>
<td><strong>mine/my</strong></td>
</tr>
<tr>
<td>These are my friends’ books.</td>
<td><strong>theirs/them</strong></td>
</tr>
<tr>
<td>This is Thabo’s shirt.</td>
<td><strong>his/his</strong></td>
</tr>
<tr>
<td>These are your books.</td>
<td><strong>yours/you</strong></td>
</tr>
</tbody>
</table>

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

Use these words to help you.

- their
- hers
- ours
- his

- It is John’s car. It’s **his**.
- These are the boys’ books. They’re **theirs**.
- This is Ann’s dress. It’s **hers**.
- This is Jim’s cell phone. It’s **mine**.
- This is our car. It’s **ours**.
- This is Thabo’s phone. It’s **his**.
- These are your books. It’s **yours**.
- This is my family’s farm. It’s **ours**.
Let's write

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

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

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

START

...
Make a pompom chick

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

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

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

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

Let’s write

<table>
<thead>
<tr>
<th>Give your chick a name.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you need to make the pompoms?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you need the glue for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Look at the pictures and write instructions for making the egg carton chick. Write them in rough first and then write them neatly below.

What materials do you need?

paint  egg carton  outside  inside  trim  scissors  triangle shapes

Instructions

1

2

3

4

5

6

7
What’s in the news?

11 year-old publishes cookbook

Zoe Bain

I

Jack Witherspoon looks just like any other 11-year-old boy. He skateboards, plays football, and he loves to cook. But Jack, who has spent a lot of his life fighting against a serious illness, has just published his first cookbook, called “Twist it up”.

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

Jack’s book is selling all over the world, and he donates some of the money he gets from the book to organisations that help poor children who become ill.
New Town School wins again 8 March 2015

Bheki Phakati

The New Town School Grade 4 class won a prize in the World Book Day celebration yesterday. The Grade 4 class read stories to the Grade 1 and 2 children in the school. Each Grade 4 child read stories to children in the lower grades. The Grade 4 class made some of the books themselves. Other books were provided for free by the publishers. The small Grade 1 and 2 children loved the colourful books. Many of the children are from poor homes and do not have such nice books at home.

Design a Bookmark Competition

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

Bongi Dube and Mary Smith
Winners of the Design a Bookmark competition

Let’s write

When do we use a, an or the?

<table>
<thead>
<tr>
<th>I have ___ pen.</th>
<th>I want ______ ice cream.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you read _____ book about ________ chocolate factory?</td>
<td>She won a prize for ______ best bookmark.</td>
</tr>
<tr>
<td>_____ boy was ill.</td>
<td>May I have ______ orange?</td>
</tr>
<tr>
<td>_____ Grade 4 class won.</td>
<td>I have ______ new book.</td>
</tr>
</tbody>
</table>

Add the correct punctuation at the end of these sentences.

Wow! Jack wrote a best seller____

Today was World Book Day____

Who won the prize__

Why did New Town School win the prize__

Using a, the or an

We use the when we talk about a specific member of the group. “The boy was sick.”

We use a or an when we are not talking about a specific object or person. “I got an apple from a friend.”
Work with a friend to plan your own newspaper article about an achievement in your school. Your article should be about 60 – 80 words long.

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

My newspaper article is:

1.

2.

3.

4.

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

Let’s do
Prepare a speech based on your newspaper article.
Use these tips to help you.

TIPS FOR PREPARED SPEECH

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

Let’s write
Make short notes for yourself.
For most plurals we simply add an “s”: one egg, two eggs.
But there are some plurals you will have to learn and remember.

1. One child
   Two ____________

2. One tooth
   Two ____________

3. One goose
   Two ____________

4. One foot
   Two ____________

5. One tomato
   Two ____________

6. One potato
   Two ____________

7. One mango
   Two ____________

8. One sheep
   Two ____________

9. One man
   Two ____________

10. One woman
    Two ____________

11. One fish
    Two ____________

12. One mouse
    Two ____________

13. One country
    Many ____________

14. One baby
    Two ____________

15. One lady
    Two ____________

16. One wolf
    Two ____________

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

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

Who are my characters?

Where does the story take place?

What happened in the story?

How does the story end?

Story about ________________________

Make your own book. Cut out the next page of this book. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the story writer. Draw a picture on the cover. Now write your story into the book.
Theme 3: It’s all in what you read

Information text
Term 2: Weeks 1 - 2

33) What about the weather? 70
Read information text with visuals.
Read a weather chart and a bar chart on rainfall.
Discussion based on weather chart.
Extracting information from weather chart comparing weather in different places.

34) And today’s weather is ... 72
Compile a weather chart using cut outs.
Presents a TV weather programme.
Learners rate their own presentations and the presentations of their peers.

35) Using adjectives to describe nouns 74
Using adjectives to describe pictures.
Introduction to degrees of comparison.
Forming sentences using given adjectives.
Completing a story using appropriate adjectives.
Records new words and meanings in personal dictionary.

36) It happened in the past 76
Past tense: regular and irregular verbs.
Compiling a diary entry in the past tense. Identifying past tense verbs.
Rewriting text from future to the simple past tense.
Comparative adjectives/superlatives.

37) Reading for information 78
Reading informational text – a pamphlet.
Comprehension based on the pamphlet.
Compiling a pamphlet with visuals to give information.
Records new words and meanings in personal dictionary.

38) Giving information 80
Planning to write a pamphlet.
Compiling a pamphlet to give information using visuals and text.
Records new words and meanings in personal dictionary.

39) Reading charts for information 82
Reading a bar chart on sport activities.
Answering questions based on the bar chart.
Conducting a survey and using the information to compile a bar chart.
Presenting bar chart to the group.

40) Comparing things 84
An exercise on comparative adjectives.
Using comparative adjectives to describe illustrations.
Comparative adjectives to remember.
Records new words and meanings in personal dictionary.

41) Reading a story: What Lulu was like 86
Completing a comprehension based on the story.
Focuses on how the main character changes from the beginning to the end of the story.
Write two character sketches on the character: before and after.
Designing a role play to depict the various characters in the story.
Using adjectives to describe the character in the story.

42) Thinking about the characters 88
Writing a diary entry from the perspective of the character.
Identifying all the descriptive words used in the character sketch.
Identifying the subjects and verbs in sentences.
Records new words and meanings in personal dictionary.

43) Writing a story 90
Planning to write a story describing and developing a character.
Using a mind map to describe key features of the character.
Describing how the character changed from the beginning to the end of the story.

44) Verbs doing their work 92
Writing sentences based on verbs shown in illustrations.
Matching present and past tense verbs and deleting incorrect verbs.
Subject-verb agreement. Choosing the correct verbs.
Records new words and meanings in personal dictionary.

45) Mandu’s secret diary 94
Reading a story focusing on the main character.
Comprehension with leading questions pertaining to the characters.

46) What are they like? 96
Summarising the story in the past tense in a diary.
Discussing the main character and her characteristics.
Identifying features of the main character and using adjectives to describe her.
Writing a description of the main character.
Punctuation: reported speech and sentence endings.

47) Verbs again 98
Irregular verbs
Changing verbs in sentences from present to past tense.
Subject-verb agreement
Records new words and meanings in personal dictionary.

48) Planning to write a story 100
Using the writing process, brainstorming, drafting and editing.
What about the weather?

Let’s read a weather map.

Let’s talk

- What does the chart say about the weather in your province?
- Is the weather really like that today?
- Talk about the weather in the other provinces.
- What clothes would the people in the Eastern Cape wear in this kind of weather?
- Where is the weather the best? Where is it the worst? Say why.
Imagine that you are going to read the weather forecast on TV using the map on the opposite page. Write down what you will say for each province.

<table>
<thead>
<tr>
<th>Fill in the names of the provinces</th>
<th>Describe the weather. First say what the temperature will be, and then say whether it will be rainy, cloudy or sunny.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Let’s write

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

Now answer these questions.

Which month had the most rain?
Which was the driest month?
Which months make up the rainy season?
How much rain fell this year?
Which months had the same amount of rain?
Which month(s) had no rain?

When do you think is the best time for farmers to start planting their crops? Why?

---

Monthly rainfall: Newville

<table>
<thead>
<tr>
<th>Month</th>
<th>Rainfall (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>80</td>
</tr>
<tr>
<td>February</td>
<td>70</td>
</tr>
<tr>
<td>March</td>
<td>60</td>
</tr>
<tr>
<td>April</td>
<td>50</td>
</tr>
<tr>
<td>May</td>
<td>40</td>
</tr>
<tr>
<td>June</td>
<td>30</td>
</tr>
<tr>
<td>July</td>
<td>20</td>
</tr>
<tr>
<td>August</td>
<td>10</td>
</tr>
<tr>
<td>September</td>
<td>20</td>
</tr>
<tr>
<td>October</td>
<td>80</td>
</tr>
<tr>
<td>November</td>
<td>70</td>
</tr>
<tr>
<td>December</td>
<td>60</td>
</tr>
</tbody>
</table>
And today’s weather is . . .

Let’s do

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

Let’s talk

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

<table>
<thead>
<tr>
<th>Rain</th>
<th>Cloudy</th>
<th>Partly cloudy</th>
<th>Sunny</th>
<th>Mist</th>
<th>Lightening and thunderstorms</th>
<th>Snow</th>
<th>Wind</th>
<th>Sunny</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Map of South Africa showing provinces:
- Limpopo
- Mpumalanga
- Gauteng
- KwaZulu-Natal
- North West
- Northern Cape
- Free State
- Eastern Cape
- Western Cape
Imagine that you are telling TV viewers about the weather. Describe the weather condition for each province. In each case, give a suggestion to viewers about what to wear for the weather condition. Tell them how the weather will affect tasks at home (e.g. doing the washing), or whether they should wear sun block. Tell farmers what weather they can expect.

<table>
<thead>
<tr>
<th>Province</th>
<th>Weather condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Good morning, I am ____________________ with today’s weather.

Let’s talk

Now present your weather forecast.

Just checking

<table>
<thead>
<tr>
<th>Did I</th>
<th>✓</th>
<th>❌</th>
</tr>
</thead>
<tbody>
<tr>
<td>present my weather forecast logically?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give enough information about the weather in each province?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use the right language for an adult audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use the correct “weather” words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>focus on my audience during my presentation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using adjectives to describe nouns

**ADJECTIVES:** You will remember that nouns are naming words for people, places and things. Adjectives give us information about a person, place or thing. They describe *nouns*. They tell us how something or someone looks, feels, sounds, smells or tastes and they help to make what you write and say more interesting.

Let’s talk

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

Let’s write

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

<table>
<thead>
<tr>
<th>crunchy</th>
<th>tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>road</td>
</tr>
<tr>
<td>bumpy</td>
<td>flower</td>
</tr>
<tr>
<td>fast</td>
<td>slippers</td>
</tr>
<tr>
<td>delicious</td>
<td>crisps</td>
</tr>
<tr>
<td>hot</td>
<td>rubbish</td>
</tr>
<tr>
<td>cute</td>
<td>car</td>
</tr>
<tr>
<td>warm</td>
<td>cake</td>
</tr>
<tr>
<td>smelly</td>
<td>kitten</td>
</tr>
</tbody>
</table>

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

1. 
2. 
3. 
4. 
5.
Stories without adjectives are boring

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

It was a _________ day.
My _________ clock rang.
I got out of my _________ bed.
I put on a pair of _________ pants and a _________ jersey.
I drank some _________ juice and ate a _________ sandwich.
I felt excited when I got onto the _________ bus and then _________.

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

---

fast
target='_blank' data-cke-saved-href='https://www.mathsisfun.com/sets/algebra-set.html#set

faster
target='_blank' data-cke-saved-href='https://www.mathsisfun.com/sets/algebra-set.html#set

fastest
target='_blank' data-cke-saved-href='https://www.mathsisfun.com/sets/algebra-set.html#set

---
**Past tense:** Usually when we write in the past tense we add \(-\text{ed}\) to the verb.

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

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

### Dear Diary

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>eat</strong></td>
<td><strong>laughed</strong></td>
</tr>
<tr>
<td><strong>walk</strong></td>
<td><strong>woke</strong></td>
</tr>
<tr>
<td><strong>laugh</strong></td>
<td><strong>ate</strong></td>
</tr>
<tr>
<td><strong>wake</strong></td>
<td><strong>walked</strong></td>
</tr>
<tr>
<td><strong>play</strong></td>
<td><strong>started</strong></td>
</tr>
<tr>
<td><strong>start</strong></td>
<td><strong>played</strong></td>
</tr>
<tr>
<td><strong>want</strong></td>
<td><strong>went</strong></td>
</tr>
<tr>
<td><strong>go</strong></td>
<td><strong>wanted</strong></td>
</tr>
<tr>
<td><strong>take</strong></td>
<td><strong>ran</strong></td>
</tr>
<tr>
<td><strong>run</strong></td>
<td><strong>took</strong></td>
</tr>
<tr>
<td><strong>drive</strong></td>
<td><strong>sang</strong></td>
</tr>
<tr>
<td><strong>sing</strong></td>
<td><strong>swam</strong></td>
</tr>
<tr>
<td><strong>swim</strong></td>
<td><strong>drove</strong></td>
</tr>
<tr>
<td><strong>buy</strong></td>
<td><strong>bought</strong></td>
</tr>
<tr>
<td><strong>sleep</strong></td>
<td><strong>slept</strong></td>
</tr>
</tbody>
</table>

Now circle the verbs that end in \(-\text{ed}\). Underline those that are irregular and that have a different present and past tense, for example **buy** – **bought**.
Read Jim’s e-mail to Mandu. He has written in the **future tense**. Circle the verbs in Jim’s email. Then rewrite what he wrote in the **past tense**.

To: manduK@gmail.com

From: jimS@yahoo.com 11 March 2015 15:14

Dear Mandu

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

From

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

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

**Exercise gives you a happy heart**

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

**Exercise strengthens muscles**

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

**Exercise makes you flexible**

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

**Exercise keeps your weight in balance**

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

**Cut down on watching TV and playing computer games.**

**What type of text is this? What does the text say children should spend less time doing?**

<table>
<thead>
<tr>
<th>A</th>
<th>A recipe</th>
<th>A</th>
<th>Eating</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A fable</td>
<td>B</td>
<td>Watching TV</td>
</tr>
<tr>
<td>C</td>
<td>Informational text</td>
<td>C</td>
<td>Exercising</td>
</tr>
<tr>
<td>D</td>
<td>A description</td>
<td>D</td>
<td>Travelling by car</td>
</tr>
</tbody>
</table>
The article mentions three benefits of exercise. What are they?

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

Make a poster telling children about the importance of exercise and sport.
Plan to write a pamphlet of your own.

What will you write about?

Let's do

1. What information will you give?

2. Why is this information important?

3. Who will benefit from this information?

4. What do experts say about this topic?

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

Why is this information important?
After you have edited your text, write it neatly in the space provided. Write a heading in each box.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Draw a picture to illustrate the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**The sports children like most**

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

Now answer these questions.

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

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

Let's do

Your table will look something like this.

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>Netball</td>
<td>Swimming</td>
<td>Running</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which sport do they like most? ______________________

Which sport do they like least? ______________________

TEACHER: Sign ___________ Date _______________
Comparing things

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

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

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse</td>
<td>Cow</td>
<td>Hippo</td>
</tr>
<tr>
<td>tall</td>
<td>long</td>
<td>thickest</td>
</tr>
</tbody>
</table>

Let’s write

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

<table>
<thead>
<tr>
<th>Picture 4</th>
<th>Picture 5</th>
<th>Picture 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cow</td>
<td>Snake</td>
<td>Book</td>
</tr>
<tr>
<td>strongest</td>
<td>longest</td>
<td>taller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture 7</th>
<th>Picture 8</th>
<th>Picture 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabbit</td>
<td>Mouse</td>
<td>Ant</td>
</tr>
<tr>
<td>small</td>
<td>small</td>
<td>smallest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture 10</th>
<th>Picture 11</th>
<th>Picture 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>Giraffe</td>
<td>Book</td>
</tr>
<tr>
<td>tall</td>
<td>tallest</td>
<td>thicker</td>
</tr>
</tbody>
</table>
Complete these comparisons

Jim has **many** flowers.  
Jabu has **flowers.**  
Ajay has the **flowers.**

Jim’s trousers are **long.**  
Jabu’s trousers are **.**  
Ajay’s trousers are the **.**

Bongi is **tall.**  
Pam is **.**  
Devi is the **.**

Bongi has a **big** book.  
Pam’s book is **.**  
Devi’s book is the **.**

I have a **little** money.  
He has **money.**  
She has the **money.**

This medicine tastes **bad.**  
This medicine tastes **.**  
This medicine is the **.**

These are some adjectives that you just have to remember.

<table>
<thead>
<tr>
<th>bad</th>
<th>worse</th>
<th>worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>
The beginning

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

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

The middle

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

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

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

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

The end

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

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

(Adapted from ANA Exam 2012.)
Circle the letter next to the correct answer.

<table>
<thead>
<tr>
<th>What kind of friend was Lulu in the beginning?</th>
<th>Where did Lulu live? In a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Generous and kind</td>
<td>A small quiet village</td>
</tr>
<tr>
<td>B Selfish and mean</td>
<td>B busy road near the sea</td>
</tr>
<tr>
<td>C Friendly and unselfish</td>
<td>C beautiful neighbourhood</td>
</tr>
<tr>
<td>D Rude and cruel</td>
<td>D tall block of flats in town</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did Lulu's friends visit her?</th>
<th>How did Lulu's friends make her see what she was doing wrong?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A one sunny Saturday afternoon</td>
<td>A They bought her a Christmas present.</td>
</tr>
<tr>
<td>B one cold Saturday evening</td>
<td>B They talked to her about sharing.</td>
</tr>
<tr>
<td>C one windy Saturday morning</td>
<td>C They wanted to play with her toys.</td>
</tr>
<tr>
<td>D one afternoon after school</td>
<td>D They made her feel left out.</td>
</tr>
</tbody>
</table>

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

Let's write

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

Let’s do

In your group, make up a role play of the story. You will need four characters: Lulu, Kate, Adam and Muzi.
Imagine you are Lulu. Write a paragraph of about 40 words summarising what happened to you today.

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

unkind, friendly, unselfish, rude, clever
selfish, kind, generous, nasty, greedy, friendly, helpful
silly, nasty, spoiled, angry, sulky, happy
Let's write

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

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

Looking at verbs

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

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

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

Let's write

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

<table>
<thead>
<tr>
<th>Lulu ate chocolate and chips.</th>
<th>The children played in Lulu’s garden.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lulu made the tea.</td>
<td>The dog chased Adam.</td>
</tr>
<tr>
<td>The children played on Lulu’s computer.</td>
<td>Muzi rode his new skateboard.</td>
</tr>
<tr>
<td>Lulu shared her toys with the children.</td>
<td>Lulu poured the juice and the children drank it quickly.</td>
</tr>
</tbody>
</table>
Let’s talk

Plan a story about someone like Lulu who changes her behaviour during the story. Work with your friends to make up a story about someone who was unfriendly but later became friendly.

Complete this mind map to plan your story.

- Title
- Who is the main character?
- Who are the other characters?
- What is the main character like at the beginning of the story?
- What is the main character like at the end of the story?
- What happens to make him or her change?

Let’s write

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

Write a rough draft.
Ask a friend to edit your draft.
Revise your text and make the necessary corrections.
Then write it neatly in your book.
Role play the story for the class. Say who the main character is and what the plot is.

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

<table>
<thead>
<tr>
<th>Write the title</th>
<th>The beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is he or she like at the beginning of the story?</td>
<td></td>
</tr>
<tr>
<td>What happens to make him or her change?</td>
<td>The middle</td>
</tr>
<tr>
<td>What is he or she like at the end of the story?</td>
<td>The end</td>
</tr>
</tbody>
</table>
With your partner, look at the pictures and say how many actions you can see. Look for actions like kicking or running. These are verbs.

Let’s talk

Let’s write

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

<table>
<thead>
<tr>
<th>kick</th>
<th>She kicks the ball.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now rewrite your sentences in the past tense.

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

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

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Fill in the verb that agrees with the subject.

<table>
<thead>
<tr>
<th>wants</th>
<th>want</th>
<th></th>
<th>to buy a new skateboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Those two boys</td>
<td>to buy new skateboards.</td>
</tr>
<tr>
<td>sleep</td>
<td>sleeps</td>
<td>The little white dog</td>
<td>under Mandu’s bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The big dogs</td>
<td>in the garden.</td>
</tr>
<tr>
<td>like</td>
<td>likes</td>
<td>The boy</td>
<td>sweets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The children</td>
<td>sweets.</td>
</tr>
<tr>
<td>ride</td>
<td>rides</td>
<td>Anna</td>
<td>her bike.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anna and Mandu</td>
<td>their bikes.</td>
</tr>
<tr>
<td>is</td>
<td>are</td>
<td>He</td>
<td>at school right now.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We</td>
<td>at school right now.</td>
</tr>
</tbody>
</table>
Mandu liked to write in her diary every day. Each day, she wrote down what she did during the day. She also wrote down her secrets that she did not want anyone else to see. She knew she needed to have a good hiding place for her diary. She looked around her bedroom and wondered where she could hide it, where nobody else would find it. Eventually she decided to hide it under her bed.

One afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. “Oh, look Anna! Someone has been reading my diary!” she yelled.

“Don’t worry,” Anna advised her. “Just find a better place to keep it in future.”

They examined the dairy. “Look at these dirty fingerprints,” Anna said. “This is a good clue.”

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

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

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

If anyone came near her diary, they would find the footprints in the flour. The girls left the room, hid around the corner and waited!
Suddenly, they heard scratching noises coming from the bedroom. They ran back into Mandu’s room. What did they see?

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

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

Adapted from ANA examination 2012.
What are they like?

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

- She found a blond hair in the diary.
- She found fingerprints in her diary.
- She found that someone had read her diary.
- She hid the diary.
- She saw her dog playing with her diary.
- She set a trap by sprinkling flour on the floor.

Let’s do

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

Dear Diary

Let’s write

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

Let’s talk

Fill in some adjectives that describe Mandu.

Term 2 – Week 3–4
Now write a paragraph describing Mandu.

Let's write

Mandu is an interesting character. She

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

Rewrite these sentences in reported or indirect speech.

Thabo, did you take my diary?”

Mandu asked

“No. I am only five and I can’t read yet.”

Thabo replied

“What should we do for the rest of the afternoon?”

Anna asked

Punctuate these sentences.

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

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

they went down mandela street and turned left into fifth avenue

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>
You have learned that we add -ed to most verbs when we use them in the past tense. You also know that irregular verbs change completely, and you need to learn them.

<table>
<thead>
<tr>
<th>speak</th>
<th>spoke</th>
<th>fly</th>
<th>flew</th>
<th>get</th>
<th>got</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>broke</td>
<td>go</td>
<td>went</td>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>sing</td>
<td>sang</td>
<td>catch</td>
<td>caught</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>drive</td>
<td>drove</td>
<td>think</td>
<td>thought</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>take</td>
<td>took</td>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>give</td>
<td>gave</td>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>

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

Today

Yesterday

Today

Yesterday

Today

Yesterday

Circle the correct word in these sentences.

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

Mandu is/are angry because someone read her diary.

Yesterday

I am/are riding on the skateboard.

Yesterday
The two girls were clever to catch the culprit.

Yesterday

The children are now back at school.

Yesterday

The soccer team are at the stadium.

Yesterday

We have a new football coach.

Yesterday

I have a new school bag.

Yesterday

Help Mandu to follow the paw prints.
Planning to write a story

Who are the characters?

What is the setting?

What is the plot?

How does it end?

Let’s do Role play your story for the class.

Term 2 – Week 3–4

Let’s write

Use a mind map to help you to plan your writing

Write a rough draft

Ask a friend to edit the draft

Revise your text and make the necessary corrections

Then write it neatly in your book.
Let’s write

The beginning

The middle

The end

Use your mind map to write a story of about 120 words.
<table>
<thead>
<tr>
<th>I can</th>
<th>😞</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>read a weather chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a bar chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read information text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>draw a chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plan and write a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plan and write a pamphlet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write a paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>predict stories and their endings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>summarise a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write a character sketch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use regular and irregular verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use simple present, past and future tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write a paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ensure subject verb agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use reported speech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theme 4: Fact and fiction

Fables
Term 2: Weeks 5 – 6

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

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

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

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

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

54 Thinking about the frog and the snail
Use given connectives and a writing frame with illustrations to write a story.

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

56 What do you mean?
Discussing idioms, writing what they mean and then drawing a picture to illustrate them.

Instructions
Term 2: Weeks 7 – 8

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

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

Complete sentences starting with modals.

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

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

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

62 Giving directions
Giving oral directions using two different map formats.

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

64 Let's write a book
Using a mind map to plan a story.
Writing a story based on the mind map.
A fable is a story about magical creatures, animals, plants, and places. It tells a story with a moral message. Most fables are very old and many, like “The boy who cried ‘spaceship’”, are retold in a modern setting, but with the same message. You will find animals that can speak, and natural settings with forests and rivers, in most fables.

Let's talk

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

Let's do

After you have read the story, use the description to draw the race track where the hare and the tortoise had their race.
The animals cheered with excitement as the tortoise crossed the winning line. They cheered so loudly the noise was heard by the animals in the next forest several kilometres away. When the bear awarded the trophy to the tortoise, he said:

“Slow but steady progress wins the race.”

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

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

The hare ran ahead of the tortoise. He kept looking back to see the tortoise. He laughed at her.
Hare and tortoise lived in the forest. The hare was very proud of his speed. He always made fun of the tortoise because she was so slow.

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

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

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

The animals were very excited and began to cheer when they saw the tortoise coming closer to the winning line. They cheered and blew their vuvuzelas. The noise woke the rabbit up. The tortoise was almost at the winning line! He jumped up and raced up behind her.

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

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

Who are the main characters of this fable? What is the setting of this fable?
A tortoise and butterfly
B hare and tortoise
C bear and tortoise
A the forest
B the zoo
C the Kruger Park

Which of the following best describes the character of the hare? What is the moral of the story?
A kind and caring
B mean and nasty
C proud and arrogant
A If you call for help no one will help you.
B Slow but steady progress wins the race.
C You must be honest.

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

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

Use some of the words from the previous activity to write a paragraph describing one of these two characters.
Summarise the story of the hare and the tortoise in about eight sentences.

First

Then

Afterwards

Finally

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

Present your report to your group.

Write down some more ideas.

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

Just checking

<table>
<thead>
<tr>
<th>Did I</th>
<th>✓</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present my sports report logically, in the right order?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give enough information about the race, the characters and the setting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the right language for children?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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 present tense.

<table>
<thead>
<tr>
<th>I go to the shop.</th>
<th>She walks to the bus stop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She goes to the doctor.</td>
<td>He drank milk.</td>
</tr>
<tr>
<td>They went to the stadium.</td>
<td>They watch the TV.</td>
</tr>
<tr>
<td>He plays football.</td>
<td>I rode my bike.</td>
</tr>
<tr>
<td>I ate my lunch.</td>
<td>She brushes her teeth.</td>
</tr>
</tbody>
</table>

Use these verbs in sentences and then say what tense the sentences are.

<table>
<thead>
<tr>
<th>give</th>
<th>went</th>
<th>gave</th>
<th>ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>run</td>
<td>ran</td>
<td>eat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tense</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>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Write five sentences about what you did last weekend. Then circle all the past tense verbs.

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

Look around your classroom now. Write five sentences about everything that is happening now. Circle all the present tense verbs.
Run a race. Read the present and past tense of each verb in the yellow track. Your friend must read the words in the blue track. See who wins. Then cover the past tense column and ask each other what the past tense of each verb is.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>sweep</td>
<td>swept</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
</tr>
</tbody>
</table>
The frog and the snail

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

Let's talk

You are so slow because you carry your house around with you.

Let's race and see who wins.

I must do my best.

Come on, slowcoach! Why don't you jump like I do?

The gate is closed and I can't jump over it.

I won!

Lucky me. I can climb.

Let's write

Who are the characters?

What is the setting?

What is the plot?

What is the ending?

Use a mind map to help you to plan your writing. Write a rough draft. Ask a friend to edit the draft. Revise your text and make the necessary corrections. Then write it neatly in your book.
Use the pictures to help you to write the story about the frog and the snail. Use some of these connectives to help you to link the paragraphs.

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

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
<th>Picture 4</th>
<th>Picture 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>frog</td>
<td>snail</td>
<td>frog</td>
<td>snail</td>
<td>frog</td>
</tr>
<tr>
<td>jumping</td>
<td>walking</td>
<td>jumping</td>
<td>walking</td>
<td>jumping</td>
</tr>
<tr>
<td>to the</td>
<td>on the</td>
<td>to the</td>
<td>on the</td>
<td>up the</td>
</tr>
<tr>
<td>river</td>
<td>grass</td>
<td>river</td>
<td>grass</td>
<td>hill</td>
</tr>
<tr>
<td>The end</td>
<td>The end</td>
<td>The end</td>
<td>The end</td>
<td>The end</td>
</tr>
</tbody>
</table>
Thinking about the snail and the frog

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

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

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Present your report to your group.

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

Write down some more ideas.

Just checking

<table>
<thead>
<tr>
<th>Did I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Present my sports report logically, in the right order?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Give enough information about the race, the characters and the setting?</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Use the right language for a young audience?</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Here is a list of special verbs called stative verbs. These are verbs such as *have, like, seem, understand, know*, which we use mainly to talk about a situation, instead of an action.

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

Let's write

Fill in the correct verb in each of these sentences.

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

Now make up some sentences of your own using these verbs.
Subjects, verbs and objects

Read these sentences with your friend.

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

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

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

---

Let's write

He drank his tea.

The cats chase the mice.

Ann liked Jabu.

The chef burned the food.

The girl flew a kite.

The boy broke the window.

We baked a cake.

---

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

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

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

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

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

<table>
<thead>
<tr>
<th>She reads.</th>
<th>The dog sleeps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We eat.</td>
<td>They work.</td>
</tr>
<tr>
<td>She cries.</td>
<td>They run.</td>
</tr>
<tr>
<td>Cats purr.</td>
<td>The boat sank.</td>
</tr>
</tbody>
</table>
Now find and underline the verbs in these sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to sing in the concert but I had to go to the doctor.</td>
</tr>
<tr>
<td>The taxi did not arrive so I had to walk. The doctor recommended that I</td>
</tr>
<tr>
<td>should eat more vegetables. I will grow them in my garden.</td>
</tr>
</tbody>
</table>

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

Dear Diary
What do you mean?

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

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

Let’s talk

My father has green fingers. His garden is beautiful.

Let’s write

Lulu spilt the beans. Now everyone knows my secret.

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

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

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

I can’t afford that computer game. It costs an arm and a leg.
Jabu and his brother are so similar. They are like **two peas in a pod**.

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

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

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

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

Ingredients

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

Method

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

Let’s write

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

What are the dry ingredients? List them.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are the wet ingredients? List them.

<table>
<thead>
<tr>
<th>Ingredient</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

How should you serve the pancakes?

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Temperature</th>
<th></th>
</tr>
</thead>
</table>

What do we mean by **flip**?

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
</table>

What is **golden brown**?

<table>
<thead>
<tr>
<th>Color</th>
<th></th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Amount</th>
<th></th>
</tr>
</thead>
</table>

What is **batter**?

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Step</th>
<th></th>
</tr>
</thead>
</table>
Now write your own favourite recipe.

Recipe for ____________________________________

Ingredients


Method


Utensils needed


• Explain the recipe in the correct sequence to your group.

• How many times did you use words like should and must?

• These are called modal words.

Look at these modal words.

What do these modals tell us?

We use can to show ability.

We use may to ask for permission.

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

We use will to show intention.
Find and underline the modals in these sentences. We have done the first one for you.

You should bring your costume if you want to swim.

The bus will leave the school at 09:00.

You must bring your own lunch.

You should do your homework every day.

I will play soccer tomorrow.

You must not smoke.

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

May I leave school early today?

He can play soccer very well.

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

Now complete these sentences.

You must not

You should

I have to

I can

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

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

<table>
<thead>
<tr>
<th>The Grade 4 classroom</th>
<th>It is the first classroom on his right.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal’s office</td>
<td>When he comes in, he must turn left. It is the second room on the right-hand side.</td>
</tr>
<tr>
<td>The toilets</td>
<td>When he enters the school he must turn left. He will find them in the fourth room on the right.</td>
</tr>
<tr>
<td>The playground</td>
<td>When he enters he must turn left and then go through the door on his right.</td>
</tr>
</tbody>
</table>
Write directions from the school gate to your classroom.

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

Now draw a map of your school.
Let's write

1. Thandi lives in a house with a yellow wall and a __________ roof.

2. If Thandi turns left she can walk to the __________ van.

3. Jabu lives in a house with a __________ roof. He is facing Thandi.

4. Jabu turns left. Then he turns __________. He can buy __________ there.

5. When Thandi wants to buy stamps, she turns __________ at her gate because the __________ is to her right.
Tense game – who will be the winner?

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

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

Let's talk

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

Let's write

<table>
<thead>
<tr>
<th>Make a list of 12 things in the classroom in picture 1.</th>
<th>Tick them if they also appear in picture 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's write

Look at the two drawings and then answer the following.

- Where was the artist standing when she drew this picture?
- How many children can sit in this classroom?
- What is next to the window?
- How many windows are there in this classroom?
- How many shelves are there in the bookshelf?
Let's write

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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>
<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>
Hadebe Street is north/south of Mandla Street.

The school is north/south of Mandla Street.

The hospital is north/south of Hadebe Street.

Now fill in the correct answer.

Which street is the hospital in?

Which street is the park in?

Which street is the fire station in?

Write three sentences about where things are on this map.
Now look at the map on this page. Give your friend directions to different places. Always start your directions from the school.

Example:
Question: I am going 4 blocks south and 1 block west. Where am I going?
Answer: To the dentist.

Let's talk

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

<table>
<thead>
<tr>
<th>Directions</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going 2 blocks east and 2 blocks south.</td>
<td>The post office</td>
</tr>
<tr>
<td>I am going 3 blocks south and 3 blocks west.</td>
<td></td>
</tr>
<tr>
<td>I am going 3 blocks east.</td>
<td></td>
</tr>
<tr>
<td>I am going 3 blocks north and 2 blocks west.</td>
<td></td>
</tr>
<tr>
<td>I am going 2 blocks north and 1 block east.</td>
<td></td>
</tr>
<tr>
<td>I am going 2 blocks south.</td>
<td></td>
</tr>
</tbody>
</table>

Let's write
Let's do
Number the pictures in the correct sequence for making a sandwich.

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

Making a peanut butter and banana sandwich

Ingredients

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

Method

1
2
3
4
5
Let's do

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

Just checking

I can

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

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

1. The beginning
2. The middle
3. The end

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

Your age

Where you live

Write the title of the book here.

Fill in your name (you are the writer).

Continue with your story here.

Write the middle of your story here.

Draw picture here.

Draw picture here.

Step 1: Fold on the dotted line
Step 2: Fold on the dotted line
Step 3: Staple on this side
Step 4: Cut on the solid line after you have stapled your book
<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>b</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
</tr>
</tbody>
</table>

Finish your story.
<table>
<thead>
<tr>
<th>E</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>f</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
</tr>
</tbody>
</table>
My dictionary

<table>
<thead>
<tr>
<th>I</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>j</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>

...
### My dictionary

<table>
<thead>
<tr>
<th>M</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>n</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
</tr>
<tr>
<td>P</td>
<td>p</td>
</tr>
<tr>
<td>uu</td>
<td>yy</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>vv</td>
<td>zz</td>
</tr>
<tr>
<td>ww</td>
<td>xx</td>
</tr>
</tbody>
</table>

My dictionary
Please see page 133 for instructions on how to make these pencil toppers.