

ENGLISH WORKBOOK GRADE 4



This book belongs to:

A hearty welcome to you as a new Grade 4 learner. This is your first year in the **Intermediate Phase**. This year you will be expected to do a bit more work at a higher level. It will be expected of you to become more efficient in all aspects of your work.

It is very important to master English, as it is used worldwide as a transactional language.

We trust that you are going to enjoy this year's challenge in English.



REMEMBER: You should never be afraid of making mistakes, because it's the only way of gaining confidence and being knowledgeable.

English Workbook for Grade 4
WYZE Educational Publications
PO Box 41683
Moreletapark 0044
Fax: (012) 997 5335
First Edition, First Impression
ISBN: 978-0-920259-01-6

All rights reserved,
No part of this
publication may
be reproduced.



PREFACE



A preface is something said, or written by way of introduction or preliminary explanation of what you can expect from the written material to follow. This preface will introduce you to what is expected of the WYZE English Workbook. A preface starts off each term's section in the workbook to give you guidelines for what will be expected of you in the coming weeks. It is therefore very important to study each preface very carefully.

⇒ LANGUAGE SKILLS

This workbook has been designed in accordance with the guidelines of the National Curriculum and structured to the requirements of the CAPS Policy statements. The material and activities are systematically structured and promote the attainment of English First Additional Language Skills. Language teaching is facilitated when learners are stimulated by interesting and challenging material. Therefore, the activities in this book have been designed to make learning English fun. Intriguing information, games, puzzles, pictures and humour have all been included for this reason.

⇒ THE CHALLENGE

The challenge in the **Intermediate Phase** is to provide support to the learners to be able to communicate well in English, as well as to be reasonably proficient with regard to both interpersonal and cognitive skills in the English language by the time they enter the **Senior Phase**. It is for this reason that the cognitive language level of this workbook is such that it may be used as a medium of learning and teaching.

⇒ PARENTAL SUPPORT

In accordance with the curriculum policy of language, a learner's home language must be supported in the implementation of the curriculum. Thus, several opportunities have been provided for learners to complete exercises at home in their home language, with their parents' assistance. As the educational facilitator may well not be proficient in all the learners' home languages, this work will have to be assessed at home. A letter to parents has also been included to explain their role.

PARENTAL GUIDANCE REQUIRED



Do you know what the word **Curriculum** means?

Never heard of such a big word.



Curriculum is the word used by the Education Department to prescribe guidelines of study for all the subjects in **Grade 4**, for instance English as a language. The **Curriculum**, therefore, will empower you, grade by grade, for your future.

If this **Curriculum** is supposed to empower me, what are adults complaining about?



This was also a concern to me before my discussion with the Publishers of this Workbook. They put my mind at ease with the international research they have done. The positive outcome is that our prescribed **Curriculum** was internationally amongst the top curriculae. I can confidently assure you that the current poor outcome of our education is not related to the prescribed **Curriculum**.

You used the word "**outcome**" – what does it mean?



Although the word "**outcome**" is a powerful word in today's life, it is also the most misunderstood word. Outcome simply reveals what has been put in. In other words: if you had to study ten words and you can write down three words, the outcome reveals that the input of your study was equal to three words or 30%. Therefore, outcome is equal to what has been put in.

PARENTAL GUIDANCE REQUIRED



Does that mean if a school's pass rate is bad, the input was poor?

That is correct. However, I want you to understand that the outcome of your school year will be revealed by your input when you are assessed by your teachers.



What can I do to increase my outcome for this school year?

Our Education Department introduced a very clever method to assist achievers by way of Language Skills. In principle the Language Skills, as introduced by them, indicate what you are supposed to achieve by the end of **Grade 4.**



How shall I know what these Language Skills are?

You will know if you show the letter on the next page to your parents to be read by them. They must then explain to you the pages that follow regarding the Language Skills for **Grade 4.**



Dear Parents or Caregiver

Our Curriculum on education stresses the importance of parental support and to give our children the assurance that we care and shall be there for them whenever they need us. We therefore wish you to read this letter carefully and take cognisance of your vital role as a parent.

In the policy governing your child's education, the need for supporting the language spoken in your home is recognised and endorsed. We wish to give our learners a proportionate opportunity to develop their home language. This home language may be English, or any one of the official home languages. Obviously, an educator cannot be proficient in all these languages. Thus, to put the policy into practice, we need the assistance of you, the parents.

It is important that the learner does the homework exercise given, by themselves, in their home language. Your role is to provide guidance and subsequent assessment. Please encourage the learner to complete the set exercise, assisting him, or her with correct spelling and grammar. The work then needs to be assessed and corrected by you with a view to building learner confidence.

Our current education policy realises the underlying need for every individual in our country to be proud of his or her culture. Culture is closely linked to language. The attention that you give your child will help to develop a well-rounded, confident individual, ready to take up a responsible, contributory role in society.

Yours sincerely
English facilitator



P.S. Dear parent, will you please adhere to the following instructions carefully.



I, _____, enthusiastic learner in the family, wish you to assist me with the following pages regarding language skills for Grade 4.



Gratefully yours.





English – Grade 4

Listening and Speaking (L&S)	
Listening	
Speaking	

Writing and Presentation (W&P)	
Writing	
Presentation	




Reading and Viewing (R&V)	
Reading	
Viewing	





Language structure and Conventions (Ls&C)	
Language structure	
Conventions	







Language Skill Assessment Index





Page

TERM 1	1
---------------	----------

1	Ls&C	THE ALPHABET		2
2	Ls&C	VOWELS		3
3	Ls&C	NOUNS		5











		Topic: SNAKES		8
1	L&S	UNDERSTAND STORIES TOLD OR READ		8
2	Ls&C	SINGULAR AND PLURAL		11
3	Ls&C	PRESENT PROGRESSIVE CONTINUOUS TENSE		13
4	W&P	WRITE TO COMMUNICATE INFORMATION		16














		Topic: LOOKING AFTER THE ENVIRONMENT		19
1	R&V	READ FOR INFORMATION		19
2	W&P	DESIGN MEDIA TEXT		21
3	R&V	READ A TEXT ABOUT THE ENVIRONMENT		22
4	R&V	UNDERSTAND ELEMENTS OF A STORY		25
5	Ls&C	UNDERSTAND AND USE THE SIMPLE PRESENT TENSE		26
6	Ls&C	UNDERSTAND AND USE THE PRESENT CONTINUOUS TENSE		26












7	L&S W&P	USE TENSES TO COMMUNICATE ORALLY AND IN WRITING		27
8	W&P	WRITE CREATIVELY		28
9	Ls&C	USE DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		29
10	Ls&C	ANIMAL SOUNDS		31

TERM 2	33
--------	----


1	Ls&C	SPELLING AND PRONUNCIATION		34
2	Ls&C	ANTONYMS		36













		Topic: A COUNTRY		37
1	R&V	READ FOR MORE INFORMATION		37
2	R&V	UNDERSTAND AND USE MODALS TO EXPRESS POSSIBILITY, PROBABILITY AND NECESSITY		39
3	Ls&C	SIMPLE PRESENT TENSE		40
4	Ls&C	SIMPLE PRESENT TENSE – QUESTIONS		41
5	W&P	USE INFORMATION FROM A DIAGRAM TO WRITE A SHORT TEXT		44
6	R&V	USE LANGUAGE FOR THINKING		45
7	Ls&C	SPELLING WORDS		48
8	Ls&C	PLURAL FORMS OF ALL NOUNS		49
9	R&V	USE LANGUAGE ACROSS THE CURRICULUM		50
10	W&P	USE YOUR DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		53




		Topic: KEEPING HEALTHY		55
1	L&S	UNDERSTAND A STORY		55
2	Ls&C	UNDERSTAND AND USE MODALS TO EXPRESS POSSIBILITY OR PROBABILITY		56
3	L&S	UNDERSTAND ORAL DESCRIPTIONS		56
4	L&S	INTERACT IN ENGLISH		57
5	L&S	UNDERSTAND RECOUNTED EVENTS		58
6	L&S	REMEMBER YOU SHOULD ALWAYS RESPECT OTHERS		59
7	Ls&C	PRESENT PERFECT TENSE		60
8	Ls&C	UNDERSTAND AND USE SINGULAR AND PLURAL FORMS		62
9	L&S	SHOW AWARENESS OF THE WAY LANGUAGE CONSTRUCTS IDENTITY AND POSITIONS PEOPLE		63
10	Ls&C	DEVELOP YOUR OWN VOCABULARY		64
11	W&P	WRITE TO COMMUNICATE INFORMATION		64
12	W&P	SPELLING WORDS		66
13	Ls&C	PUNCTUATION		68





Topic: SPORT				69
1	R&V	USE REFERENCE BOOKS AND DEVELOP YOUR VOCABULARY		69
2	R&V	UNDERSTAND ELEMENTS OF STORIES		69
3	W&P	WRITE CREATIVELY		70
4	R&V	READ FOR INFORMATION		71
5	W&P	USE YOUR DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		71
6	Ls&C	UNDERSTAND AND USE SINGULAR AND PLURAL FORMS OF NOUNS		72
7	R&V	USE REFERENCE BOOKS		72
8	R&V	READ FOR INFORMATION		72
9	W&P	DESIGN MEDIA TEXTS		73
10	W&P	WRITE CREATIVELY		74
11	R&V	UNDERSTAND ELEMENTS OF STORIES		75
12	W&P	USE DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		76
13	W&P	WRITE TO COMMUNICATE INFORMATION		78
14	W&P	USE YOUR DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		78












TERM 3	81
--------	----

1	Ls&C	ADJECTIVES		82
---	------	------------	---	----


Topic: FRIENDS				83
1	R&V	USE LANGUAGE FOR THINKING		83
2	L&S	USE ENGLISH CREATIVELY		83
3	Ls&C	UNDERSTAND AND USE SOME QUESTION FORMS		84
4	R&V	USE LANGUAGE FOR THINKING, BY ANSWERING AND BEGINNING TO ASK MORE COMPLEX QUESTIONS		86
5	Ls&C	PAST INDEFINITE TENSE		88
6	R&V	TRANSFER INFORMATION FROM ONE MODE TO ANOTHER		91
7	R&V	USE LANGUAGE FOR THINKING		92
8	R&V	COLLECT AND RECORD INFORMATION		92
9	R&V	USE LANGUAGE FOR THINKING		93
10	W&P	WRITE FOR SOCIAL PURPOSES		94
11	Ls&C	UNDERSTAND SIMPLE SENTENCE STRUCTURES		95
12	Ls&C	SPELLING WORDS		95










Topic: SEASONS				96
1	R&V	USE LANGUAGE FOR THINKING		96
2	W&P	WRITE TO COMMUNICATE INFORMATION		97
3	L&S	UNDERSTAND STORIES		98





4	L&S	INTERACT IN ENGLISH		100
5	Ls&C	DEGREES OF COMPARISON		101
6	Ls&C	SPELLING WORDS		103
7	R&V	UNDERSTAND IN A SIMPLE WAY, SOME ELEMENTS OF POETRY		105








		Topic: TIME		106
1	L&S	UNDERSTAND TEXT		106
2	Ls&C	DEVELOP YOUR OWN VOCABULARY		108
3	R&V	FIND WORDS IN A WORD SEARCH		109
4	L&S	UNDERSTAND ORAL INSTRUCTIONS		110
5	Ls&C	USE TENSES TO COMMUNICATE ORALLY AND IN WRITING		111
6	Ls&C	FUTURE INDEFINITE TENSE		111
7	L&S	ACT IN CULTURALLY APPROPRIATE WAYS		112
8	Ls&C	SPELLING WORDS		113
9	L&S	UNDERSTAND ORAL DESCRIPTIONS		114
10	L&S	USE ENGLISH TO COMMUNICATE INFORMATION		115
11	Ls&C	UNDERSTAND AND USE MODALS TO EXPRESS POSSIBILITY, PROBABILITY AND NECESSITY		115

TERM 4	117
--------	-----

1	Ls&C	REVISION		118
---	------	----------	---	-----

		Topic: MY SCHOOL		121
1	R&V	READ FOR INFORMATION		121
2	W&P	WRITE TO COMMUNICATE INFORMATION		123
3	W&P	WRITE FOR SOCIAL PURPOSES		125
4	Ls&C	USE DEVELOPING KNOWLEDGE OF LANGUAGE STRUCTURE AND USE		126
5	Ls&C	USE TENSES		126
6	W&P	WRITE TO COMMUNICATE INFORMATION		127
7	R&V	READ FOR INFORMATION		130
8	Ls&C	ADVERBS		133
9	Ls&C	SPELLING WORDS		134

		Topic: MONEY		135
1	R&V	READ FOR INFORMATION		135
2	R&V	USE LANGUAGE FOR THINKING		137
3	Ls&C	DEVELOP YOUR VOCABULARY		141
4	R&V	USE LANGUAGE ACROSS THE CURRICULUM		143

		Topic: RELIGIONS		144
1	R&V	READ FOR INFORMATION		144
2	R&V	UNDERSTAND SOME ELEMENTS OF POETRY		145
3	R&V	READ FOR INFORMATION		145
4	L&S	UNDERSTAND ORAL DESCRIPTIONS		148
5	LS&C	USE TENSES		149
6	LS&C	SPELLING WORDS		149
7	W&P	DESIGN MEDIA TEXTS		150