Theme 1

It is very important to listen carefully when someone gives instructions so that you can carry out the instructions carefully, and reach the correct outcome.

Listen to find out

Prepositions

A preposition shows where one thing is, in relation to another. Prepositions are used in instructions.

E.g. Sit on the floor.

Put this inside your bag.

Sentences

Simple sentences

A simple sentence has only one verb and subject.

E.g. Sit on the chair. Open the book. Peer out of the window.

There are four types of sentences:

- Statements give information (full stop)
- Questions ask for information (question mark)
- Commands tell someone to do something (exclamation mark)
- Exclamations express a strong feeling or emotion (exclamation mark)

Adverbs

An adverb can describe an action (verb).

An adverb can describe HOW an action happens.

Example: Jason quickly read the book.

How did Jason read? Quickly.

An adverb can describe WHEN an action happens.

Example: Emma left early.

When did Emma leave? Early.

An adverb can describe WHERE an action happens.

Example: Lily and Ben played here.

Where did Lily and Ben play? Here.

Activity 5: Rewrite the following sentences into your workbook and underline (in colour) the adverbs in each of the sentences. State each type of adverb.

- 1. Keep your ship firmly anchored in the secret cove.
- 2. The men must carry the treasure carefully.
- 3. Bury the treasure tomorrow.
- 4. The treasure was found near the tree.
- 5. The men always searched for the treasure.

lastly however finally

although firstly

Activity 6: In your workbook, write 5 sentences with the connecting words above.

Begin each sentence with one of the connecting words.

Adverbs tell us more about verbs and adjectives. There are different types of adverbs:

Adverbs of MANNER (ask how?)

Adverbs of TIME (ask when?)

Adverbs of PLACE (ask where?)

Adverbs of DEGREE (ask how much/often?)

Linking sentences

Conjunctions are words used to link sentences together, but it is not always a good idea to have long sentences when you are giving instructions. There are other ways to create a link between sentences, without joining them.

Connecting words help link or join ideas in a paragraph so that a piece of writing flows. Connecting words are often used at the beginning of a sentence, e.g. however. A comma must be inserted when the connecting word is used at the beginning of a sentence.

Another way of linking sentences is to use pronouns so that you don't have to say the same Proper or Common noun over and over again.

Finite verbs and Clauses

Finite verbs have a subject and can stand alone.

E.g. Jack is tall. Jilly runs fast.

A clause is a group of words that contain a finite verb and a subject. If it makes sense on its own, it is called an independent or main clause.

E.g. Jilly and Diana are sailing after Jack.

Activity 8: Rewrite the following sentences into your workbook. Underline the subject and circle the finite verbs.

- 1. Jolly Jack looks for treasure.
- 2. Trevor the Terrible buried his treasure on the island.

- 3. The pirates clean their ship.
- 4. Tough Tshepo hopes to be a pirate.

Complex sentences

A complex sentence has one main clause and one or more subordinate clauses. A subordinate clause adds extra information to the main clause and cannot stand by itself. Subordinate clauses are joined to the main clause by linking words, e.g. that, which, although, unless, while. For example, Jack fed the parrot that is always hungry.

Here's a hint: to find a finite verb, find the verb and then ask "who" or "what". This will give you the subject.

Activity 10:

Underline the main clause, circle the conjunctions and highlight the subordinate (supporting) clauses in the sentences below.

- 1. They found the treasure after searching all over the island.
- 2. Jolly Jack found the treasure before anyone else could dig it up.
- 3. Sand blew into the hole while the pirates were resting.

Abbreviations

An abbreviation is a shortened form of a word or a phrase.

Types of abbreviations:

• The initials of the words are used (Republic of South

Africa - RSA) - This is called Initialism.

• Truncation is when the word is shortened (January – Jan.) a full stop is used if the last letter of the abbreviation is not the same as the last letter of the original word.

Acronym
An acronym is a special abbreviation
when the initials make a "word":
HIV/AIDS – HIV is an abbreviation (letters
are said individually)
AIDS is an acronym (it makes another
"word")
One of Trevor the Terrible's men has stolen
a sack of letters and left the abbreviations
behind.
Activity 12: Write down the abbreviations in your book and then write out the full
words.
1. Ave -
2. Dr -
3. km -
4. no
5. mm -
6. www -
7. Nov
8. e.g
Activity 13: Write down 5 examples of acronyms.
1 3
2 4

Theme 2

Future Continuous Tense

Tenses show when an action takes place: past, present or future. The future tense

shows that the action is about to happen. The continuous form of the future tense shows that the action will be ongoing.

E.g. I shall/will be taking you to school next week.

Add the word: be

The verb changes and the participle gets "-ing" on the end.

Activity 14: Write the sentences down and then change them into the future continuous tense.

- 1. Jolly Jack finds lots of treasure.
- 2. He sails across the Atlantic Ocean.
- 3. Jolly Jack sings in bad weather.
- 4. My friend hides from Trevor the Terrible.
- 5. Trevor the Terrible kills and takes all the other treasure from the other pirates

Present Continuous Tense

The present tense shows that the action takes place now or today. The continuous form of the tense shows that the action is ongoing.

E.g. I am singing a song.

You can also use: is or are

The verb changes and usually gets "-ing"

Activity 15: Write the sentences down and then change them into the present continuous tense.

- 1. Jolly Jack searched for the golden cup on Treasure Island.
- 2. I saw Trevor the Terrible steal the prize possession.
- 3. Trevor the Terrible sips rum from the golden cup.
- 4. Jolly Jack tries to get it back.
- 5. Trevor's men sail with the golden cup.

Past Continuous Tense

The past tense shows that the action has already happened. The continuous form of

the past tense shows that the action was ongoing.

E.g. I was taking you to school last week.

You can also use: were

The verb changes and the participle gets "-ing" on the end.

Activity 16: Write the sentences down and then change them into the past continuous

tense.

- 1. Jolly Jack writes a letter to his mom.
- 2. A crew member breaks the mop.
- 3. The mops falls into Jolly Jack's path.
- 4. Jolly Jack screams.
- 5. The crew members walk the plank.

Active and Passive Voice

Verbs can be used in two ways:

- If the subject is doing the action, the verb is said to be active.
- If the subject has the action done to it, the verb is said to be passive.

We usually use the active voice in narrative writing because It is shorter, easier and more direct.

• the tense of the verb must be changed when yu convert to passive voice

Active voice: The cartoonist drew the characters.

Passive voice: The characters were drawn by the cartoonist.

Activity 17: Convert the sentences below to the passive voice.

- 1. I am writing a letter.
- 2. Every day my brother made a fire.
- 3. My brother saw a tiger

Theme 3

Collective nouns			
Collective nouns name groups of people, animals or things.			
E.g. A library of books.			
An anthology of poems.			
An anthology of poems.			
Abstract Nouns			
Abstract nouns name things that we feel or			
understand, but cannot touch, like ideas, feelings			
and emotions.			
E.g. happiness, anger, friendship.			
Similes and Metaphors			
You can describe people or things by comparing them to other things.			
Similes use "like or as"			
Simile:			
He was as quick as lightning.			
His arms are thin like a twig.			
Metaphor: The girl is beautiful rose amoungst the thorns.			

Activity 22: Answer the following questions into your workbook. 1. Write these in your book and choose the best adjective to complete each simile. smooth blind red cool gentle flat a) As _____ as a pancake d) As _____ as beetroot b) As _____ as silk e) As _____ as a cucumber c) As _____ as a dove f) As _____ as a bat 2. Rewrite these in your workbook by adding your own similes to complete the sentences. a) The truck roared past like b) The fairy floss tasted like _____ c) When Mr. Brown gets angry, he is like_____ 3. Rewrite this in your workbook and match the metaphors in bold to their meaning. a) Travis is a rough diamond. *happy b) The baby is a little ray of sunshine. *rough c) Cory, who is a bolt of lightning, won every race. *valuable d) Grandpa's hands are sandpaper. *fast 4. Re-write the words and use a metaphor to describe a person who is: a) thin c) slow b) tall d) stubborn 5. Explain this metaphor; 'The sports car was a rocket that flew off into the distance'. Poem: Aardvark Activity bc: Read the poem below and answer the following questions. a. Describe what the aardvark looks like. b. Is the aardvark a nocturnal animal? Quote from the poem to substantiate your answer.

c. What does the aardvark eat?

d. How does the aardvark find food?

e. Where does the aardvark live?

- f. Do you like the poem? Give a reason for your answer.
- g. Have you ever seen an aardvark?
- h. Where might you find this animal?
- i. Who wrote this poem?

Aardvark

Snout sticks out

1

As sun goes down

Out creeps Aardvark from the ground.

Long nose swings from side to side

Smelling noisily for where ants hide.

5

Pwagger Pwa Pwa Pagger

Sounds just like a chainsaw cutter!

Spots an ant heap, snout goes twitch,

Claws work speedily: critch critch critch.

Long sticky tongue tunnels through crust

10

Licks up ants that make a big fuss!

Hours go by, sun comes up

Time for Aardvark's return to the ground.

Gene Swanepoel

Theme 4

Singular and Plural

Singular is a word showing that there is only one.

Plural is a word used to show more than one.

Usually, to show a plural of a noun, you add an 's'.

singular plural

E.g. daughter – daughters

Telling tales

A question is a type of sentence that is used to find out things. We ask questions to find out what things mean, how people feel, what we need to do, etc.

Questions start with a capital letter, and end with a question mark.

The setting of a story is the place where the story takes place.

The Fisherman and the Genie

Once there was a fisherman who was old and poor that he

could hardly support his wife and three children. Every day,

he got up early and went to throw his net into the sea.

One day he pulled out his net and found an enormous,

antique jar made of flame-red copper. The fisherman was delighted, thinking he could sell it in the market. But first he thought he should open it to find out if there was anything of value inside.

The lid was so tightly sealed that he had to work hard to free it. As he did, a cloud of foul-smelling smoke burst from the jar and billowed up into the air. The fisherman realised that this was a spell and tried to replace the lid – but it was too late. As he cowered beneath the smoke, it swirled into strange patterns before finally settling into the unmistakable shape of a genie.

The fisherman guessed that this genie was a dangerous, evil creature. It seemed as tall as the sky, with eyes like burning coals and hands like claws. Its mouth was as big as a cave and gaped open in a nasty grin.

"Listen!" it roared. "I bring you important news!"

"What news is that?" asked the poor fisherman, trembling.

The genie bent down close to the fisherman and burped up a pungent smell of camel dung before replying, "Today you are going to die, you creeping, boneless, maggot of a man!"

"But what... what... have I done?" stammered the fisherman.

"You freed me too late!" roared the genie. "If you had let me out a thousand years ago, I would have showered you with riches. But no, you left me in that prison for so long that now I am going to take my revenge by torturing you to death."

Questions:

a. What is the setting of this story? Give reasons.

What clues are there in the story?

b. Clues are words in the text that tell us the sort of place the story takes place in. List what clues you would expect to find if a story was set in these places: beside the sea, in the mountains, in the desert.

c. The writer has used interesting words to bring the setting and story to life. Make a list of these words and discuss how they add to the effect of the story.

Direct Speech

Using their words

Did you notice that the storyteller in The Fisherman and the Genie uses the exact words said by the characters?

Learn about direct speech

In the pictures below we know who says what because the words are in a speech bubble coming from the characters mouth. When we write, we use punctuation to show what the person has said. Instead of a speech bubble, we use inverted commas (quotation marks) on either side of the words that are spoken, like this: "..."

The fisherman did not give up. He searched his mind for an idea, before saying hoarsely, "Sir, I don't believe you."

"You don't believe me?" roared the genie, astonished.

"You could never have been stuck inside that jar. You're far too mighty and big – it's impossible."

"You dare to call me a liar?" bellowed the genie.

"I do, Sir," whispered the fisherman.

"Of course I was in the jar!" the genie thundered. "You saw me!"

"The smoke was too thick," said the fisherman, "I couldn't see through it."

The genie turned purple with rage and began to spin round in a dizzy dance.

"I shall prove to you, maggot man, just how easily I can fit myself back into that jar. And as soon as I have, I shall leap out and tear you into tiny pieces."

Round and round he whirled shrinking back down into the dark, hollow jar.

"Now I'm coming out to get you!" he called.

But the fisherman leapt forward, snatched the lid, rammed it in place tightly that no power on Earth could have forced it off, and flung the jar far out into the sea.

Activity 27: Answer the questions that follow.

- a. What information does the story give about the fisherman's character?
- b. Choose b adjectives to describe his character.
- c. The writer describes the genie's eyes, hands and mouth by comparing them to other things. What are they?
- d. Why was the genie so angry?
- e. Do you think the fisherman did the right thing in the end?
- f. What feeling is the writer trying to create once the genie is let out of the jar?
- g. Give one word with a prefix from the last paragraph of the story.
- h. Find one word with a suffix from the last paragraph of the story.
- A good story has a strong plot: it must be interesting and it must make sense.
- A good story starts by immediately catching the reader's attention, so that

the reader wants to read on to find out what happens.

• A good story has as interesting and satisfying ending.

Indirect (Reported) Speech.

Remember that direct speech shows us the person's exact words.

E.g. "I don't believe you," said the fisherman.

Indirect (reported) speech is a different way of showing what someone said and doesn't give the exact words. Add the word "that" and change the tense and pronoun.

E.g. The fisherman said that he didn't believe the genie.

Activity 28: Rewrite the following sentences using indirect (reported) speech.

- a. "I will teach you a lesson," shouted the genie.
- b. "You couldn't have been stuck inside that jar,' said the fisherman.
- c. "I was in the jar!" the genie thundered.
- d. "I'm coming out to get you!" he called.
- e. "The smoke was too thick," said the fisherman.

Direct	obi	iects

Remember, some s	entences have an	object. The	object is
part of the predicat	e.		

A direct object is the person or thing that receives the action by the subject and the verb.

E.g. The fisherman opened the jar.

The jar contained the genie.

The genie threatened the fisherman.

Activity 29: Rewrite the paragraph by filling in the direct objects.

The fisherman found a magic	. He opened the and let out the evil
The fisherman tricked the _	The fisherman caught some rainbowcoloure
The sultan gave some gold	to the fisherman as a reward.

Activity 30: Rewrite the following sentences and underline the direct object.

- 1. One day he pulled out his net.
- 2. The genie bent down close to the fisherman and burped up a pungent smell.
- 3. The fisherman freed the genie too late.
- 4. The genie will leap up and tear the fisherman into tiny pieces
- 5. The fisherman snatched the lid and rammed it into place.