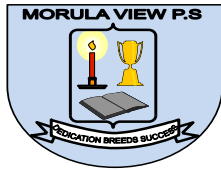


MORULA VIEW PRIMARY SCHOOL



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education
Department: Education
GAUTENG PROVINCE

TERM 2

WEEKS 1-2

DBE Workbook Pg.60 - 61

Date:12-21 April

LISTENING & SPEAKING

Listen to a poem while the teacher read it aloud making train movements.

Term 1 – Weeks 9 – 10

29 Little train on the track

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

Let's read

Then fill in a good title for the poem.

Little train, upon the track,
Travelling to town and back.
Stop for people on the way,
Going shopping for the day.
Wait for me, please do stop,
I need to go to town to shop.
Bring me back on the last train,
Or even earlier if it starts to rain.
Adapted from ANA Grade 4
Examination 2012.

Read the poem and then answer these questions.

Where does the writer want to go?

What will he or she do there?

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

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

Find words in the poem that rhyme with these words.

train	stop	way	track

60

READING & VIEWING

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

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

Little boy at the sea
On the beach and in the sun
We can swim and we can dive
On our bikes then home we go

WRITING & PRESENTING: Poem

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

Concrete nouns names a thing that is tangible, can be seen, heard, touched, tasted or smelled. Concrete nouns are either common or proper.

Abstract nouns names an idea, condition or feeling. In other words, something that cannot be seen, heard, eaten or smelled.

Concrete Nouns



A **concrete noun** is a noun you can experience or detect with your five senses.



Taste

flavor food
sweetness
strawberry salt



See

cloud smile
rainbow
sunset sun



Hear

noise beep
honk
quack thunder



Smell

cookies incense
smoke
perfume flower



Touch

pencil book
sand
softness lotion

Abstract Nouns



An **abstract noun** is something you cannot detect with your five senses. Abstract nouns are intangible things like feelings, ideas and qualities.



Feelings

love hate
anger
pride sympathy
amazement
fascination happiness



Ideas

belief dream
knowledge
culture faith
imagination
opinion memory



Qualities

bravery fear
determination
hope loyalty
enthusiasm
integrity curiosity

Read each word in the box below. Determine whether the word is a concrete or abstract noun. Then write the word in the correct noun column below.

school	doctor	pain
intelligence	mirror	candy
trust	education	love
man	pizza	textbook
dream	cloud	luck

Concrete Nouns	Abstract Nouns

Compound words

You can put two short words together to make a longer word.

Example: life + jacket = lifejacket



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



Simple sentence has one subject and one verb/ predicate.

Subject – tells who did something **Verb** – tell what the subject did **Object** – tells more about the verb

Sally painted a beautiful picture.

MAGIC SENTENCE-MAKER		
SUBJECT	VERB	OBJECT
I	bake	the car.
You	run	a race.
He	wash	a dress.
She	attend	a book.
It	buy	supper.

We	eat	the bus.
You	do	a plane ticket.
They	watch	the window.
Bongi	play	a jersey.
Ann	knit	bread.
Peter	sew	a picture.
Mr Smith	paint	an exam.
Mrs Setati	fix	a netball match.
My teacher	read	a soccer match.
My mother	write	a school play.
My sister	stop	homework.
My brother	enjoy	the holiday.
The nurse	answer	the phone.

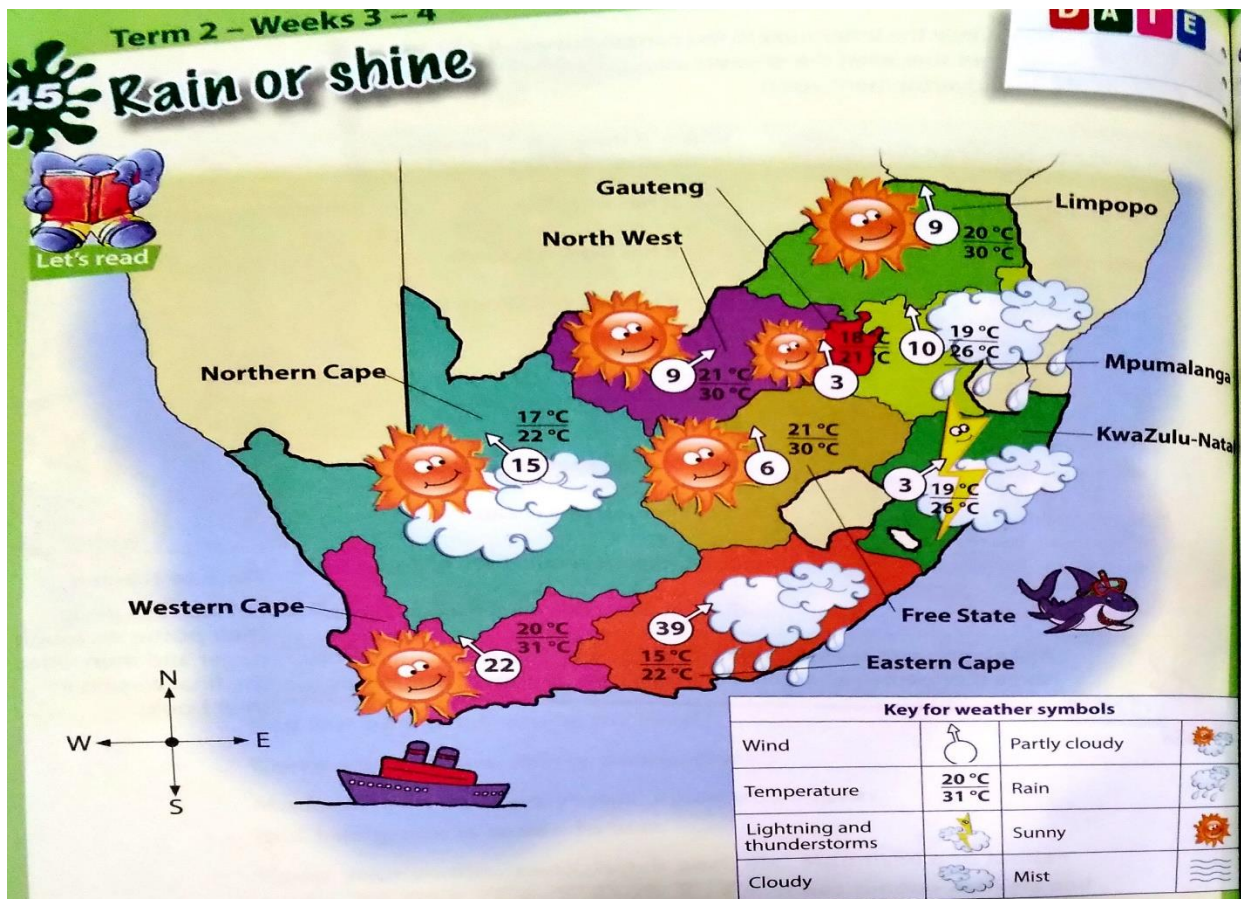
Write some sentences of your own. Remember to add - s to the verb if it follows **he, she, it,** or **a singular subject**. Make sure you use the correct form of the verb if the sentences is in the past tense.

Subject	Verb	Object

Date: 24 April -05 May 2023

LISTENING & SPEAKING

Study the weather and answer these questions. Work in pairs.



1. What does the chart say about the weather in your province?

The weather in my province is _____

2. Is the weather really like that today?

Today the weather is _____

3. What clothes would the people in the Eastern Cape wear in this kind of weather?

The people of Eastern Cape would wear _____ in this kind of weather.

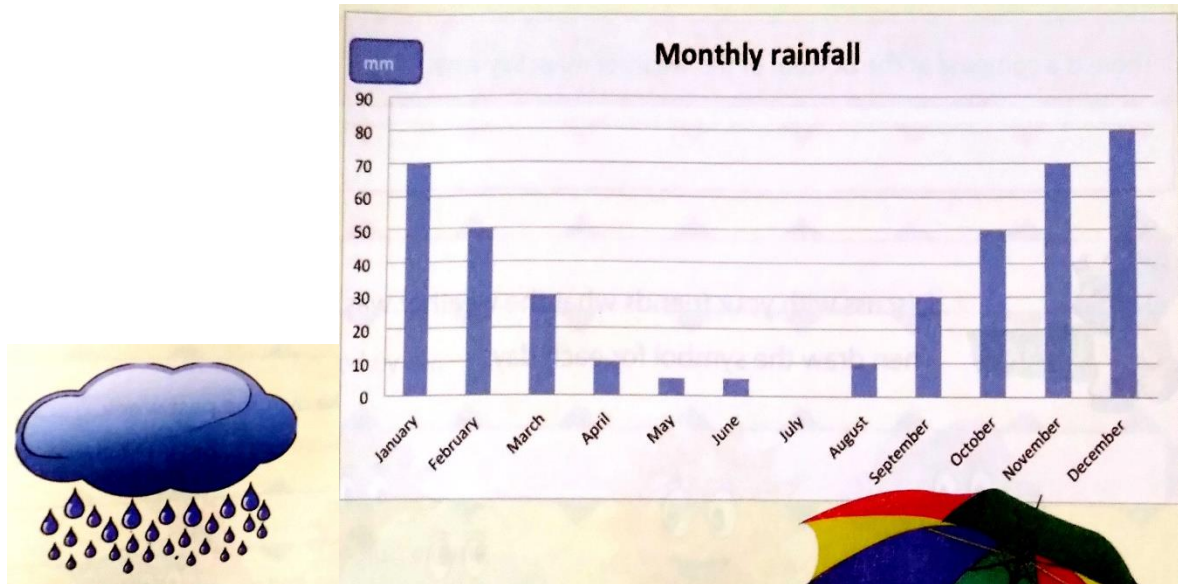
4. Where is the weather the best? Where is it the worst?

_____ has the best weather.

_____ has the worst weather.

READING & VIEWING: Reads weather chart

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



Now answer these questions.

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

WRITING: Writes information text

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

Term 2 – Weeks 3 – 4

It all depends on the weather

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

DATE

Let's write

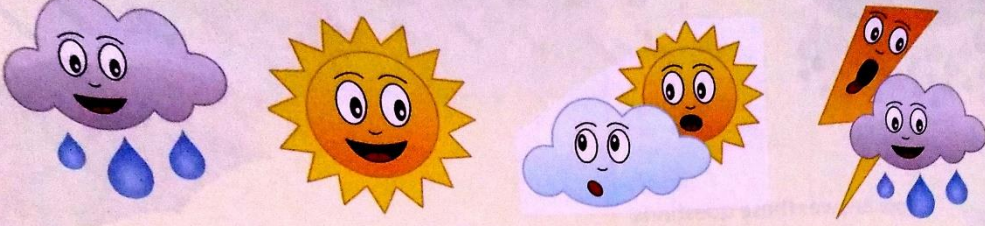
What is the weather in your province?

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

List the provinces that are next to the sea.

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

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



Recording of weather for the week.

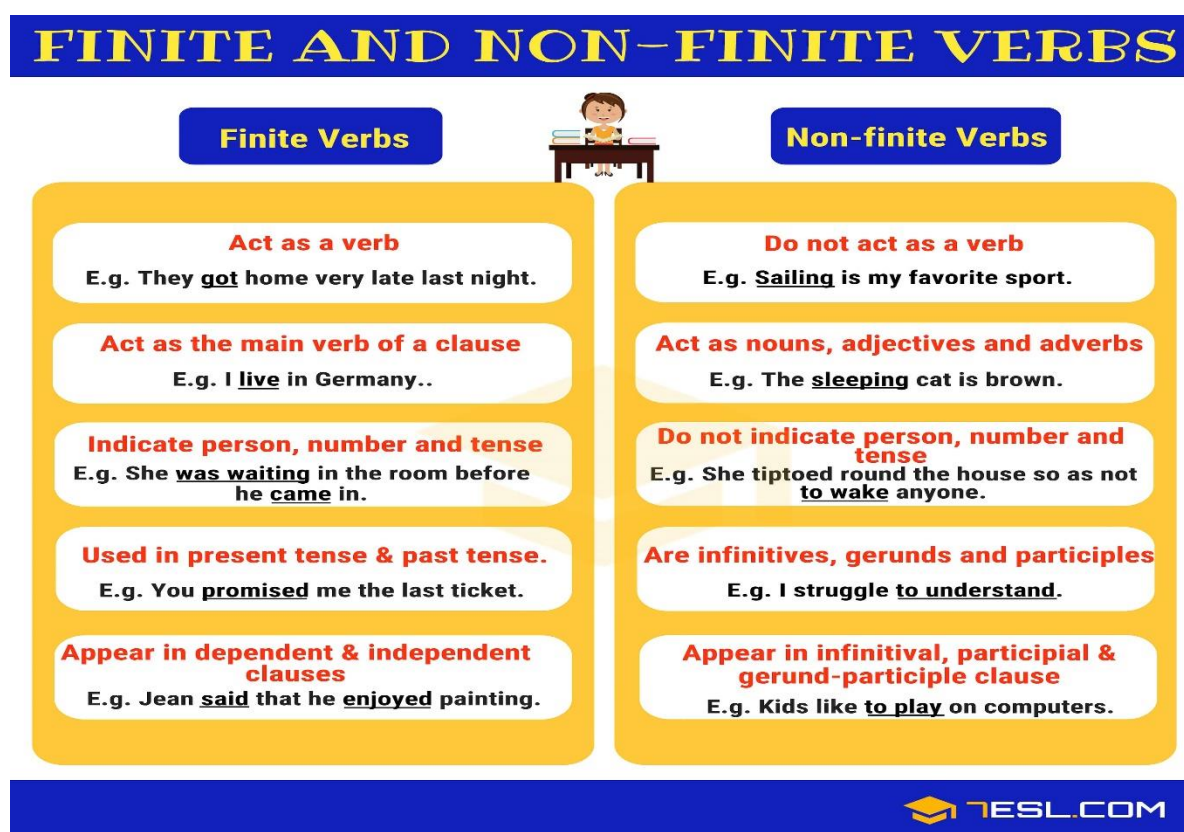
Monday	Tuesday	Wednesday	Thursday	Friday

LANGUAGE STRUCTURES & CONVENTIONS

Finite verbs: every sentence needs a finite verb. The main verb in every sentence is a finite verb.

Example: Tommy **is** angry. (The “is” in this example is known as the finite verb.)

Infinite verbs: infinite verb also known as verbal is the term used to describe a verb that does not show tension. In other words, it is a form that does not act like a verb, or it is known as the verb type needed to form at least one sentence.



Fill in the blanks with the **infinitive** form of the verb given in the brackets.

- Do you want _____ (come) to the shop with me?
- You don't need _____ (leave) yet—it's not late.
- Don't forget _____ (take) your umbrella with you.
- My parents are planning _____ (go) abroad.
- They are planning _____ (bring) me an ipod.
- How long do you expect _____ (stay) in Chandigarh?
- _____ (learn) English quickly is not an easy thing.

- h) She promised _____ (give) it as soon as possible.
- i) He's looking forward _____ (meet) all his friends again.
- j) Nita's apprehensive of _____ (hurt) her.

Fill in the gaps with an '**ing**' form or a '**to-infinitive**' form of the verb in the box.

listen	miss	travel	drive	take	carry
--------	------	--------	-------	------	-------

- a) I prefer _____ by train.
- b) Would you like _____ a shower now?
- c) I'd hate _____ any of the fun.
- d) The taxi-driver refused _____ my luggage up the stairs.
- e) Sam offered _____ us to the station.
- f) Mum likes _____ to the radio while she irons the clothes.

Pick out the **non-finite** verbs in the following text.

Kaffol Your best protection against heart trouble! Make kaffol part of your family's total health care plan, together with a balanced diet and regular exercise. Light and easy to digest, kaffol can be used for cooking, frying, baking and in salad dressings to prepare all kinds of tasty dishes. Start your family on Kaffol, Today! Good for your heart Good for your family's health
--

Adjectives tells us more about nouns. For example: The **tall** giraffe is behind a big tree.

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



Regular and irregular verbs

Regular verbs add – **ed** at the end to show the simple past tense. They also add – **ed** if the verb is used together with have, has or had.

Irregular verbs change in a different way, or don't change at all. Here are examples of irregular verbs that we use often:

begin	began	begun	give	gave	given
blow	blew	blown	go	went	gone
break	broke	broken	grow	grew	grown
choose	chose	chosen	hide	hid	hidden
do	did	done	know	knew	known
drink	drank	drunk	see	saw	seen
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	take	took	taken
fly	flew	flown	throw	threw	thrown
forget	forgot	forgotten	write	wrote	written

Subject-verb agreement refers to the relationship between the subject and a verb of the sentence. Subjects and verbs must *always* agree in two ways: tense and number. For this post, we are focusing on number, or whether the subject and verb are singular or plural.

SUBJECT-VERB AGREEMENT



When the subject of your sentence is a **SINGULAR** noun or pronoun,
you must add an **-s** to a present tense verb.

eat	Josie <u>eats</u> too many sweets.
listen; run	Matt <u>listens</u> to music when he <u>runs</u> .
practice	She <u>practices</u> basketball every day.
nap	My dog <u>naps</u> for most of the day.

EXCEPTION When the subject is *I* or *you*, do **NOT** add an **-s** to a present tense verb.

like	I <u>like</u> apples, but you <u>like</u> grapes.
------	---

When the subject of your sentence is a **PLURAL** noun or pronoun,
the present tense verb remains the same.

play	Perry and Bella <u>play</u> the violin.
invent	They <u>invent</u> many interesting things.
sleep	Babies <u>sleep</u> a lot.

Choose the correct form of the **verb that agrees** with the subject.

- Annie and her brothers (is, are) at school.
- Either my mother or my father (is, are) coming to the meeting.
- The dog or the cats (is, are) outside.
- Either my shoes or your coat (is, are) always on the floor.
- George and Tamara (doesn't, don't) want to see that movie.
- Benito (doesn't, don't) know the answer.
- The man with all the birds (live, lives) on my street.

DATE: 8 – 19 MAY 2023

LISTENING & SPEAKING: Listens to a dialogue

13 A birthday

Look at the picture and talk about it.

What do you do on your birthday? Tell the class.
What games do you play at the birthday parties you go to? Explain a game to the class and then play the game.



Let's read

It is such an **exciting** time of the year. It is my best friend's birthday, and my cousin is getting married in KwaZulu-Natal. It's also time for **celebrating** Diwali, Christmas, Chanukah and lots of other special **occasions**.

This year, my best friend, Nokuzola, didn't know what we planned at school. My teacher's birthday and her birthday are on the same day. We planned a big surprise party for our teacher and for her – but she didn't know. She was in for a big surprise.

Yesterday we all hung coloured streamers from the ceiling. Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.

We love our teacher, Ms Maaku. She helps us and encourages us when we don't understand our work, and she gives us good marks when she can see we have tried hard. When it is someone's birthday, she makes the person a card and cookies. She is really super!

We knew she wouldn't want us to buy her a present. We decided to make her a huge card that stretched all the way across the board, and a big cake.

This morning, we heard her coming down the corridor. We closed the curtains so that it was dark in the classroom. When she came inside, she switched on the light to see what was going on. We all jumped up and shouted "Happy birthday!" She was so surprised! But we were also surprised. Ms Maaku was holding a big tray of cookies and a big bunch of brightly coloured balloons.

"A surprise party for me?" asked Ms Maaku. She walked over to the **giant** card. "This is the most beautiful card I have ever seen." She turned to Nokuzola and said, "It makes my birthday card for you look very small!" She gave Nokuzola the cookies and the balloons. "Happy birthday, Nokuzola. I was so pleased when I found out that you and I have the same birthday."

"Happy birthday, Noks," everyone said. And we all sang our **favourite** birthday song.

Children: Surprise! Surprise! Happy birthday Mrs Maaku!

Mrs Maaku: What a big surprise. Is this my birthday party?

Children: Yes Mrs Maaku. It is your birthday and Nokuzola's birthday today.

Nokuzola: Is the party for me too?

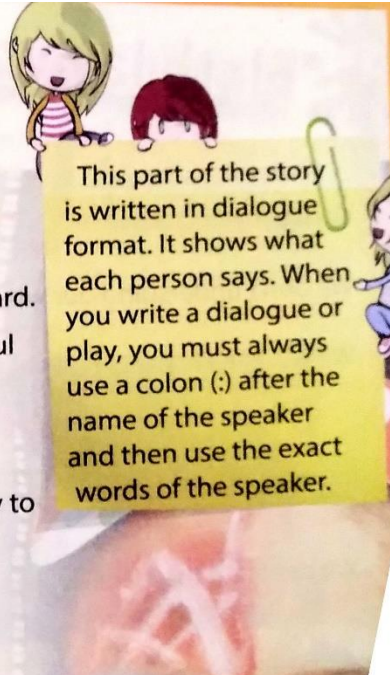
Children: Yes, Noks and you didn't even realise you were helping to organise your own party.

Mrs Maaku: What a surprise and who made this beautiful giant card. Thank you very much. You have all written wonderful messages to me.

Nokuzola, here is a card I made for you. It looks so small.

Children: [Sing loudly] Happy birthday to you. Happy birthday to you.

Nokuzulu: [Speaks softly to herself.] This is my first birthday party. I am so grateful.



This part of the story is written in dialogue format. It shows what each person says. When you write a dialogue or play, you must always use a colon (:) after the name of the speaker and then use the exact words of the speaker.

READING & VIEWING:

Read the dialogue and answer each question. Remember to start your answer with a capital letter and end it with a full stop.

1. Why was Nokuzola disappointed at the beginning at the beginning of the story?

2. About how big do you think Ms Maaku's card was? Say why you think so.

3. How do you think Nokuzola felt at the end of the story? Say why.

4. Why do you think the author wrote this story? **Underline** the right answer.

to entertain us about two people's birthday

to teach us how to have surprise birthday parties

to persuade children to have parties for their teachers

WRITING & PRESENTING: Writes an interview DBE Workbook 1 Pg. 74 – 75

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

capital letter.

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

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

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

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

Sign: _____
Date: _____

LANGUAGE STRUCTURES & CONVENTIONS

Direct Speech

Fill in the inverted commas to show the words that the person is saying.

For example:

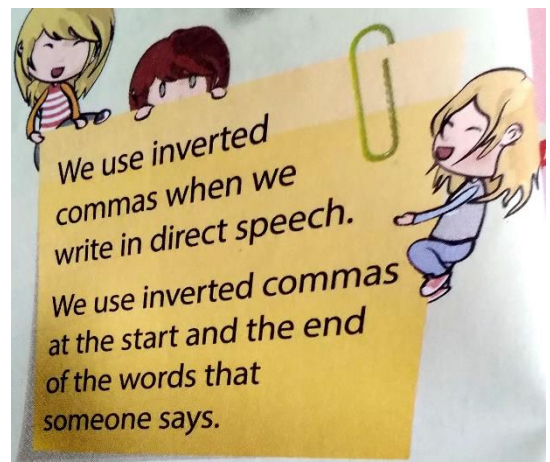
“A surprise birthday party for me?” asked Ms Maaku.

1. Our card makes her birthday card for us look very small, she said.
2. She was so pleased when she found out that me and her have the same birthday, she said.
3. Happy birthday to her, Nokuzola, we said.

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

Say whether each is **question**, **comma**, **exclamation** or **full stop**.

?	,	.	!



It is time to celebrate Diwali Christmas Chanukah and lots of other special occasions.	
Surprise! Surprise! Happy birthday Ms Maaku	
Is this my birthday party	
I am so grateful	

LISTENING & SPEAKING: INSTRUCTION



Underline the verbs at the start of each instruction.

INGREDIENTS

12 marie biscuits

1 cup icing sugar

$\frac{1}{4}$ teaspoon of pink food colouring

$\frac{1}{4}$ teaspoon blue food colouring

Smarties

Jelly tots

Liquorice shoelaces

METHOD

Put icing sugar in a bowl and add 2 tablespoons of water.

Mix until smooth.

Divide the icing into 2 bowls.

Add different colouring to each bowl.

Spread biscuits on a tray.

Cover them with the icing using a blunt knife.

Decorate the biscuits to look like faces using the smarties, jelly tots and the shoelaces.

Leave to set.

READING & VIEWING

Read the recipe carefully and then answer these questions.

1.

How much icing sugar will you need?	
How much water will you need?	
How much colouring will you need?	
How many marie biscuits will you need?	

2. Why should you place the biscuits on a tray?

3. Why do you need to divide the colouring into two bowls?

4. What do you do after you have spread the icing on the biscuits?

5.

What utensils will you need to make the Face Biscuits	

WRITING & PRESENTING: ESSAY

Writes an **essay** explaining **why it is important to follow instructions**.

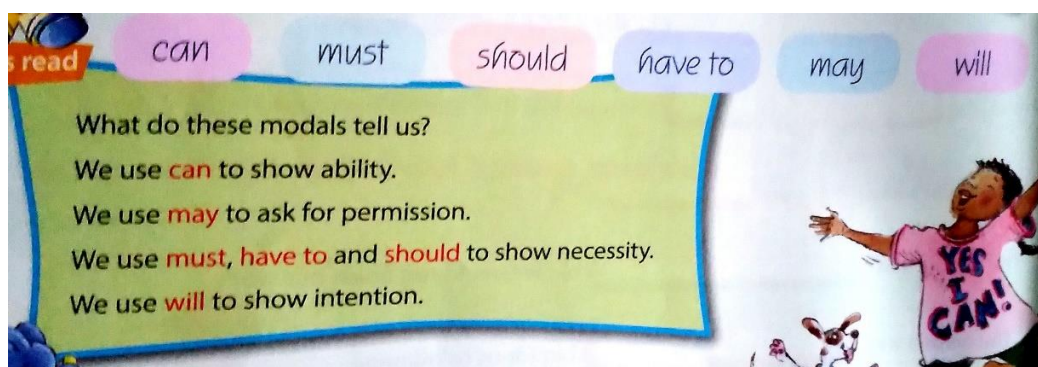
The rubric below will be used to assess the learner's essay:

DESCRIPTIVE ESSAY					
CONTENT	1	2	3	4	5
	The learner's response is irrelevant to the topic	The learner's response is not totally relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is interesting and relevant to the topic.	The learner's response is interesting and exceeds expectations
STRUCTURE	1	2	3	4	5
	The essay is not organised into 3 paragraphs There is no connection in the ideas presented.	The essay has attempted to use 3 paragraphs. But many ideas seem to be missing. The ideas are not connected.	The essay has 3 paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay is organised and has 3 paragraphs. The ideas are connected, and the essay flows well.	The essay is well organised and has used 3 paragraphs. The ideas are well connected, and the essay flows very well.
PLANNING	1	2	3	4	5
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING/LSC	1	2	3	4	5
	The learner has not used adverbs. The learner does	The learner has only used 1 adverb. The learner	The learner uses 2 adverbs. The learner edits	The learner uses 2 adverbs. The learner edits their own	The learner uses 2 or more adverbs. The learner

	not edit their own work.	attempts to edit their own work, but there are many errors remaining.	their own work to correct grammar, spelling and punctuation, but there are still some errors.	work and mostly corrects their grammar, spelling and punctuation.	successfully edits their own work to correct grammar, spelling and punctuation.
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LANGUAGE STRUCTURES & CONVENTIONS

Look at these **modal verbs**.



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

1. It's very late. You _____ go to sleep now.
2. The train _____ stop in Worcester to let passengers off.
3. The train is running ten minutes late. There _____ be something wrong.
4. _____ we go to Cape Town by train? It sounds very exciting.
5. You _____ get up early. We are catching the train to Cape Town.

Looking at **shall** and **will**

Shall is often used after the word I and we to speak about something in the future. We shall go for swimming lessons.	In the command form we use I will or we will . I will leave now!
Will is used after he, she, it, we, you and they . They will sing in the choir.	In the command form we use shall . You shall do your homework.

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

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

WEEKS 9-10

Task 5: June controlled test: Response to text (40 marks)	
Question 1: Literary/ non-literary text	(15 marks)
Question 2: Visual text	(10 marks)
Question 3: Summary writing	(5 marks)
Question 4: Language structures and conventions	(10 marks)