

Language Arts Beginners



Footprints
on Our Land

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Introduction

Welcome to Footprints On Our Land Language Arts.

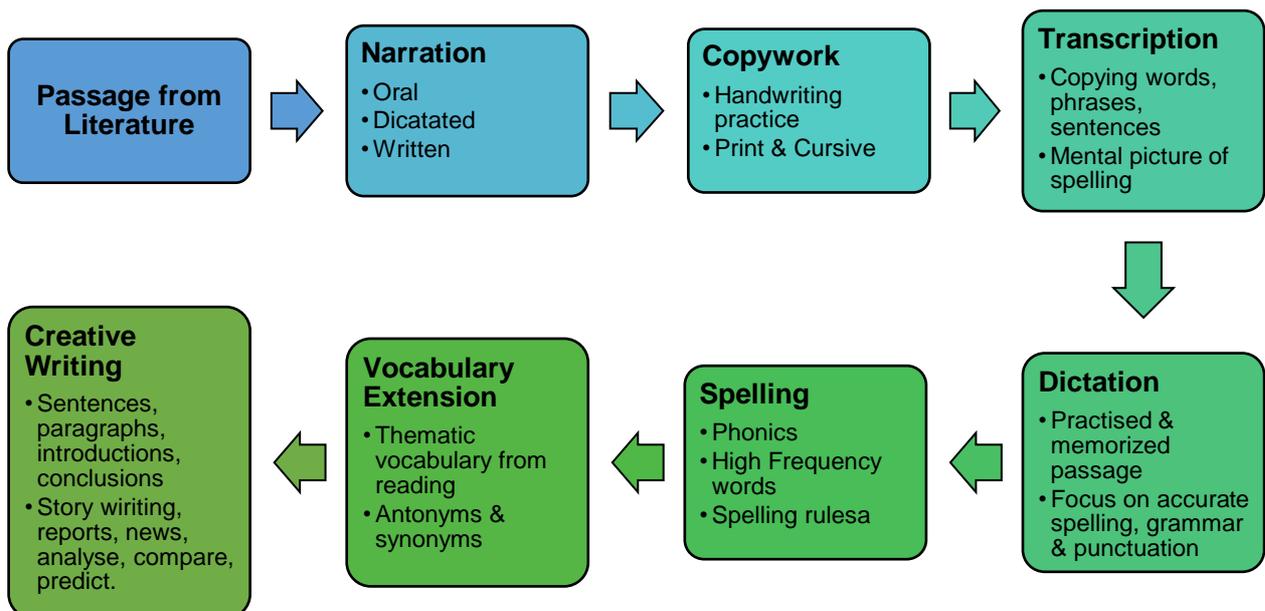
Footprints On Our Land is a wonderful **literature-based curriculum**; the content uses a selection of “**living books**”¹ that make the subject come alive, conveying ideas in a narrational, conversational tone, not textbook-type facts.

This Language Arts programme is designed in two levels – for both young children learning to read and those who are emerging readers (junior primary - Grades 1,2,3, ages 6 to 8) which I refer to as “**Beginners**”, as well as those who can already read (senior primary – Grades 4,5,6,7, ages 9 to 13) which I refer to as “**Advanced**”.

The Language Arts follow a natural method² of teaching your child the English language using literature following **Charlotte Mason’s** principles.

Charlotte Mason was an 18th-century educator whose simple methods taught English language skills through literature using these disciplines:

Literature-based Language Arts Model



I will provide a bit more information on each of these practices and provide a brief overview of all of Charlotte Mason's principles later, but I'm sure you are keen to know how to use this Language Arts programme.

¹ <https://practicalpages.wordpress.com/2017/10/09/living-books-teach/>

² Ruth Beechick “*A Strong Start in Language Grade K - 3*” ISBN 0-940319-02-0

How to use this Language Arts Course

① This is a simple and very flexible programme:

- There are **four** Language Arts (LA) **worksheets** for each chapter book.
- Each LA worksheet offers three lessons, i.e.: **Copywork and narration, Vocabulary, and Grammar.**
- There are both a **Beginner** and an **Advanced** level worksheet. You will decide if your child can manage the level, adjusting the work where necessary. You want to find the “Goldilocks” level – not too easy and not too difficult.
- Each worksheet comes with a complete **memo** to help you help and evaluate your child's work.
- Each worksheet will take about **one week** to complete in a gentle, unhurried approach, even if you use a 4-day homeschool timetable.
- Each lesson is **short and sweet**, needing about 10 minutes to complete. There is no need to rush these lessons! Your child could take more time on any part of the lesson if needed.
- Your child does **NOT** need to do every activity on every worksheet. Depending on their age and ability, your child can leave out activities they are not ready for.
- Continue with each successive lesson without following a weekly schedule. Simply pick up and continue from where your child last left off.
- The dictation will require daily practice, copying the passage each day before the actual dictation test, usually at the end of the week.

Now let's look at:

How to Practically Apply the Language Arts Programme:

1. First, start each day by **reading aloud the next chapter** from the prescribed chapter book. You may need to first review the previous chapter. Then ask your children to orally **narrate** what they heard, presenting five to eight facts or points in accurate detail.
2. Now your child will work on their **Language Arts worksheets**, preferably seated at a suitable table and chair where they can concentrate and work neatly.
3. Every Language Arts (LA) worksheet begins with a passage from the chapter book followed by the Copywork & Narration, Vocabulary, and Grammar lessons.

Looking at Language Arts lessons in detail:

Copywork & narration – Read the passage extracted from the chapter book. Discuss and look up any new or difficult words. The child narrates the extract and retells it orally as accurately as he can to his parent. The child either **copies** the extract neatly as his handwriting practice or, if he can already write well, **transcribes** the passage precisely, taking great care with the spelling and punctuation. This skill depends on your child's age and ability. Practice this every day in preparation for a dictation test. (Copywork and transcription are discussed in detail later.)

Dictation – Copywork leads to dictation for children who are about 10 years old and can confidently read. Your child has been focusing on the copywork passage for a few days already. This is time for the 'test' of dictation, the only real type of test in a Charlotte Mason approach. The parent dictates the extract, reading slowly, pausing after each phrase, while your child writes it out carefully with all the correct punctuation and spelling. Both you and your child check his writing against the original passage, and he should write out any corrections as needed. Dictation is such a powerful, multi-skill activity, so I encourage you to use this regularly when your child is ready.

Vocabulary – Literature introduces your child to a wide range of vocabulary. The extract will inspire vocabulary activities, e.g.: words and their definitions, synonyms or antonyms, and words that follow specific spelling rules, as well as using these words in their own sentences and these will be tested in the Dictation lesson.

Grammar – Using the same copywork passage as the example, the child completes simple grammar application activities. A grammar rule is explained simply - called a "**Basic Building Block**" – a basic element of grammar. Grammar rules are not meant to be memorized but applied to the passage and used in context. Many grammar activities are completed on the passage itself with some activities to put the grammar rule into practice. A complete Basic Building Blocks Grammar Guide for the parent is supplied.

Creative Writing– I encourage you to require your child to write their narrations as well as some form of personal writing or creative writing every week. Creative writing may require a few days of work; first, jot down keywords, then create a rough draft and edit it, and finally write the final draft. Be prepared to assist your children through this process.

To evaluate your child's work, you should discuss your child's writing and praise him for specific aspects he mastered. You should not think of your child's work as simply a "pass" or "fail", or "good" or "bad".

When commenting about your child's work, try to always look for something specific to praise such as his effort, his diligence, his creative wording, and his originality. Where needed, gently remind and encourage your child about any aspect of grammar or style he needs to remember. Also, remember that spelling is only one aspect of creative writing. If you regularly notice repeated issues, your child may need to re-learn or review the skill. He may need more time to practice this skill, which you should note and add to your planning. In some cases, you may need to wait a while and try again when he is more mature.

Book Review

After completing reading each prescribed chapter book, your child should write a book review using the template provided, giving a short description, summarising the story, and giving his evaluation of the book. Footprints provide a picture disc for each book where the book review can be part of that activity.

A Brief Overview of Charlotte Mason's Principles

Now, shall we look at Charlotte Mason's principles in a bit more detail?

As a veteran homeschool teacher who used Charlotte Mason's methods with all my children from preschool to matric, I was always challenged by her practices, often feeling that we were falling short, but I would like to encourage you that you do NOT need to be a Charlotte Mason purist. Trust her methods. Apply what you can, and you will be amazed at how effective they are.

A key Charlotte Mason practice that accompanies reading, is **narration**, where the child **retells in his own words**. This telling-back is simple and natural but requires concentration and understanding. It's a great assessment tool for parents and teachers to use.

The simplest way to begin narration is by doing **oral** narration. You will read a passage or chapter aloud and then ask your child to tell you all he can recall in his own words. Don't repeat any reading, nor prompt, interrupt or correct him. Allow him to tell you what he remembers. A good narration will usually include five to eight facts with detailed descriptions following the order of the story.

Once a child can narrate orally comfortably, he can begin written narration. Younger children may need help and **dictate** their narration to a parent who writes or types it as exactly as possible. Older children **write** full, detailed narrations, expressing five to eight accurate facts and observations, and appropriating the author's writing style.

This simple skill will teach your child to become an accomplished writer. Narrations could also include other options such as drawing, charting, acting, building models, or creating. All of these techniques are effective ways of assessing what your child has learned.

Let's look at how Charlotte Mason taught **handwriting**. She started with a simple, yet effective method called **Copywork** where the child carefully traces over or copies out a few sentences from the literature in print or cursive handwriting onto lined paper. The aim is for slow, clear, and accurate letter formation. Rather than using meaningless handwriting exercises and letter repetition, your child copies entire words, joining letters and using upper case letters and punctuation.

Copywork leads to the next level called **transcription** which begins about Grade 3, once your child knows how all the letters are formed and can read pretty well. In transcription your child transcribes a passage from the book into their notebook, carefully looking at each phrase and getting an accurate picture of it in his mind's eye to write out whole words without copying letter by letter. This practice develops good penmanship and accurate spelling. You can adjust the difficulty of the transcription exercise by selecting shorter, easier passages for younger children, or levelling up with a passage that includes more difficult spelling and punctuation and phrases for older children. Copywork and transcription set up your child for success in formal spelling.

In teaching **Spelling**, Charlotte Mason encouraged accurate copying, focused attention, and exact memorization. Beginners start with **phonics**, where letters are spelt as they sound. Young children should also learn and memorize words commonly found in their reading called **sight words**, also known as high-frequency words, which may not follow phonic rules and make up a large percentage of words used in reading.

To teach spelling, your child says the word while looking at it carefully. Then he spells the word while looking at it. With his eyes closed or the word covered, he spells it aloud again, then checks to see if he has spelt it correctly. Now he writes out the word with the model covered and checks to see if it is correct. If he makes a mistake, he repeats all the steps. (A simple [How To Teach Spelling](#) poster is included.)

Elementary children will spend more time learning to spell, but remember to keep the love of language alive and recognize that spelling is a servant to higher language skills, only one component of writing, so keep spelling lessons positive, constructive, and simple. Older pupils formulate personal spelling lists from spelling rules and thematic vocabulary.

Once your child has grown to the point where he can write a longer phrase or even an entire sentence without looking back and can write it correctly, he's ready for **dictation**. That is why Charlotte Mason did not start using dictation until the child was at least **ten years old**. She wanted to make sure the child had plenty of words already in his mental storehouse before taking this step.

Let's look at how to do **dictation** which uses a memorized and well-practised passage. The child writes out the same copywork passage learnt earlier. His parent reads it aloud slowly, phrase by phrase while the child writes it out from memory. Dictation ensures that children will focus on both spelling and punctuation while writing down models of good sentence construction - a fantastic multi-purpose activity.

Can you see how seamlessly copywork, transcription and dictation flow and develop from the same passage from literature? These simple practices teach your child how to write neatly, copy carefully, and memorize and spell properly.

Now let's add another very important concept to learning a language – **Grammar**. Instead of first teaching grammar (the study of the parts of speech), Charlotte Mason first made sure children were able to write well, could give accurate narrations, and mastered their copywork and dictation, and then she taught grammar. She advised that it is better to wait until children are about **9-10 years old** before teaching formal grammar lessons.

Once again, we will use the same meaningful extract or passage of writing as the basis for grammar exercises, replacing any need for tedious grammar textbook lessons. Your child learns simple grammar basics such as punctuation, capitalization, parts of speech, etc. with examples from the passage. Your child applies these skills in short grammar exercises. These lessons are short, simple and in context. The range of grammar skills follows a spiral approach, repeating the concept several times over the Language Arts course, allowing for plenty of practice leading to mastery. As a parent, you can reinforce any grammar lesson as needed, or omit them if unnecessary.

Reading

One of the most important tasks you have as a parent is to teach your child to read and encourage your child to read every day as a priority. Here's a brief look at the stages of reading:

Stages of Reading

1. **Beginner pre-reading** – phonics and alphabet fun, called decoding. Introduce the alphabet and that those letters make certain sounds. You will need A B C picture books and some letter blocks, letter tiles or alphabet cards.
2. **Fluency** – Beginner readers reading easy readers with lots of phonics practice which normally starts when the child is six years old. Charlotte Mason-style reading lessons use two approaches: **sight words** (words recognized by sight and not sounded out) and **word-building** (putting letter sounds together to blend into words). Please don't rush this stage. It can take months or even years, but if you continue gently encouraging your child, you will be rewarded with an independent reader who loves to read and will read to learn by himself.

3. **Information Stage** – Generally, when the child is about 9-10 years old, he can concentrate on the content of reading to gain information rather than the actual mechanics of reading. Children at this stage should still enjoy easy reading for both fun and information, but they should also be challenged with more difficult books that stretch their vocabulary and thinking.

Different Types of Reading ~ 3 “F’s”

- 1 **Fiction = Imagination reading** – Literature and poetry. A highly intellectual activity involving image-making powers of the mind. This develops heart and character as well as mind.
- 2 **Non-fiction = Textual reading** – Geography, Science, Nature study, encyclopedias, textbooks, etc. Children build their knowledge and vocabulary, apply good study techniques, and read to learn information.
- 3 **Functional reading = Daily life reading** – Directions, signs, advertisements, labels, questionnaires, forms, maps, timetables, schedules, manuals. These are important everyday skills that every child should be familiar with.

I urge you not to rush your children into advanced stages, or become anxious about your child’s reading levels or reading speeds, but to give them all kinds of reading experiences while building a broad, solid base of reading and thinking. Read often, read regularly, and read aloud to your children even when they can read independently. Your children will learn and be vastly enriched by reading!

A Veteran Homeschool Mom’s “Wisdom Nuggets”

As a veteran homeschool mom with over 23 years of homeschooling experience and a 10-year professional³ school teaching career, here are **three “S’s”** to remember: **Small, Slow, and Simple.**

Start Small

Begin with the basics. Gently and methodically work on each basic skill, encouraging your child to do their best. It may take a few months to find a “Goldilocks” balance between doing work that your child finds too easy and work that he can confidently complete, while also providing reasonable challenges to “level up” in each skill.

Go Slow

DO NOT RUSH! These lessons are designed to be short and sweet, requiring about 10 minutes or so. Avoid trying to do too much at a time. Rather focus on creating a peaceful, positive atmosphere where your child gives their very best effort.

Keep it Simple

You should view this language arts programme as a **suggested itinerary** rather than a “we have to do it all” mindset. You DO NOT have to do everything on every worksheet. If something doesn’t suit your child’s age or stage, simply skip the activity, scale it back, or offer them something else that may be more suitable.

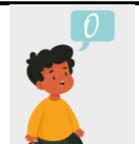
May you and your children enjoy this English learning experience and find it natural, rich, and rewarding!

Blessings,

Nadene Esterhuizen

³ Higher Diploma of Education Specializing in Art & Remedial Education & Bachelor of Arts majors in English & Education

How to Teach Spelling Poster

	1. Say the word aloud
	2. Look at each letter in the word
	3. Say and spell the word while looking at it
	4. Close your eyes and see the word & spell it
	5. Check that you spelt it correctly
	6. Trace over it and say it
	7. Write the word (cover the model)
	8. Check letter by letter with the model
	9. Repeat all the steps if you made a mistake

Book Review Template

Write a book review telling us briefly what the story was about, the most exciting part of the story and what you enjoyed the most.

1. The **title, author's name**, and the illustrator or photographer's names

2. **Plot:** What happens in this story? Can you explain the main events – Beginning, middle, and end?

3. **Characters:** Who were the main characters? Who was your favourite character and why?

4. **Setting:** Where and when did this story take place?

5. **My opinion** of this book: What was your favourite or the most interesting part or why you did not enjoy this book & can you tell me why?

6. **Star rating:** How much did you like this book? Colour the stars

★ I did not like this book.

★ ★ Fine, but I wouldn't read it again.

★ ★ ★ Good. I enjoyed the book.

★ ★ ★ ★ Great! I liked this book a lot!

★ ★ ★ ★ ★ Excellent! Everyone should read it!

Book List

Charlotte Mason books:

1. Charlotte Mason Study Guide A Simplified Approach to a “Living” Education by Penny Gardner ISBN 1-57636-039-3. An excellent Charlotte Mason study packed with many condensed Charlotte Mason quotations with explanations of her methods and ideas.
2. Charlotte Mason Companion Personal Reflections on the Gentle Art of Learning by Karen Andreola ISBN 1-889209-02-3. Karen’s book is easy to read and inspiring as she weaves Charlotte Mason’s methods through her teaching experiences.
3. A Charlotte Mason Education A How-To-Manual by Catherine Levison ISBN 0-9655044-0-9. A concise and clear outline of many of Charlotte Mason’s principles with Catherine’s applications and experiences.

Reading and language books:

4. Ruth Beechick’s “3 R’s” These 3 little gems are an essential “must-have” for new homeschool moms or moms with young children. They have pages of practical ideas and basic principles. I have found enough material in each book to use as she suggests that I did not need a single workbook or curriculum package for these subjects! Easy to read and apply her ideas – and they work!
 - a. An Easy Start In Reading ISBN 0-940319-00-4
 - b. An Easy Start In Language ISBN 0-940319-02-0
 - c. An Easy Start In Arithmetic ISBN 0-940319-01-2
5. You Can Teach Your Child Successfully Grades 4-8 by Ruth Beechick ISBN 0-940319-04-7. This book takes parents beyond the basics of Ruth Beechick’s “Easy Start” three R’s (above) and is a continuation of reading, writing, and arithmetic through middle school. Again, Ms Beechick outlines all the principles and basics and describes very practical applications and exercises to develop all the necessary skills.

Nature Study books:

6. Wild Days Creating Discovery Journals by Karen Skidmore Rackliffe ISBN 1-57636-073-3. An inspiring how-to book on nature journaling and Charlotte Mason’s principles of allowing time outdoors and journaling. Karen’s photos illustrate techniques and practical skills, and she shares her own experiences and her discovery journal.

7. Pocketful of Pinecones Nature Study with the Gentle Art of Learning A Story for Mother Culture by Karen Andreola ISBN 1-889209-03-1. A delightful fiction story set in the 1930s of a mother who starts homeschooling her two children and uses Charlotte Mason's methods. Nature journaling and education principles are woven into the story and are warmly encouraging to other 'new moms'.

Homeschooling books:

8. For The Children's Sake Foundations of Education for Home and School by Susan Schaeffer Macaulay ISBN 0-89107-290-X. An inspirational book on Charlotte Mason's methods and the wonderful, life-enriching, joyous experiences of home education. A homeschool "must read"!
9. The WholeHearted Child Home Education Handbook by Clay and Sally Clarkson From Whole Heart Ministries. This was my first Homeschool 'Bible'! This handbook gives a broad overview of many approaches methods and education principles.

Recommended Websites

1. Simply Charlotte Mason – <https://simplycharlottesmason.com/> An exceptionally thorough website with detailed explanations, videos and examples of Charlotte Mason's methods.
2. Practical Pages – <https://practicalpages.wordpress.com/> – my homeschool blog with practical tips, plans, free download pages, and these dedicated Charlotte Mason pages:
 - a. Charlotte Mason – A collection of all my Charlotte Mason blog posts <https://practicalpages.wordpress.com/homeschool/charlotte-mason/>
 - b. Copywork - <https://practicalpages.wordpress.com/free-pages/free-copywork-pages/>
 - c. Narrations – Order my "100+ Narration Ideas" booklet <https://practicalpages.wordpress.com/packages/>
 - d. Sight Words –
 - i. <https://practicalpages.wordpress.com/2010/01/12/making-reading-easier-sight-words/>
 - ii. <https://practicalpages.wordpress.com/2019/04/04/sight-word-booklets-packed-with-ideas/> Free sampler
 - e. Reading - Partnered Reading –
 - i. <https://practicalpages.wordpress.com/2010/07/14/partnered-reading-helps-improve-reading/>
 - ii. <https://practicalpages.wordpress.com/2010/11/16/partnered-reading-moments-i-treasure/>

Read Aloud Grammar Skills

	Title	No:	Beginner	Advanced
1 First Inhabitants	Ghamka Man of Men	1-4	Vocabulary <ul style="list-style-type: none"> • silent 'e' <i>ice/ ace</i> Grammar <ol style="list-style-type: none"> 1. Punctuation: <ul style="list-style-type: none"> ○ Exclamation mark! ○ question mark? Suffixes <i>-ing, -ed, -ly</i> Adjectives 2. Question words Contractions <i>it's</i> Compound words <i>some/where</i> 3. Quotation marks in dialogue Attribution in dialogue alternatives to '<i>said</i>' Plural add 's' 4. Plural 's' The verbs 'will' and 'will be' future tense auxiliary verb Hyphen 	<ol style="list-style-type: none"> 1. Main clause Simile Suffixes 2. Personification Adjectives 3. Simile and metaphor 4. Prefix Apostrophe
2 Exploration Africa	Caravel to the Cape	5-8	<ol style="list-style-type: none"> 5. Homonym Punctuation Exclamation mark Suffixes Quotation marks in dialogue 6. Exclamation marks 7. Homonyms Compound words Singular & plural words 8. Adjectives Homonyms Pronouns 	<ol style="list-style-type: none"> 5. Contractions Dialogue – quotation marks & attributions Exclamation mark Adjectives 6. Analogy – Simile & metaphor Adjectives 7. Compound words Prefix & Suffix 8. Nautical terms Verbs Simile Synonyms & antonyms Prepositions

3 Dutch Settlers	Stowaway to Nowhere	9-12	<p>9. Syllables Number words Capital letters Proper nouns Words ending -ing</p> <p>10. Words spelt with 'ea' Suffix -ed and -ing endings Plural words with 's Compound words</p> <p>11. Spelling 'ou' sounds 'ow' Singular & plural words Verbs change in past tense Adverbs -ly</p> <p>12. Apostrophe 's Capital letter proper nouns Compound words</p>	<p>9. Hyphen – compound number and compass directions Suffix -ing Prefix un- Personification</p> <p>10. Pronouns -ing endings Prepositions The simile 'as ... as'</p> <p>11. Number words Metaphor Suffixes</p> <p>12. 'Neither ... nor' 'Either ... or' Clause – independent & dependent clauses</p>
	Musket and the Garden Hoe	13-16	<p>13. Homonyms Question marks Number words Contractions Quotation marks</p> <p>14. Exclamation marks Prepositions Plural words '-s' Adjectives</p> <p>15. Questions words Exclamations Contractions</p> <p>16. Vocabulary – silent 'k' Proper nouns Contractions Exclamations & questions</p>	<p>13. Italics for titles, names of ships Simile Suffix -ed & -ing Articles– a, an, the</p> <p>14. Comma list, separate phrases Pronoun Simile Compound words</p> <p>15. Subject Homophone Compound words</p> <p>16. Prepositions Adjectives Degrees of comparison</p>
	The New Fire	17-18	<p>17. Compound words Simile Suffix -ing, -ly</p> <p>18. Compound words Commas Prepositions</p>	<p>17. Adjectives Adverbs -ly</p> <p>18. Adjectives Adverbs -ly Dependent and independent clauses</p>

4 Slavery	Nicolaas of Vergelegen	19	<p>The word games and activities are aimed at children 8 years old and up, so select any suitable activity that your child can enjoy.</p> <ul style="list-style-type: none"> • People & occupations • Jelly & trifle instructions • Make butter instructions • Art - Tea Set Still Life • Food Crossword • Wordsearch • Antonyms • Synonyms • Fire Emergency! • Compound words • Decode a message 		
5 French Huguenots	Land of the Watching Eyes	20-23	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 20. Adjectives Proper nouns Verbs 21. Contractions –em dash 22. Whistle – silent letter Compound words Suffix -ed past tense 23. Proper noun –em dash Adjectives Types of sentences </td> <td style="width: 50%; vertical-align: top;"> 20. Commas Compound words Clause – independent clause 21. Proper noun Adjectives Verbs Prepositions Compound words 22. Attribution in dialogue Alphabetical order 23. Proper nouns Contractions </td> </tr> </table>	20. Adjectives Proper nouns Verbs 21. Contractions –em dash 22. Whistle – silent letter Compound words Suffix -ed past tense 23. Proper noun –em dash Adjectives Types of sentences	20. Commas Compound words Clause – independent clause 21. Proper noun Adjectives Verbs Prepositions Compound words 22. Attribution in dialogue Alphabetical order 23. Proper nouns Contractions
	20. Adjectives Proper nouns Verbs 21. Contractions –em dash 22. Whistle – silent letter Compound words Suffix -ed past tense 23. Proper noun –em dash Adjectives Types of sentences	20. Commas Compound words Clause – independent clause 21. Proper noun Adjectives Verbs Prepositions Compound words 22. Attribution in dialogue Alphabetical order 23. Proper nouns Contractions			
Boy of Two Worlds	24	<p>The word games and activities are aimed at children 8 years old and up, so select any suitable activity that your child can enjoy.</p> <ul style="list-style-type: none"> • Proper nouns • Alphabetical order • Build a boat • Cape Dutch House • Clothing – unscramble • Daily menu – recipes • Crossword • Decode message • Word search • Hide items 			

6 African Tribes	Shaka	25-28	25. Attributions in dialogue Contractions 26. Degrees of comparison 27. Adjectives 28. Verbs – tenses Prepositions	25. Attributions in dialogue 26. Degrees of comparison 27. Adjectives 28. Simile
		29	Shaka newspaper to cover each chapter of the book. Aimed at the senior primary level but could be adapted for younger children.	
7 British Rule	Strangers in the Land	30-33	30. Proper nouns 31. Common nouns 32. Prepositions 33. Adverbs	30. Proper nouns 31. Common nouns 32. Prepositions Object of prepositions 33. Verbs -ed and -ing for present and past tense Auxiliary verbs
	Warriors on the Hills	34	The word games and activities are aimed at children 8 years old and up, so select any suitable activity that your child can enjoy. <ul style="list-style-type: none"> • Word Search • Unscramble Words • Emergency Escape Plan • Survivor Kit List • Important Emergency numbers • Draw weapons used by the Xhosa, British Settlers, and British Soldiers 	
8 The Great Trek	Unknown Land	35-38	no worksheets	35. Verb tenses Compound sentences 36. Prepositions 37. Types of sentences – ?! 38. Adverbs
	Prince of the Bay	39-42	no worksheets	39. Attribution Reported speech 40. Degrees of comparison 41. Adjectives Phrases and clauses 42. Simile comma for interjection

	Broken Spear	43-46	43. Adjectives 44. Sentence – subject and verb 45. Verbs – end -ing & being verbs 46. Proper nouns	43. Adjectives 44. Sentence – subject and verb 45. Verbs – end -ing & being verbs 46. Proper nouns
9 New Colonies	The Year One	47-50	47. Verb tenses 48. Adjectives 49. Plurals 50. Contractions Plural nouns	47. Verb tenses 48. Adjectives 49. Plurals 50. Contractions Plural nouns
	Gold Dust	51-54	51. Singular & plural nouns 52. Plural nouns 53. Verb tenses 54. Subject + verb + object	51. Singular & plural nouns 52. Plural nouns 53. Verb tenses 54. Subject + verb + object
	Canvas City	55-58	55. Pronouns 56. Pronouns – 3 persons Contractions 57. Gender nouns 58. Interjections	55. Prepositions 56. Adverbs –ly 57. Pronouns 58. Pronouns – 3 persons
	The Policeman's Button	59	A booklet with a variety of activities: <ul style="list-style-type: none"> • An extract – Language Arts • Direct and indirect speech and comic script • Listening skills and narration • Letter about the policeman • Special Buttons treasure hunt and rubbings • Prepare a special dinner • Safety rules • Create a peace treaty • TV, movie or play script • Book review 	

Anglo Boer War	Red Dust Soldiers	60-63	60. Onomatopoeia Simile 61. Prepositions 62. Ellipses ... Direct speech 63. Exclamation point & question mark	60. Onomatopoeia Simile 61. Prepositions 62. Ellipses ... Direct speech 63. Exclamation point & question mark
	Spy Hill	64-67	64. Pronouns 65. Adjectives Articles 66. Question words 67. Contractions	64. Pronouns 65. Adjectives Articles 66. Question words 67. Contractions

Language Arts Grammar Guide

This grammar guide contains basic definitions and examples for each grammar concept. Whenever needed, this guide can be used as a reference to assist in understanding or explaining grammar concepts. These grammar lessons are not intended to be memorized as rules.

Grammar should be learnt, practised, and applied in context, rather than just memorized. This is best done using extracts from good literature as you will find in the Footprints On Our Land Language Arts worksheets. I have named these grammar concepts "Basic Building Blocks" which will appear on each worksheet for immediate reference.

List of grammar concepts:

Abbreviations

An abbreviation is a shortened form of a word or commonly used words. Abbreviations are considered informal, so if you are formal writing, it's better to write all the words out in full.

In British and South African English, NO full stop is used in abbreviations which include the first and last letters of a single word, such as Mr, Mrs, Ms, Dr and St, but full stops are used for the other abbreviated titles. Americans use abbreviations followed by full stops.

e.g.: *Mr Green asked Ms Grey if she had met Dr Jakes.* (British style)

Mr. Green asked Ms. Grey if she had met Dr.Jakes (American style)

1. **Titles** that are used before surnames or full names as a sign of respect.
 - **Mr** = Mister
 - **Mrs** = Mistress
 - **Ms** = Miss
 - **Sr** = Senior
 - **Initials** = **PJ Botha, JFK** (all with capital letters and no full stops)
 - **Jr** = Junior
 - **Dr** = Doctor
 - **Prof** = Professor
2. **Addresses** often use abbreviations - use capital letters
 - **St** = Street
 - **Ave** = Avenue
 - **Dr** = Drive
 - **Rd** = Road
 - **Bld** = Boulevard
 - **Ln** = Lane
 - **N.** = North
 - **S.** = South
 - **E.** = East
 - **W.** = West
3. **Times and dates** – no full stops and no space between the number & abbreviation:

e.g.: *The train leaves Waterloo Station at **11 am** precisely.*
*At **4 pm** every day, the Queen sits down to tea.*

 - **am** (ante meridiem) = before noon (before 12 o'clock)
 - **pm** (post meridiem) = afternoon (after 12 o'clock)
 - **B.C.** and **A.D.** are usually written in small capitals after the date to indicate that the dates are before or after the birth of Christ:
 e.g.: *Rome was founded in 753 B.C. The emperor Vespasian died in 79 A.D.*
4. **Months**: e.g.: *I was born on Nov. 6, 1980.*
 - *Jan., Feb., Mar., Apr., May., Jun., Jul., Aug., Sep., Oct., Nov., Dec.*

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5. **Days of the week** – use full stops: e.g.: *The class will run Mon. to Fri. next week.*
 - *Mon., Tues., Wed., Thurs., Fri., Sat., Sun.*
6. **Places:**
 - **US** (*United States of America*)
 - **UK** (*United Kingdom*)
 - **RSA** (*Republic of South Africa*)
7. **Latin abbreviations** use full stops with these abbreviations:
 - **e.g.:** = ‘*exempli gratia*’ means “**for example.**”
 - **i.e.:** = ‘*id est*’ means “**that is.**” Use *i.e.* when you want to provide more specific information about something you mentioned.
 - **etc.:** = ‘*et cetera*’ means “**and so forth.**” Use it when you’re providing a partial list of details.
8. **Measuring units** - Note the use of spaces e.g.: **36 kg, 50 km**. Do not use the plural 's' with abbreviations, only if written in full:
 - **kg** = *kilogram*
 - **g** = *gram*
 - **km** = *kilometre*
 - **m** = *metre*
 - **m** = *million in financial amounts, we must omit the space: R5m but to avoid confusion preferably write R5 million.*
9. Well-known **organizations and companies** are commonly abbreviated to a set of initials written in capital letters, usually with no full stops. e.g.:
 - **BBC** = *British Broadcasting Corporation*
 - **FBI** = *Federal Bureau of Investigation*
 - **RSPCA** = *Royal Society for the Prevention of Cruelty to Animals*
 - **NATO** = *North Atlantic Treaty Organization*
10. Full form first, then abbreviation for less familiar abbreviations on the first appearance in a text: e.g.: *South African Society for Cooperative Education (SASCE)*. After that, the abbreviation is sufficient.
11. Plural forms must not be written with an “apostrophe -s” e.g.: **NGOs and 1990s NOT NGO’s, 1990’s.**
12. Note - when an abbreviation comes at the end of a sentence, only one full stop is written. You should never write two full stops in a row.

Adjectives

An **adjective** must always belong to a noun and describes the noun. e.g.: *The table (noun) is **round**. (adjective) - “round” is an adjective that describes the table*

Adjectives describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

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Adverb

An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**

e.g.: *The children ran **quickly**. The man walked **slowly**.
The boy fell **down**. Granny will come **tomorrow**.*

Alphabetization

Arrange words in alphabetical order, from a to z. When 2 words begin with the same letter, then the 2nd letters are arranged in order, then the third letter, and so on.

e.g.: **apple, banana, grapes, kiwi, pawpaw and pineapple**

e.g.: **ant, antelope, ark, axe** (all these words start with 'a' so the 2nd letter determines the order, and where two words both start with 'an', the 3rd letter determines the order.)

Analogy

An analogy is the process of comparing two different aspects or things with similar qualities. It is usually used to give a clearer explanation of how two different objects (or subjects) can be linked with common similarities, be it in their characteristics, function, degree, lack, type, or something else.

e.g.: "**Sword is to a warrior as pen is to a writer.**"

A sword and a pen are two different things; however, this analogy helps us understand that like a sword is the dearest treasure of a warrior, the pen is the dearest treasure of a writer.

(see **Similes** and **Metaphors**)

Antecedent

An antecedent is the noun that the pronoun refers to.

e.g.: **Anne** played the piano and **she** is a good musician.
(*Anne is the antecedent for the pronoun she*)

Antonym

An antonym is a word with the opposite meaning

e.g.: **in – out, up – down, huge – small**

Apostrophe

An apostrophe (') is a punctuation mark. It is used to

- Show possession e.g.: *the man's bag*
- To make contractions – to show where letters are missing
e.g.: *did not = didn't*
- Used to make letters, numbers and signs plural
e.g.: **ABC's, 3's, \$'s**

Article

There are 3 articles — 'a', 'an', and 'the'

- 'A' is used before a noun beginning with a consonant e.g.: **a dog**
- 'An' is used before a noun beginning with a vowel
e.g.: **an apple, an elephant, an interest, an owl, an umbrella**

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Attribution

When we write a spoken dialogue, we use quotation marks to mark the words spoken, and the attribution that tells who is speaking e.g.: "**she said**," "**he shouted**" or "**he asks**"

- The attribution before the quote is followed by a comma:
e.g.: **Mom said**, "Dinner is nearly ready." (**Mom said** is the attribution)
- An attribution in the middle of a quotation is part of the first part of the quotation, followed with a comma and then continue the quotation.
e.g.: "That's great!" **Bert exclaimed**, "I'm glad!" (**Bert exclaimed** is the attribution)
- If the quotation ends with the attribution, and ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be kept and the attribution ends with a full stop.
e.g.: "I hope this is good," **Jack said**. "Can I come too?" **asked Kate**.
"This is terrible!" **exclaimed Lara**.

The most common attribution is 'said', but it can be boring to only use 'said'. Here is a list of more interesting attributions that you can use instead:

agreed	announced	argued	asked	begged	bellowed
cried	demanded	enquired	grumbled	mumbled	ordered
pleaded	questioned	requested	revealed	roared	screamed
shouted	sighed	told	uttered	voiced	whispered
wondered		yelled			

Auxiliary Verbs

Auxiliary verbs are known as 'helping verbs' and are verbs which form the tense, mood, and voice of other verbs.

The three most common auxiliary verbs are: '**be**', '**have**', and '**do**'.

e.g.: To be: am, is, are, was, were, being, been, will be.

To have: has, have, had, having, will have.

To do: does, do, did, will do.

modal auxiliary verbs: can, could, may, might, must, ought to, shall, should, will, would

Brackets

Brackets [] are punctuation marks used within quotation marks to clarify or correct information.

e.g.: "**She [my sister] is my best friend!**"

Brackets, also called parenthesis or round brackets (), are used to clarify information.

e.g.: **The team (of netball players) went into the hotel.**

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Capitalization

Capital letters or upper-case letters are used -

- To start the **first word** in a sentence. e.g.: ***In the beginning** ...*
- All **proper nouns** and **titles**. e.g.: ***Sam, Joe and Mr Black***
- All references to **God, the Bible** and books of the Bible. e.g.: ***Jesus***
- **Days of the week, months, holidays, special events** or periods in history. e.g.: ***Monday, May, Christmas, Middle Ages***
- Any **geographical** references, such as names of rivers, mountains, oceans, and seas. e.g.: ***Nile River, Atlas Mt, Indian Ocean, Dead Sea***

Clause

A clause is a part of a sentence or a group of words in a sentence that has a **subject** and a **predicate** (verb). An **independent (main) clause** is a complete thought that can stand alone as a sentence while a **dependent (subordinate) clause** is an incomplete thought that cannot stand alone as a sentence. Let's look at this sentence with two clauses:

e.g.: "**Although it is raining, I am going out for a run.**"

"*Although it is raining*" is an incomplete thought and cannot stand on its own and is therefore a **dependent clause** because it needs the next clause for meaning.

"*I am going out for a run*" is a complete thought and is an **independent clause**

1. A **main (independent) clause** contains a subject, verb and object, and makes sense on its own. e.g.: *'I like bananas.'*
2. A **subordinate (dependent) clause** contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.
e.g.: *Sitting happily, the chicken laid eggs.*
'*Sitting happily*' is a subordinate clause because it's not a complete thought. It needs the main clause, '*the chicken laid eggs*', to make any sense to the reader.
3. An **adjective clause** begins with a **relative pronoun** (such as **whom, whose, which, or that**) or a subordinating conjunctions/ relative adverb (**when, where, or why**). An adjective clause is a dependent clause because it relies on the rest of the sentence to make sense. E.g.:
 - a. *The girl **who has short hair** is laughing.*
 - b. *The book **which has the dragon on the cover** is my favourite.*
 - c. *The stray cat **that I pet sometimes** is friendly.*
 - d. *Those people **whose names are on the list** will go to camp.*
4. A **noun clause** is a clause that functions like a noun in a sentence. Remember that a noun names a person, place, thing, or idea. Nouns can function as subjects, direct objects, indirect objects, the object of the preposition, and predicate nominatives.
E.g.:
 - a. *Please tell me **who left his shoes on the floor**. (direct object)*
 - b. ***Whoever is the last one to leave** turns off the lights. (subject)*
 - c. *The boy with the red shirt is **who I want on my team**. (predicate nominative)*

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5. An **adverb clause** is a dependent clause that doesn't make sense on its own. It relies on an independent clause to make sense. An adverb clause offers a description and modifies the sentence, similar to how an adverb does. It contains a subject and a verb, but it doesn't express a complete thought.

E.g.:

- a. *She walked **slowly**.*
- b. *She walked **like an old lady**.*
- c. *She walked **as if she were heading to the gallows**.*

Colon

The colon : is a punctuation mark. It can be used to:

- Explain more about what came before, e.g.: *The party was exciting: fun, games and lots of cake!*
- Expand something about what came before, e.g.: *I have lots of pets: dogs, cats and a pony.*
- Introduce a list, e.g.: *Dad bought several tools: a hammer, a saw and boxes of nails.*
- To introduce a quotation e.g.: *The man in the water cried: "Save me!"*
- To separate chapters/ verses, volumes/ pages, time
e.g.: *Psalm 21:2, Matthew 2:9, Vol3:108, 5:30 pm*

Comma

The comma , is a punctuation mark and has many uses, mostly used to separate or clarify ideas in a sentence:

- To separate items in a list of three or more items, e.g.: *I will buy apples, bananas, and kiwis.*
(Do not use commas for a list of only 2 items. Before the last item of a list, the word **and** is used instead of a comma)
- To separate phrases and or clauses, e.g.: *After a big dinner, we like to rest before swimming.*
- To separate contrasting or parenthetical information, e.g.: *Bob, not Bill, will be the leader.*
- To set off interjections or interruptions, e.g.: *Hey, stop that! This is, well, really sudden.*
- Use a comma to separate the two independent clauses in a compound sentence.
E.g.: *I practised the piano every day, yet I never got very good at it.*
- Use a comma when you are speaking to a person or a group of people.
E.g.: *Jonny, would you like to go to the park? Mary, is this a good book?*
- Use a comma after an introductory word or phrase. E.g.: *I love vanilla ice cream, but my brother prefers chocolate.*

Common Nouns

A common noun is a word naming a person, place, thing or idea.

e.g.: **man, girls, garden, table, city, pen, food, seaside, and hillside**

They often have an article '**the**', '**a**' or '**an**' in front of them. e.g.: **an** apple, **the** boy, **a** kite

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Compound Sentence

A compound sentence is made up of 2 or more simple sentences that have been joined by:

- a coordinating conjunction, e.g.: *Jill saw the snake **and** she ran away.*
- a coordinating conjunction and a comma, e.g.: *We went to the hole, **but** we could not see the treasure.*
- By a semicolon – Dad screamed; Mom screamed; **and** we all laughed!
- By a semicolon and a conjunctive verb – I saw the huge wave; **however**, it did not seem dangerous.

Compound Word

A compound word is formed when two words are combined to make a new word.

e.g.: **fireplace** = fire + place, **seaside** = sea + side, **snowman** = snow + man

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined.

<i>I am = I'm</i>	<i>it is = it's</i>	<i>they are = they're</i>
<i>I had/ would = I'd</i>	<i>how is = how's</i>	<i>it will = it'll</i>
<i>was not = wasn't</i>	<i>is not = isn't</i>	<i>do not = don't</i>
<i>will not = won't</i>		

We use contractions in everyday speech and informal writing where we join two words to make them sound shorter. Contractions are a way to make your writing seem more conversational and have the reader feel included in the writing. Contractions are usually not appropriate in formal writing. We do not use more than one contraction together. e.g.: *He's not free.* (NOT *He'sn't free.*)

Conjunction

Conjunctions are used to connect words, phrases, and clauses, connecting the ideas in a sentence. E.g.: **for, and, nor, but, or, yet, either/or, both/and, while, which, until, after, although, and since.**

E.g.:

- *Zack threw the ball **and** the dog fetched it.*
- *Fred threw the stick, **but** the dog dropped it.*
- *We will go to the park **or** we'll go to the movies.*
- *Mom will buy meat **so** that we can have braai.*

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Coordinating Conjunction

A coordinating conjunction is a word that connects words, phrases or clauses which have equal importance. By remembering FANBOYS, you will memorize the 7 coordinating conjunctions:

- Dave woke up early, **for** it was the first day of school.
- Eat fruit **and** vegetables.
- Neither rain **nor** snow ...
- I love carrots, **but** I don't like pumpkins.
- ... this **or** that ...
- Gill loves her doll, **that** ...
- Gill loves her doll, **yet** she is already 15 years old.
- Ruth likes to travel, **so** she will fly to Spain today.

Correlative Conjunctions

Correlative conjunctions are conjunctions that always work in pairs. The most common correlative conjunction pairs include:

- **either/ or** - e.g.: Tyrone wants **either** a red car **or** a blue one.
- **neither/ nor** - e.g.: I have **neither** the time **nor** the money to go shopping.
- **such/ that** - e.g.: My cousin did **such** a wonderful project **that** everyone congratulated him.
- **whether/ or** - e.g.: Mario was not sure **whether** he should stay **or** leave immediately.
- **not only/ but also** - e.g.: **Not only** did they block the road **but they also** kept shouting.
- **both/ and** - e.g.: **Both** Joe **and** Shelly liked the movie.
- **as many/ as** - e.g.: Check that there are **as many** spoons **as** there are forks.
- **no sooner/ than** - e.g.: **No sooner** did my mom complete all the kitchen work **than** she started cleaning the house.
- **Rather/ than** – e.g.: He'd **rather** do something useful **than** wasting time on this.
- **Scarcely/ when** – e.g.: Ben had **scarcely** left work **when** his boss called and had to go back into the office again.

Contraction

A contraction is a shortened form of two words joined to each other and letter/s from the second word are missing. When writing a contraction, no space is left between the words and the apostrophe is used in place of the missing letter/s.

e.g.: **don't** = do + not (*The apostrophe shows where the 'o' in 'not' is missing, and not to show where the two words join.*)

can't = can + not

didn't = did + not

I've = I + have

It's = it + is

He's = he + is

That's = that + is

should've = should + have

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Dash

A dash — is a punctuation mark also known as an ‘em’ dash. It has many uses:

- To show a sudden break or change in a sentence –
e.g.: *He looked back — the bag was gone.*
- To show an explanation of words in a list –
e.g.: *The cake, balloons, and gifts — these made the party special.*
- To explain a word or phrase in brackets –
e.g.: *(Her secret place — under the willow tree — was hidden in mist)*
- To show interrupted speech in dialogue –
e.g.: *“What on earth — oh! It’s you!”*
- To emphasize a word or phrase –
e.g.: *We turned on the light to see who lay growling — the dog!*

Degree of comparison

When we compare one thing/person to another we often use degrees of comparison.

Adjectives are used to compare nouns/pronouns. e.g.: **fast, faster, fastest**

There are three degrees of comparison –

1. Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
2. Comparative degree – **The cat runs faster than dogs.** (add **-er** when you compare two things with each other)
3. Superlative degree – **The cat runs fastest of all animals.** (add **-est** when you compare several things)

Comparisons use ‘more’ to compare two things or ‘most’ to compare something to many things. When ‘more’ or ‘most’ are used, the verb stays unchanged.

e.g.: **He is more afraid than him. This is the most difficult work.**

Diagonal Forward slash

A diagonal / is a punctuation mark used to -

- Create fractions e.g.: $\frac{1}{2}$ **cup, 2 $\frac{1}{2}$ bags**
- show choices e.g.: go **up/down** or **in/out**
- indicate line breaks in poetry e.g.: *Roses are red/ violets are blue ...*

Dialogue

Dialogue is spoken conversation written with quotation marks:

e.g.: ²*Dad said,* ³ ¹*“Come here.”*¹

⁵ ¹*“Be careful!”* ⁶*shouted Mom,* ¹ ¹*“It looks dangerous!”*⁶

Here are six dialogue rules:

1. Any spoken words are written inside double quotation marks " "
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

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Direct Object

A direct object is a noun that receives the action. E.g.: *Olga kicks **the ball***. *Olga* is the subject, and **the ball** is the noun/ direct object being kicked.

Ellipsis ...

An ellipsis is a punctuation mark that looks like 3 full stops ... in a row. Ellipses are commonly used to indicate **missing words or thoughts** from a from a passage. Ellipses might be used –

1. to build suspense and increase tension– e.g.: *Well, I didn't do it, but...*
2. show hesitation – e.g.: *I don't think... I can... do this.*
3. trail off into silence – e.g.: *Well, I tried to call you, but...*
4. word/s deliberately left out from a text – e.g.: *... Anyway, let's go on.*

NOTE: If you finish a question with an ellipsis, then add a question mark after the ellipsis.

e.g.: **“Do you like sports such as athletics, cycling, swimming ...?”**

Some grammar rules say **not** to add a full stop after an ellipsis at the end of a sentence ... while others say to add a full stop

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions or surprise – e.g.: **Goodness me! It is gone! Get out! This is nonsense!**

Exclamatory Sentence

An exclamatory sentence ends with an exclamation mark ! and shows strong feelings or surprise. e.g.: **They won the race! I'm furious!**

Full Stop (also called a Period)

A full stop . is a punctuation mark that is used -

- At the end of statements, commands or requests e.g.: *I love ice cream.*
- For abbreviations e.g.: *Dr. Botha and Mrs. Botha left at 2:30 pm.*
- for decimal points e.g.: *About 1.5 million pills were made.*

Gender

Gender shows the difference between ‘he’, ‘she’, and ‘it’.

- ‘He’ is masculine e.g.: **he, boy, bull, hero**
- ‘She’ is feminine e.g.: **she, girl, cow, and heroine**
- ‘It’ is neuter e.g.: *a thing without life such as **it, desk, tree, cloud, sand***

Gerund

A gerund is a noun made from a verb and usually ends in **–ing**

e.g.: *I love **singing**. **Playing** is fun! **Running** water flowed by.*

Helping Verb

A helping (auxiliary) verb modifies a primary verb and can control the verb tense –

e.g.: *Paul **had** come. Sue **was** gone. Dan **will** help. That **might have** been perfect. Friends **were** playing happily. Greg **must** stay.*

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Homograph

Homographs are words spelt alike but have different meanings. (They may not always sound alike.)

- e.g.: **bow** could mean a bow on a package/ the front of a boat/ to shoot an arrow or what a violinist uses
wind means blowing air/ turning a screw or winding a watch

Homonym

Homonyms are words that sound the same but do not mean the same thing and are not spelt the same.

- e.g.: deer/ dear (a buck / someone beloved) be/ bee (to remain / an insect),
 maid/ made, their/ there, heart/ hart, peace/ piece

Hyphen -

A hyphen – is a punctuation mark that looks like a short dash. It is used to hyphens are used to join two words or parts of words together –

- Join 2 or more words in compound numbers – e.g.: *twenty-two*
- Make compound words – e.g.: *thirteen-year-old girl*
- Join single letters with other words – e.g.: *U-turn, T-shirt*
- Join numbers in scores, votes, and life spans -e.g.: *2005-2007*
- Join 2 or more words to form a single adjective before a noun – e.g.: *hard-working man*
- Prevent confusion – e.g.: *re-create instead of recreate*
- divide words too long to fit onto a single line

Idiom

An idiom is a word picture using words that mean something totally different from what the words themselves imply.

- e.g.: Henry was **pulling my leg**. (He was teasing me.)
 Jane and her friends were **having a ball**. (They were having fun.)

Imperative Sentence

An imperative sentence is usually a command given to a person. The person being spoken to is usually the subject of the sentence.

- e.g.: **Go to your room!**
Tell your mom what you did.

Independent Clause

An independent clause contains a subject and a predicate and is a complete thought. It can stand alone as a sentence.

- e.g.: *My three girls (subject) love dancing to classical music (predicate).*
The puppy (subject) is going to dog training (predicate).

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Interjection

Interjections are words used to show strong feelings or sudden emotions. e.g.: **Oh, ah, alas, wow, gee, O, My.**

They are most often used at the start of a sentence to express a sentiment such as surprise, anger, disgust, joy, impatience, excitement, or enthusiasm.

An interjection is not grammatically related to any other parts of the sentence and is separated by a full stop, question or exclamation mark. They are usually used in informal writing.

- Interjections that express strong emotion are followed with an exclamation mark.
e.g.: **Oh no!** *I forgot to do my homework!*
 - Mild interjections are set off from the sentence with a comma.
e.g.: **Darn,** it's raining again.
 - Questioning interjections are followed by a question mark.
e.g.: **Huh?** *You want me to do what?*
1. If the interjection forms a sentence alone, follow it with a full stop, question or exclamation mark.
 2. If the interjection comes at the start of a sentence, follow it with a comma or a hyphen.
 3. If the interjection appears within a sentence, surround it with commas, brackets or hyphens.
 4. If the interjection comes at the end of a sentence, precede it with a comma or a hyphen.

Metaphor

A metaphor compares 2 things, but it doesn't tell us that it is making a comparison.

Metaphors form word pictures in our minds.

E.g.: ***Her eyes were diamonds. He is a shining star. Life is a highway. The snow is a white blanket. She is an early bird.***

"Thy Word is a lamp to my feet and a light unto my path." (Psalm 119:105.) God's Word is being compared to a lamp – it tells us that His Word can show us our path in life.

Noun

Nouns are naming words. They name people, places, things and ideas.

There are 3 types of nouns:

- **Common nouns** – general things: e.g.: **boy, town, ship**
- **Proper nouns** – official names: e.g.: **Sam, Cape Town, QE II**
- **Pronouns** – used in place of common & proper nouns e.g.: **he, it, she, they, them, his**

Object

The object of a sentence is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.

e.g.: **Jack saw a horse.** (The object is "a horse." It is a noun acted upon by the verb "saw.")

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Onomatopoeia

This is a “sound effect” word that sounds like the noise it describes.

e.g.: *whoosh, buzz, zap, boom, purr, gurgle, tinkle, and toot, boing, gargle, clap, zap, and pitter-patter.*

Palindrome

A palindrome is a word that can be spelt the same even if read backwards.

e.g.: *bib, mom, sis, did, pop, tot, bob, tat*

Paragraph

Paragraphs are groups of sentences that convey one general thought or idea. Paragraphs are separated by leaving a line open between them.

Participle

A participle is an adjective made from a verb and usually ends with **-ing** or **-ed**.

e.g.: ***Diving** equipment is very heavy.*
*Mom cooks the pasta in **boiling** water.*

Personification

Personification is when you give an object animal or human behavior. e.g.:

- *Lightning danced across the sky.*
- *The wind howled in the night.*
- *My alarm clock yells at me to get out of bed every morning.*

Possessive nouns

Possessives show ownership. They show something belongs to someone or something, in other words, they “possess” something.

e.g.: *a book belongs to the boy = the **boy's** book*

1. To form the possessive of a singular noun, add an apostrophe and s ('s):

car = car's, cat = cat's

2. To form the possessive of a plural noun ending in s, add only an apostrophe ('): **dogs = dogs', dress = dress'**

3. To form the possessive of a plural noun (more than one) that does not end in s, add an apostrophe and s ('s):

mice = mice's, sheep = sheep's

Phrases

A phrase is a group of words that are a part of a sentence. It works together to give a meaning, but cannot stand on its own as a complete sentence. It does not have a subject and/or a verb

The phrase **“across town”** does not make sense on its own. If you add a subject and a verb to this phrase it will be a complete sentence:

e.g.: *We ^(subject) **drove** ^(verb) **across town to visit my Ouma.** ^(object)*

Commas are often used to separate phrases from the rest of the sentence.

e.g.: ***The bull, angry and snorting, charged towards the gate.***

Language Arts Grammar Guide

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by adding 's' e.g.: pot= pots, book= books, fan= fans, but there are several exceptions:

1. Words end with 'sh' add 'es' e.g.: *fish – fishes, dish - dishes*
2. Change words ending in 'y' to 'i' + 'es' e.g.: *baby – babies, lady -ladies*
3. Word ending 'ey' add 's' e.g.: *monkey– monkeys, donkey- donkeys*
4. Word ending 'o' add 'es' e.g.: *potato – potatoes, tomato- tomatoes*
5. Words end 'z' add 'z' + 'es' e.g.: *quiz- quizzes*
6. Words ending 'fe' change 'f' to 'v' e.g.: *wife – wives, life - lives*
7. Spelling change e.g.: *Goose – geese, mouse – mice, man - men*
8. No change e.g.: *sheep – sheep*

Predicate

The predicate is everything other than the subject in a clause. Every clause or sentence has a predicate. The predicate always includes a **verb** and tells you something about the subject – what it did, what it "is" or what happened to it.

- Simple Predicate: a verb by itself – e.g.: *The girl **plays**.*
- Compound Predicate: with two or more simple verbs – e.g.: *The girl **plays** with her dolls and **dresses** them.*
- Complete Predicate: a simple or compound predicate plus everything else that adds to these verbs – e.g.: *The girl **plays with her dolls every afternoon.***

Predicate Adjective

This is an adjective that comes after a linking verb and describes the subject of the sentence.

- e.g.: *Lemons **are sour**.* (are =linking verb; sour =predicate adjective)
*Men **seem brave**.* (seem= linking verb; brave= predicate adjective)

Predicate Noun

This is a noun that comes after a linking verb and describes or defines the subject of the sentence.

- e.g.: *Grasshoppers **are insects**.* (are= linking verb; insects= predicate noun)
*Ostriches **are birds**.* (are= linking verb; birds= predicate noun)

Prefix

A prefix is a group of letters added to the **beginning** of a word to change its meaning, often to the negative.

- e.g.: **un**important (not important), **im**possible (not possible)
 e.g.: **un**important (*not important*), **im**possible (*not possible*)
- | | | | |
|-------|------------------------------|-----------------------------------|----------------------------|
| e.g.: | ab (<i>from</i>) | ad (<i>to</i>) | com (<i>with</i>) |
| | dis (<i>apart</i>) | en (<i>in</i>) | ex (<i>out</i>) |
| | pre (<i>before</i>) | pro (<i>in front of</i>) | in (<i>not</i>) |
| | re (<i>back</i>) | sub (<i>under</i>) | un (<i>not</i>) |
| | be (<i>by</i>) | | |

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Preposition

A preposition is a word/s to show **position** ("position" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

around, at, away from, behind, down, in, on, over, towards, through, under, up
e.g.: The fruit is **on** the trees. Dad lay **under** the car.

To refer to a direction, use **to in into on and onto** e.g.:

- She drove **to** the store.
- Come right **in(to)** the house.
- Drive **on(to)** the grass and park the car **there**.

Prepositions of Time or refer to one point in time, use **in at and on**

Use "in" with parts of the day (not specific times), months, years, and seasons. E.g.:

- He reads **in** the evening.
- The weather is cold **in** December.
- She was born **in** 1996.

Prepositions of Place use the prepositions **in** (the point itself), **at** (the general vicinity), **on** (the surface), and **inside** (something contained). e.g.:

- They will meet **in** the lunchroom.
- She was waiting **at** the corner.
- He left his phone **on** the bed.
- Place the pen **inside** the drawer.

To refer to an object higher than a point, use **over** and **above**

To refer to an object lower than a point, use **below beneath under and underneath**

To refer to an object close to a point, use - **by near next to between among** and **opposite**

To refer to a location, use the prepositions **in** (an area or volume), **at** (a point), and **on** (a surface)

To refer to a spatial relationship, use the prepositions **above, across, against, ahead of, along, among, around, behind, below, beneath, beside, between, from, in front of, inside, near, off, out of, through, toward, under, and within**.

Some Common Verb + Preposition Combinations

About: worry, complain, read

At: arrive (a building or event),
smile, look

From: differ, suffer

For: account, allow, search

In: occur, result, succeed

Of: approve, consist, smell

On: concentrate, depend, insist

To: belong, contribute, lead, refer

With: (dis)agree, argue, deal

Present Continuous Tense

The present continuous verb tense indicates that an action or condition is happening now, and may continue into the future. e.g.:

- Aunt Christine is **warming** up the car while Scott looks for his new leather coat.
- They are **eating** at Scott's favourite restaurant.

Language Arts Grammar Guide

Prepositional Phrase

A prepositional phrase is a phrase that includes a preposition, its object and any other adjective/ adverbs that modify the object. Prepositional phrases almost always serve as adjectives and adverbs.

Subject v prep op

e.g.: The fireman ran (**up the ladder.**) (**up**= preposition, **the ladder**= object of the preposition, **up the ladder**= prepositional phrase) and this phrase is an adjective as it describes/ modifies the verb **ran** as it tells where the fireman ran.

Subject v prep op

e.g.: The lady sang (**in the choir.**) (**in**= preposition, **the choir**=object of the preposition, **in the choir**= prepositional phrase) and this phrase serves as an adverb as it tells where the lady sang.

Pronoun

A pronoun is a word that replaces a common or proper noun. These are all pronouns:

singular: *he, him, his, she, her, hers, it, its, I, you, me*

plural: *they, them, their, theirs, we, us, our*

A common noun or proper noun (person's name) must be used before a pronoun is used and is called an antecedent.

e.g.: *The cat licks **its** paws.* (the **cat** is the **antecedent** of the pronoun **its**.)

*The boy packs **his** bags.* (the **boy** is the **antecedent** of the pronoun **his**.)

Pronoun – Person

A pronoun is a word that replaces a common or proper noun.

There are three 'persons' of pronouns –

- First-person – I or **we** speaking – e.g.: ***I, me, mine, we, us, our, ours***
- Second person – whoever is being spoken to – e.g.: ***you, your, yours***
- Third person – anyone/ anything being spoken about –
e.g.: ***he, him, his, she, her, hers, they, them, their, theirs, it, its***

Proper Nouns

Proper nouns are names and are always written with a capital letter.

- **People** – e.g.: *Peter, Mr. Smith, Ouma Lilly*
- **Nationalities and languages** – e.g.: *Dutch, Afrikaans*
- **Continents, countries, cities, street & park names** – e.g.: *Africa, Botswana, Cape Town, Church Street, Central Park*
- **Rivers, mountains, deserts, lakes, ships** - e.g.: *Nile River, Atlas Mt., Kalahari Desert, Lake Malawi, QE11*
- **Months & days of the week** – e.g.: *May, Monday*
- **Titles of books** – e.g.: *Aesop's Tales, plays – Winter's Tale, songs – "Jesus Loves Me", and films – Funny People*

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Question mark ?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question.

Direct questions use these words: **how, who, what, why, where, whom & when.**

It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter. e.g.: **Are you well?**

A **tag question** is a statement followed by a short question. Tag questions are quite common in English and are used to ask if you agree with the statement. e.g.:

- *You speak English, don't you?*
- *The dog is brown, right?*
- *You paid the bill, didn't you?*
- *Lisa is not here, is she?*

Quotation Marks

Quotation marks (“ ”), also called inverted commas, are punctuation marks that are used to show words being **spoken**. They are written immediately before and after what was said.

e.g.: *Sally said, “Come swim with me.”*

Punctuation marks that end the speech must be placed **inside** the quotation marks.

Questions: e.g.: *“Did you see them today?” she asked.*

He asked, “How much are these?”

Exclamations: e.g.: *“This is fantastic!” exclaimed Paul*

Dad shouted, “Go to your room!”

The phrases she asked, he said, Dad shouted is called the attribution.

Reported and Direct Speech

Direct speech is when you write the exact words that someone is saying or has said. The words actually spoken are written inside quotation marks (inverted commas).

e.g.: *“I feel ill, Mom.” said Fred.*

Reported speech is also called indirect speech and is what someone said told in your words.

The report of the speech is in the past tense because the dialogue has already happened.

The verbs in reported speech therefore changes.

e.g.: *Fred told his Mom he was feeling ill.* or *Fred told his mom that he felt ill.*

Rhyme

Rhyming words, especially the endings, sound very similar. They do not need to be spelt the same.

e.g.: **see/ me/ bee/ tree/ free/ flea/ sea**
go/ sew/ blow/ grow

Root Word

The root word is the core or basic part of a word. Suffixes and prefixes are parts added before or after the root word, and change the meaning of the root word.

e.g.: **do:** *redo* (suffix *-re*), *doing* (prefix *-ing*)

play: *replay* (suffix *-re*), *plays, playing, player, played* (prefixes)

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Semicolon

A semicolon (;) is a punctuation mark that is used as a weak full stop or a strong comma. It acts as a weak full stop when it is used to join together a sentence that follows the meaning of the first:

e.g.: *She was not a ballerina; she just loved to dance and move to music.*

The semicolon acts as a strong comma when it is used to show a break in groups of series (or lists):

e.g.: *I always pack my medicine bag when I travel - medicines for the children; ear drops, painkillers and nose spray and first aid items; plasters, cotton wool and bandages.*

Simile

A simile is a comparison that uses the words 'like' or 'as' to compare 2 things:

e.g.: *He was **as** slippery as an eel. The boy was **as** thin as a rake.*

*Cheetahs run **like** lightning. She slept **like** a log.*

Read Proverbs 25:28 and 27:8 to see more similes!

Sentences

A complete **sentence** is made from a **subject** and a **verb**.

e.g.: ***John** (subject) **sings** (what he does/ verb).*

The subject is a person or a thing. Action verbs tell what a person or thing **does**:

e.g.: *Amy **paints**. The dog **pants**. He **sings**.*

Being verbs such as 'is' and 'are' tell what the person or thing is (being):

e.g.: *I **am** hungry. The box **is** open. The boys **are** big.*

A simple sentence has an independent clause with a subject and verb (predicate) although it may contain a compound subject and/or compound predicate. It may not have a dependent clause.

e.g.: *The boys played. The boys and the girls played.*

The boys and girls played outside in the garden.

Singular

Singular means **one** of something. When there is more than one of something, it is called plural. Most plurals are formed by adding 's':

e.g.: ***pot = pots** **book = books** **fan = fans** **flower = flowers***

Some words' spelling changes when changed to plural:

e.g.: ***man = men** **mouse = mice** **goose = geese***

Slang

Slang is a type of speech that is sometimes found in personal writing. It is often used to create colourful figures of speech or express a character's personality. It should not be used in formal English.

e.g.: *"Those girls should **chill out**." (They need to relax.)*

*"I'm going to **lose my cool**!" (I will get upset.)*

*"My gang **split on me**." (They betrayed me.)*

Language Arts Grammar Guide

Subject

The subject of a sentence is the person, place, thing, or idea that is doing or being. The subject is sometimes called the “naming part” of a sentence or clause. It shows what the sentence is about, or who or what is performing an action in the sentence. The subject is always a noun or pronoun. Every clause always has a subject – someone/ something that the clause is about.

- e.g.: **My children** have different coloured eyes. (simple subject)
Tess and Lara both have blue eyes. (compound subject -2 or more)
Most newborn babies are born with blue eyes. (complete subject, including adjectives, adverbs and articles)

Subject + verb + Object

The noun that comes after a transitive verb (a verb that needs a noun to make sense) is called the **object**.

- e.g.: **The boy cut his finger.**
- **The boy** (subject) **cut** (transitive verb) **his finger** (object)
 - “The boy cut” —doesn’t make sense. Cut what?
 - We need an object - **his finger** is the **object** that is *cut*.

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function:

- e.g.: **-s**: hand – **hands** (plural)
-ed: fish – **fished** (past tense – the action already happened)
-ing: sing – **singing** (continuing tense- the action is still happening)

Syllables

Words can be made up of one or more sounds, which when broken up into the uninterrupted sound, syllables are formed.

- e.g.: *clap* (1 syllable)
clapping (2 syllables: clap /ping)
understanding (4 syllables: un/der/stand/ing)
anaesthesiologist (7 syllables: an/es/the/si/ol/o/gist)

Synonym

Synonyms are words that have the same meanings:

- e.g.: **big** — **large**, **small** — **tiny**

Types of sentences

Sentences have several purposes:

1. Statements — sentences which state facts, e.g.: **It is very hot.**
2. Questions — sentences which ask for an answer, e.g.: **Are you hot?**
3. Commands — sentences which give orders or requests. (The subject of these sentences is usually understood and therefore not mentioned.)
e.g.: **Do not go out in the sun!**
4. Exclamations — sentences which express a strong feeling of emotion.
e.g.: **My goodness, it is hot!**
5. Greetings — sentences which do not have any definite form. e.g.: **Good morning.**

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Verb

A verb is a doing/ action or being word.

Action verbs express actions: e.g.: **eat, swim, run, smile, cry, build, fly**

Being verbs express a state of being:

e.g.: *Kim **is** angry. The lettuce **is** green. Foxes **are** sly. My parents **will be** angry.*

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense – verbs often end with **-ed** e.g.: *John herded the oxen.*
– **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense – verbs often end with **-s** e.g.: *Lara milks the cow.*
– **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense – **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

There are different forms or families of verbs – ‘**go**’ is used as ‘**go, went and goes**’, and ‘**have**’ is also used as ‘**have, has and had**’.

Teach Spelling



1. **SAY** the word aloud



2. **LOOK** at each letter in the word



3. **SAY** and **SPELL** it while looking at the word



4. **CLOSE** your
eyes and see
the word and
spell it



5. **CHECK**
the word again



6. **TRACE**
and say it



7. **WRITE** it out
(cover the model)



8. **CHECK**
letter by letter



9. **REPEAT** all
the steps if
you made a
mistake

Worksheet 1

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 1

The boy jumped as his mother's voice sounded sharply at his back. "Why do you stand there? I am waiting for milk for your little sister. Go! Milk your goats!"

Vocabulary

Join the words below to the correct **meaning** drawing a line to match:

- | | |
|-------------|---------------------------------|
| a. jump – | * shrill, loud, piercing, harsh |
| b. sound – | * small, tiny |
| c. sharp – | * a noise |
| d. wait – | * leap, hop, skip |
| e. little – | * delay, pause, hold on |

Grammar

Using the passage above, complete the following grammar activities:

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions such as anger, shock or surprise –

e.g.: *Goodness me! It is gone! Get out! This is nonsense!*

**Basic
Building
Block**

1. **Circle** all the **exclamation marks**. Why are they used? - tick the best answer:
 - To look important**
 - To show someone feels in a hurry/ something is urgent**
 - To finish the sentences**
2. **Tick ✓** above the question mark.
3. Look for all the words with the endings - **ed**, - **ing**, -**ly**. These endings are called **suffixes**. A suffix is a letter or group of letters added to the end of a word to change its meaning or function. Draw **slashes** through the words to separate the **suffixes**.

4. What endings (suffixes) could you add to the word 'go'? _____

5. What **adjective** did the author use to describe his sister? _____

Can you think of another adjective of your own to describe his sister? _____

6. Write a sentence with descriptive adjectives to describe someone in your family:

Worksheet 2

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 5

“This is a bad place for us. Day after day our cattle get sick. Why doesn't your tatab do something? He is the chief, isn't he?”

Vocabulary

1. Underline the word in the passage that ends with **-ace**.
2. When a word ends with a **silent 'e'** it makes the vowel before it 'say' its name.
Say these words out loud, and spell them out loud.

-ace	-ice
face	dice
race	rice
lace	mice
place	price
space	slice
trace	spice

Grammar

Using the passage above, complete the following grammar activities:

Question mark?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question. Direct questions use these words **how, who, what, why, where, whom & when**. It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter.

**Basic
Building
Block**

1. **Circle** all the **question** marks.
2. Put a **dot ●** above the **question word** in the passage.

3. Write your own questions using these questions words: (Remember to end each sentence with a **question mark.**)

- a. **How** _____
- b. **Who** _____
- c. **What** _____
- d. **Why** _____
- e. **Where** _____
- f. **When** _____

Contractions

A contraction is **two words joined together** and an apostrophe inserted to replace any letter/s that are now missing in the two words. We use contractions in everyday speech and informal writing where we join together two words to make them shorter.

e.g.: **I am = I'm** (the apostrophe shows where the 'a' from 'am' is missing)
it is = it's (the apostrophe shows where the 'i' from 'is' is missing)

**Basic
Building
Block**

4. Draw **boxes** around the **contractions** in the passage. Write out the 2 words in each contraction in full. _____

5. Write out the two words that make up these **contractions**:

- they're = _____
- I'd = _____
- how's = _____
- it'll = _____
- wasn't = _____
- isn't = _____
- don't = _____
- won't = _____

6. What do you think is a **tatab**? _____

Compound words

A compound word is formed when two words are joined together to make a new word.

e.g.: *fireplace = fire + place*
seaside = sea + side

**Basic
Building
Block**

7. Put a **slash** through the **compound word** in the passage

8. **Write out** the two words that make up the compound word: _____

Worksheet 3**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 25

"Go home now," he ordered. "Eat and rest until you are called. It will be dark. Men, when you are called, come to my hut. Bring your weapons and see that they are sharp."

Vocabulary

1. **Tick** ✓ whether these words below are singular or plural:

- **men =** **singular / plural**
- **hut =** **singular / plural**
- **weapons =** **singular / plural**

2. How many words can you make using the letters found in the word **weapons**?

Grammar

Using the passage above, complete the following grammar activities:

3. Underline all the things the men must **do**. These 'doing' words are called **verbs**.

Quotation Marks

Dialogue is a spoken conversation. Quotation marks (" ") are punctuation marks that are used to show words being spoken. They are written immediately before and after what was said.

e.g.: *Sally said, "Come swim with me."*

Let us look at writing spoken words which we call **dialogue**:

e.g.: ²*Dad said,* ³¹*"Come here."*

1. Any spoken words are written inside quotation marks " "
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

**Basic
Building
Block**

- 4. Put a **dot ●** above all the **quotation** marks in the passage.
- 5. Rewrite the first sentence of the dialogue in the passage but begin with the attribution instead of the quotation: **He** _____
- 6. Here is a list of **attributions** (that tells us *who* and *how* they are speaking). Write the most suitable attribution to complete these sentences: Remember your punctuation! Can you see that the attribution can come before or after the dialogue in quotation marks?

mom whispered, dad commanded, She asked, they wondered

- a. _____, "Can you come now?"
 - b. "Shh ... the baby is sleeping," _____
 - c. "Where could all our suitcases be?" _____
 - d. Go to bed now, children!" _____
7. Using **"said"** in every dialogue sentence can become boring. Here is a list of much more interesting attributions to use instead:

cried laughed asked mumbled told pleaded agreed screamed

Choose any of these and write them in your own dialogue:

Worksheet 4

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 26

I need boys who will gather stones from the river – you will be their captain. It will be hard work for you, but it will be good for you to learn to be a leader.

Vocabulary

1. Underline the **antonyms** (words with opposite meanings) in the passage for **bad, scatter, easy, follower**.
2. Write a word from the passage that rhymes with “**sliver**” - _____
3. **Tick** ✓ above the **synonyms** (words with similar meanings) in the passage for **difficult, chief, and rock**.

Grammar

Using the passage above, complete the following grammar activities:

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by adding ‘s’ to the end of the word.

e.g.: *pot= pots, book= books, fan= fans*

**Basic
Building
Block**

4. Draw a **box** around all the **plural** words in the passage ending with **s**. Now rewrite these words without the ‘s’ _____

Helping verbs to denote the future tense ‘will’ & ‘will be’

‘will’ is a helping verb refer to actions that will certainly take place in the future.

e.g.: *I will go to the market.*

‘will be’ is future continuous tense and refers to actions that will be taking place at some time in the future, for which the specific time is unknown.

e.g.: *They will be working on it.*

**Basic
Building
Block**

5. Put a **dot** ● above both ‘will be’ in the passage.
6. Write ‘will’ or ‘will be’ to complete these future tense sentences:

- a. Lisa will run home after the rain stops.
 - b. Mom will be happy to see my clean room.
 - c. Sam will go shopping later.
 - d. We will be packing for our holiday.
 - e. He will not join us next week.
 - f. We will be painting our new house all weekend.
 - g. She will be leaving straight after breakfast.
7. **Circle** the **hyphen**. (A hyphen – is a punctuation mark that looks like a short dash.)

Worksheet 5

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9 Under the cork-oak tree

“I want to be a sailor, Senhor! I want to be a discoverer, and find new places in the world, like my brother Jaime,” Luis answered eagerly, forgetting his nervousness.

Vocabulary

1. **Draw a box** around the **homonym** (a word that sounds the same) in the passage for ‘knew’.
2. **Learn** these spelling words from the passage:

**sailor discover places world brother answer
eager forget nervous**

3. **Unscramble** these words below to spell words from the box above. (Hint: the first letter in each scrambled word is correct.)

SAORLI = _____

AWNSRE = _____

DRVSIEOC = _____

EGAER = _____

PCAELS = _____

FTERGO = _____

WRLDO = _____

BTOERHR = _____

NEUORVS = _____

Grammar

Using the passage above, complete the following grammar activities:

4. **Circle** the **punctuation** mark that shows Luis is excited. What is this punctuation mark called?

A period A question mark An exclamation mark

5. Write in the **correct punctuation mark: !, ?, or full stop** to complete these sentences:

a. Go away_

e. I am tired_

b. Where is my key_

f. It is no use_

c. What do you want_

g. Oh no_

d. Be quiet_

h. Who played at the park_

Suffix

A suffix is a letter or group of letters added to the end of a word to change its meaning or function:

- e.g.: **-s:** hand – hands (*makes it plural*)
-ed: fish – fished (*shows past tense*)
-ing: sing – singing (*continuing tense*)

Basic Building Block

6. **Underline** all the words in the passage with the **suffixes** (endings) below:

-s, -er, -ing, -ly, -ed, -ness.

7. Draw **slashes** / through these words in the passage to separate the **suffix** from the root word.

8. **Separate** the syllables of these words with slashes:

discoverer

answered

forgetting

Quotation Marks

Dialogue is a spoken conversation. Quotation marks (“ ”) are punctuation marks that are used to show words being spoken. They are written immediately before and after what was said. e.g.: Sally said, **“Come swim with me.”**

Let us look at writing spoken words which we call **dialogue**:

e.g.: ²Dad said,³ ¹“Come here.”¹

1. Any spoken words are written inside quotation marks “ ”
2. Use **tags** (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

Basic Building Block

9. Draw an **arrow** ↓ above the **quotation** marks in the passage. Why are they used?

- To show important words**
- To show spoken words**
- To look pretty**

10. Write in the quotation marks to correctly show the words spoken in the following sentence:

- a. Mom instructed, Put all your toys away!
- b. Where is the ball? asked Henry.
- c. I am so sorry, apologized Kim.

Worksheet 6

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.55 To Africa

It was a fish! Luis picked it up. It gave a few feeble flaps and lay still, its colours already fading. He threw it back into the sea.

Vocabulary

1. Draw **boxes** around all the words that have the long 'a' sound as in 'say'.
2. **Match** the correct definition for these words with a **tick** :
feeble – strong / weak **fading** = loose colour / brighten

Grammar

Using the passage above, complete the following grammar activities:

3. **Circle** the **exclamation** mark in the passage. Why is it used?
 To show shock **To show surprise** **To show anger**
4. Underline the **adverbs** describing how the fish flapped.
5. Write your own **antonyms** (words with the opposite meanings) to describe the fish's flapping: **It gave a _____ flaps.**

Preposition

A preposition is a word/s to show **position** ("position" is the clue in the word).

Prepositions indicate direction, time, and place, and tell us **where, when** or **how** in relation to a noun, pronoun, or noun phrase.

These are preposition words:

around, at, away from, behind, down, in, into, on, over, towards, through, under, up

e.g.: The fruit is on the trees. Dad lay under the car.

**Basic
Building
Block**

6. Draw **squiggly lines** under all the **prepositions**.
7. Write any **preposition** of your own to suitably complete these sentences:
 - a. The chief sat _____ his throne.
 - b. Dad hid the money _____ the safe.
 - c. We climbed _____ the wall.
 - d. The dolphin swam _____ the pool.

Worksheet 7

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 9 pg.60 Going Ashore

Two of the men who had sailed with them were to be left here, to find their way back to their homes inland.

Vocabulary

1. Draw **boxes** around the **homonyms** (a word that sounds the same but is spelt differently and has a different meaning) in the passage for **'to'**, **'hear'**, **'there'**, **'why'**
2. **Match** these **homonyms** to the correct word with the same sound in the right column: Say each word in a sentence to show the difference in meanings.
 - a. **new** knead
 - b. **two** bare
 - c. **not** knew
 - d. **need** knot
 - e. **bear** too
3. Underline the word in the passage that rhymes with **'hailed'**.

Grammar

Using the passage above, complete the following grammar activities:

Compound Word

A compound word is formed when two words are combined to make a new word.
e.g.: **fireplace** = *fire* + *place*, **seaside** = *sea* + *side*, **snowman** = *snow* + *man*

Basic Building Block

4. Put a **dot ●** above the **compound word** in the passage.
5. Draw a **slash** to separate 2 words that make up a **compound word** (a word made up of two joined words). **Write out** these two words here: _____

6. Create **compound words** using these words: Write them in full:

a. man + hole = _____

d. shoe + lace = _____

b. sun + set = _____

e. foot + ball = _____

c. in + side = _____

f. milk + shake = _____

7. Let's look at **plural** (means 'more than one'), **singular** (means single or just one) words. **Tick** the correct answer:

a. girls -- **singular** **plural**

b. homes -- **singular** **plural**

c. ship -- **singular** **plural**

d. boy -- **singular** **plural**

e. oars -- **singular** **plural**

Worksheet 8

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 15 pg.105 Tempest!

“We should be able to find good drinking water in this fine bay. But I am afraid that the two of you are not included in the party.”

Vocabulary

1. Circle 2 **homonyms** (words that sound the same but are spelt differently) in the passage for the word **‘too’**. Write out all 3 synonyms: _____
2. The word **‘party’** used in the passage has two meanings. Which meaning is correct in this passage?
 celebration group of people
3. Put a **dot ●** above the word **‘should’** in the passage.
4. Let’s change **‘should’** into new words by replacing the **‘sh’** with these letters: Write out these new words: **w** _____, **c** _____

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: a girl’s **blue** dress, the **slow** train, bowl of **hot** food

**Basic
Building
Block**

5. Underline all the **adjectives** in the passage.
6. **Write in** your own **adjectives** to describe these nouns:

a. a _____ dog	d. her _____ shoes
b. the _____ drink	e. Dad’s _____ car
c. my _____ bag	
7. Draw a **box** around the **negative** word in the passage.

Pronouns

A **pronoun** is a word that **replaces a common or proper noun**.

These are all pronouns:

singular: he, him, his, she, her, hers, it, its, I, you, me

plural: they, them, their, theirs, we, us, our

A common noun or proper noun (person's name) must be used before a pronoun is used and is called an **antecedent**.

e.g.: The **cat** licks **its** paws. (The **cat** is the antecedent of the pronoun **its**.)

The **boy** packs **his** bags. (The **boy** is the antecedent of the pronoun **his**.)

**Basic
Building
Block**

8. **Tick ✓** above all the **pronouns** in the passage.
9. Personal pronouns help to avoid repetition of the same word used to refer to somebody. **Replace** the **repeated pronouns** in the sentence below. Remember to keep the first two names so that we know who the pronouns refer to.
- a. **Sally** gave **Tim** a drink because (**Tim**) _____ water bottle was empty.
 - b. The **cat** licked (the **cat's**) _____ fur.
 - c. **Mom** baked (**mom's**) _____ favourite cake.
 - d. **We** need to go to (**we**) _____ tent.
 - e. **Ben and Sally** meet (**Ben and Sally's**) _____ friends.
10. Use these **pronouns** in your **own sentences**: The pronoun can begin a sentence, but you can use the pronoun in the middle of the sentence.
- a. **I**: _____
 - b. **you**: _____
 - c. **they**: _____
 - d. **his**: _____
 - e. **them**: _____

Worksheet 9

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.3

“These are the three stowaways Captain Snoek is putting ashore, Commander,” the officer from the *Salamander* said, addressing the leader of the Company’s men respectfully.

Vocabulary

1. Draw **slashes** to show the **syllables** in the words below: (A syllable is the basic sound that makes up the words as you say them aloud – clap your hands for each syllable as you say them):

stowaways

Commander

Salamander

respectfully

2. **Tick ✓** above all the words with **double letters** in the passage.

Grammar

Using the passage above, complete the following grammar activities:

Capitalization

Capital letters or upper-case letters are used -

- To start the **first word** in a sentence. e.g.: *In the beginning ...*
- All **proper nouns** and **titles**. e.g.: *Sam, Joe and Mr Black*
- All references to **God, the Bible** and books of the Bible. e.g.: *Jesus*
- **Days of the week, months, holidays, special events** or periods in history. e.g.: *Monday, May, Christmas, Middle Ages*
- Any **geographical** references, such as names of rivers, mountains, oceans, and seas. e.g.: *Nile River, Atlas Mt, Indian Ocean, Dead Sea*

**Basic
Building
Block**

3. Draw **boxes** around **all the words** in the passage that begin with **capital letters**.
4. How many of these capital letters indicate **the start of the sentence**?
1 2 3 4 5
5. How many of these capital letters indicate **proper nouns**?
1 2 3 4 5

6. Why is the word *Salamander* written in italics?
 - To look pretty
 - To show that it is the name of a ship
 - To make the name stand out
 7. Put a **dot ●** above the words ending with **-ing** in the passage.
 8. Underline the **number** word in the passage.
 9. **Write** out all the **number words from 1 to 10**.
-

Worksheet 10

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.40

They landed on a small beach and dragged the boat up onto the sand.

Everywhere Jannie looked there were seals, flopping about between the stones or sleeping on the rocks.

Vocabulary

1. **Write out** the words in the passage that have 'ea' in the spelling and then add 2 more words of your own that also have 'ea' in the spelling:

2. Draw a **circle** around the **synonym** (a word with a similar meaning) in the passage for the following words: **falling, pulled, asleep, little**
5. **Tick** ✓ above the word in the passage that rhymes with '**cooked**'.

Grammar

Using the passage above, complete the following grammar activities:

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function:

e.g.: **-ed**: fish – **fished** (past tense – the action already happened)

-ing: sing – **singing** (continuing tense- the action is still

**Basic
Building
Block**

3. **Underline** **root words** (the basic form of the word) in the passage with **-ed** and **-ing endings** called suffixes.
4. Draw a **dot** ● above the **-ed** and **-ing** suffixes in the passage.
5. Add the **correct -ed** or **-ing suffix** endings to the words below:
 - a. He **play**_____ in the match yesterday.
 - b. We will be **pack**_____ for the camp today.
 - c. I **love**__ to eat ice cream when it was hot.
 - d. Be quiet! The baby is **sleep**_____.
 - e. Mom **cook**___ a delicious supper last night.

Plural

When there is **more than one** of something, it is called a plural. Most plurals are formed by adding 's' e.g.: pot= pots, book= books, fan= fans,

**Basic
Building
Block**

6. Tick to show whether these words are **singular** or **plural**:

- a. **beach** singular plural
- b. **seals** singular plural
- c. **stones** singular plural
- d. **boat** singular plural
- e. **rocks** singular plural

Compound words

A compound word is formed when two words are combined to make a new word. e.g.: **snowman** = snow + man

**Basic
Building
Block**

7. Draw a **box** around the **compound word** in the passage. Draw a **slash /** to separate the two words that make up the compound word.

8. **Join** these two words to make up **compound words**:

- a. sun + set = _____
- b. snow + man = _____
- c. sea + side = _____

Worksheet 11

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.47

Jannie did not know how long he swam. He lost count of time. His arms and legs moved more and more slowly. They were so heavy. He was so tired.

Vocabulary

1. Draw a **box** around the word in the passage that rhymes with **mount**.
2. The **vowel 'ou'** in words sounds like '**ow**'. Here are other '**ou**' words:

loud, cloud, our, out, proud, shout

Grammar

Using the passage above, complete the following grammar activities:

Verbs that change in past tense
Swim is an irregular verb; ***swam*** is the **past tense** of ***swim***.

**Basic
Building
Block**

3. **Underline** the word '***swam***' in the passage.
4. Change these words to the **past tense** by changing the spelling:
 - a. **run** - _____
 - b. **sing** - _____
 - c. **ring** - _____
5. **Tick** whether these words are **singular** (one) or **plural** (more than one). Plural words often end with '**s**'.
 - a. **arms** singular plural
 - b. **sand** singular plural
 - c. **legs** singular plural
 - d. **beach** singular plural

Adverbs

An adverb **describes a verb**, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**.

e.g.: The children ran **quickly**. The man walked **slowly**.

**Basic
Building
Block**

6. **Draw a circle** around any **adverb** ending in **-ly**.
7. Write **-ly** endings to these words to change them into **adverbs** and then use these adverbs in your own sentence:

quick_____

loud_____

joyful_____

careful_____

Worksheet 12

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 16 pg.105

On the Monday he began to work as a shepherds' boy again, and it was only on the Thursday, when he was sent to the bookkeeper's office to work on the inventory as promised, that he learnt what happened.

Vocabulary

1. It helps to break up long words to learn them. Look at these words from the passage:

Mon/day be/gan shep/herd a/gain Thurs/day
book/keep/er in/ven/to/ry pro/mise hap/pened

2. How many syllables does the word **inventory** have? 1 2 3 4 5

3. Underline the **synonyms** (same meaning) in the passage for:

vowed, started, workplace, a list, knew

Grammar

Using the passage above, complete the following grammar activities:

4. Draw a **dot ●** above all the **capital** letters in the passage. Why are they used? (You can choose more than one.)

To begin a new sentence

To name the days of the week

To show the word is important

5. **Write** these **proper nouns** under the correct titles:

SABC TV	Joseph	October	Netflix
April	Shoprite	Sunday	Samuel
Friday	July	Alice	Monday
<u>People's names</u>	<u>Days of the week</u>	<u>Months of the year</u>	<u>Company names</u>

Apostrophe

An apostrophe ' is a punctuation mark. Add 's show **possession** (something belongs to someone):

- e.g.: *the man's bag (the bag belongs to the man)*
Dad's car (the car belongs to Dad)
a dog's bone (the bone belongs to the dog)

**Basic
Building
Block**

6. **Tick ✓** above all the **apostrophes '** in the passage. Are they used to show possession? **Yes** **No**
7. **Add an apostrophe 's** to the nouns in the following sentences to show **possession**:
 - a. I found **Mom**__ handbag.
 - b. **Jack**__ ball rolled away.
 - c. The **cat**__ food smells of fish.
 - d. We love reading **Beatrix Potter**__ books.
 - e. You have my **sister**__ balloon.
8. Draw **slashes** to separate the **compound** word in the passage.

Worksheet 13**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

"What will you buy with it?" demanded Carola.

"I'm buying one of those red caps the sailors wear. They cost three stuiwers – and that's what he gave me."

Vocabulary**Homonyms**

Homonyms are words that **sound the same** but do not mean the same thing and they are not spelt the same. e.g.: **deer / dear** (a buck / someone beloved)

be / bee (to remain / an insect)

**Basic
Building
Block**

1. Draw a **dot** ● above the **homonyms** in the passage for 'by' for 'won'
2. Match these **homonyms** to the list below: **here, hart** (a deer), **maid, peace, too**
 - a. made - _____
 - b. two - _____
 - c. their - _____
 - d. heart - _____
 - e. piece - _____
3. **Tick** ✓ above the two words 'buy' and draw a slash / to separate the **-ing** ending (suffix)
4. "**stuiwers**" is a Dutch word. What do you think it means? Write it in your language: _____

Grammar

Using the passage above, complete the following grammar activities:

5. Draw a **circle** around the **question mark**.
6. **Underline** the question in the passage.
7. Draw **boxes** around the two **number words**.
8. Write out the numbers words from **1 to 5**:

Contractions

A contraction is a shortened form of **two words joined to each other** where letter from the 2nd word are missing. When writing a contraction, no space is left between the words and the **apostrophe** is used in place of the missing letter/s.

e.g.: **don't = do + not**

(The apostrophe shows where the 'o' in 'not' is missing, and not to show where the two words join.)

**Basic
Building
Block**

9. Draw a **star** ✨ above the two **contractions** in the passage. **Rewrite** the contractions as the two full words:

10. Draw an **arrow** ↓ above all the **quotation marks** that indicate spoken dialogue.

Worksheet 14**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.37

How Job ran! Over stones and through bushes, round boulders and
across swift mountain streams.

Vocabulary

1. Match the word to the correct **meaning** – write the number in the square:
- | | | |
|-------------|--------------------------|----------------------------|
| a. over | <input type="checkbox"/> | go from side to side |
| b. through | <input type="checkbox"/> | round rocks or large rocks |
| c. round | <input type="checkbox"/> | fast, speedy, quick |
| d. boulders | <input type="checkbox"/> | moving upwards and across |
| e. swift | <input type="checkbox"/> | rivers or watercourses |
| f. streams | <input type="checkbox"/> | circular shape |

Grammar

Using the passage above, complete the following grammar activities:

2. **Circle** the **exclamation** mark in the passage. Tick why it is used?
- to show shock
 to show excitement
 to show joy

Prepositions

A preposition is a word to show **position** and can indicate direction, time, and place, such as – **around, at, away from, behind, down, in, on, over, towards, through, under, up.**

e.g.: *The fruit is **on** the trees. Dad lay **under** the car.*

**Basic
Building
Block**

3. **Underline** all the prepositions in the passage. (Try to find all four.)
4. Now **rewrite** how and where Job ran but write each preposition in its own sentence, creating separate short sentences. You will need to add extra words so that each sentence is a complete sentence.

e.g.: **Job ran over stones.**

He ran_____.

5. Draw a **dot** ● above the words with **-s** endings. **Tick** why the **-s** ending used?
- To make the words rhyme**
 - To create plural words**
 - To make a new word**
6. Draw **boxes** around the **adjectives** (words that **describe**) the streams.
7. **Write a sentence** describing the stream using your **own adjectives**.
-

Worksheet 15**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.68

"Run away? Where will they run to? They'll die in the wilderness. The wild beasts will eat them!"

Vocabulary

Learn these **question words**: where, what, when, who, why

Grammar

Using the passage above, complete the following grammar activities:

1. **Circle** the **question** marks.
2. **Underline** the **question word**.
3. **Write out** all the other question words that we commonly use:

4. Draw a **box** around the **exclamation** mark.
5. **Tick** ✓ above all the **quotation** marks.
6. Change the first sentence into a **statement**. Begin with –

They _____

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined. e.g.:

- | | | |
|-----------------------------|-----------------------|---------------------------|
| • <i>I am = I'm</i> | <i>it is = it's</i> | <i>they are = they're</i> |
| • <i>I had/ would = I'd</i> | <i>how is = how's</i> | <i>it will = it'll</i> |
| • <i>was not = wasn't</i> | <i>is not = isn't</i> | <i>do not = don't</i> |
| • <i>will not = won't</i> | | |

**Basic
Building
Block**

7. Draw a **dot** ● above the **contraction** in the passage. Rewrite the contraction in full. _____
8. **Write out** these contractions in full:

I'll = _____ **he's** = _____

We're = _____ **didn't** = _____

It's = _____ **I'm** = _____

You've = _____ **Let's** = _____

Worksheet 16**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 9 pg.82

The voice spoke weakly in English and now Job knew who it was.

“Tom Craggs! Where’ve you been? Your ship’s gone.”

Vocabulary

1. Draw a **star** ✨ above word in the passage that begins with a **silent letter**.
2. Learn these words that also begin with **silent ‘k’**:

knife, knight, knob, knock, knit, knuckle, knee, kneel, know, knot

Grammar

Using the passage above, complete the following grammar activities:

Proper Nouns

Proper nouns are important names and are always written with a capital letter or upper-case letters.

People’s names – e.g.: Peter, Mr. Smith, Ouma Lilly

Nationalities and languages – e.g.: Dutch, Afrikaans

**Basic
Building
Block**

1. **Tick** ✓ above all the **proper nouns**. (Tip: they have capital letters.)
2. **Write out** the proper nouns from the passage under the correct headings.
Write one more of your **own** proper nouns under each heading.

<u>People’s names</u>	<u>Nationality or language</u>
3. **Circle** the **contractions** (words with **apostrophes**) in the passage.
4. **Rewrite** both sentences with the contractions, but write out the contractions in full: _____

5. **Join** these words to form contractions:

I have = _____	I will = _____
She is = _____	They are = _____
6. **Underline** the question sentence and draw a **dot** ● above the **question mark**.

7. Draw a **box** around the **exclamation mark**.

Worksheet 17

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.30

“Go, my son,” said his grandfather. “See the sun is already like the white bull eland rising up to graze across the sky. Go quickly!”

Vocabulary

1. Draw a **dot** ● above a word in the passage that rhymes with ‘blaze’.
2. Underline the **antonyms** (words with opposite meanings) in the passage for:

daughter, slowly, down, moon, black, cow, come, grandmother, sinking

Grammar

Using the passage above, complete the following grammar activities:

Compound Word

A compound word is formed when two words are combined to make a new word. e.g.: **fireplace** = fire + place, **seaside** = sea + side, **snowman** = snow + man

Basic Building Block

3. Draw **slashes** to separate the **compound words**. (Try to find two.)
4. **Combine** these two words to create a **compound word**:
 - a. **in + side** = _____
 - b. **bath + room** = _____
 - c. **bed + time** = _____

Simile

A simile is a comparison that uses the words ‘like’ or ‘as’ to compare 2 things: e.g.: *He was **as** slippery as an eel. The boy was **as** thin as a rake. Cheetahs run **like** lightning. She slept **like** a log.*

Basic Building Block

5. Draw a **box** around the **simile** (a description using ‘like’ or ‘as’) in the passage. What is being compared to what? _____
6. **Circle** all the words in the passage with **-ing**, and **-ly** endings.

Worksheet 18

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

He stood beside the tree, not knowing what to do. He was alone. He could not understand what it meant to be alone, for he had never been alone before.

Vocabulary

1. Write these words in alphabetical order:

tree, alone, never, before, was, be, meant

2. Underline all the words in the passage that have the 'o' sound as in 'go'.

Grammar

Using the passage above, complete the following grammar activities:

3. Draw a **dot** ● above all the **commas** in the passage.
4. **Rewrite** the first sentence as two sentences. Instead of using the comma, start a new sentence. (You will need to add a few words.)

5. Draw a **box** around the **preposition** (words describing position) in the passage.
6. Write a suitable **preposition** to complete these sentences"
 - a. He hid his trucks _____ his bed.
 - b. Mom pulled all the boxes _____ of the shed.
 - c. We have to drive _____ the mud.
7. Draw a **slash** to separate the three **compound** words.

Choose any (or all) of these activities to do while you read this book.

A. People living at Vergelegen (pg.7) People and Occupations

1. Make a list of all the people living at Vergelegen and describe what they do there.
2. Match these people or places to their descriptions:

1. Vineyard	a. he looks after sheep	___
2. Orchard	b. lady who cleans inside a house	___
3. Stable	c. a boy who cleans out stables	___
4. Housemaid	d. she makes candles	___
5. Cook	e. a plantation of vines	___
6. Shepherd	f. he plants and waters gardens	___
7. Stable boy	g. he shoes and works with horses	___
8. Milk maid	h. building for horses	___
9. Baker	i. building where clothes are washed	___
10. Candle maker	j. she bakes bread and rolls	___
11. Carpenter	k. where fruit trees are planted	___
12. Gardener	l. she washes and irons clothes	___
13. Laundry	m. she cooks and bakes	___
14. Washerwoman	n. he makes things with wood	___
15. Farrier	o. she makes cream & butter	___

B. Jelly Moulds (pg.8) Creative Kitchen Activity**Making Jelly**

- Make jelly following the directions on the packet.
- Cut fresh fruit and place in the jelly mould/ glasses/ plastic cups.
- Pour the jelly into the moulds/ glasses/ plastic cups.
- Cool in the fridge till set.
- Serve with ice cream or custard.

You can also make a trifle pudding using the jelly.

Create a Trifle Pudding

- Place sponge cake cut into blocks in the base of a glass bowl
- Pour custard/ tinned fruit/ strawberries over the cake.
- Cut the jelly and pour over the custard.
- Cover with whipped cream and decorate with berries. Enjoy!

C. Making Butter (pg.9&10) Rearrange these instructions

Number these sentences in the correct order:

- ___ a. Add a pinch of salt to the cream.
- ___ b. Finally, rinse the ball of butter.
- ___ c. Firstly, pour 250ml fresh cream into a Quick Shake.
- ___ d. Serve with homemade bread. Delicious!
- ___ e. Then shake until the cream thickens into a ball. (\pm 10 minutes)
- ___ f. After 10 minutes buttermilk will form and separate.
- ___ g. To finish, press the butter into a small butter dish and refrigerate.
- ___ h. Pour this buttermilk into a jug. (and use in soups or baking)

Now try to make this butter! It is so easy!

D. Draw a Tea Set Still Life (pg.11) An Art Activity

- ❖ Place a pretty tablecloth on a table and set a pretty china teacup and saucer with a teapot and milk jug. Arrange some flowers in a vase and place them attractively on the table.
 - ❖ To draw your still life, sit comfortably in front of your still life. Use a soft B pencil and a drawing pad on a tray or board. Draw a line across your page where the table line should be. Draw the shape of the centre item. You want to fill your page, so draw big. Measure with your eye and draw what you see, not what you know! Remember things overlap. Angles and shapes are what you should draw. Add details when the shapes are drawn. Look up as you are drawing – always look at what you are copying!
 - ❖ Now that the drawing is complete, you should paint the background first. Fill all the blank spaces and spaces behind the cups, vases etc. with colour. Then paint the shapes and let it dry.
 - ❖ Details can be added with fine paintbrush strokes, or you can use coloured pencils, felt-tipped pens or glitter pens to add details. Remember to sign your name at the bottom. Display your art on the fridge or wall.
-

F. Word Search (pg.12) Circle the words

Find words underlined in the passage that are hidden up, down, back or diagonally among the letters:

Sometimes Mama took off her ring when she combed her hair so I looked carefully around her mirror. I climbed up next to the window to see if I could think of any other places where that ring might be. I sat for a long time looking through the window into the garden.

D	M	A	M	A	M	B	C	X	Z
C	C	L	I	M	B	E	D	S	A
T	Y	S	O	C	O	M	B	E	D
X	U	B	A	U	F	Y	T	H	G
E	I	E	W	T	F	E	A	R	A
N	O	A	K	Q	Z	I	X	C	R
S	P	O	M	I	R	R	O	R	D
A	O	S	D	F	H	G	J	K	E
L	P	L	A	C	E	S	N	L	N
W	O	D	N	I	W	V	B	O	M
W	Q	E	R	I	N	T	O	T	L

G. Opposites (pg.12) Match the antonyms

Find the correct antonym (words with the opposite meanings) for the underlined words and write it above the underlined word.

young, solid, out, seldom, ran, outside, your, loved, die, pretend, always, inside, very,

In the garden there was an old oak tree that was hollow in the middle.
 I often crept into it and pretended that it was my house. Now it would be a real house and Fuad could live there for ever and ever and he would never be whipped.
 I took Fuad there. He was a little bit squashed but you could not see him from the outside.

H. Synonyms (pg.) Words with the same meanings

Choose a synonym from the box that best describes the objects listed below:

- | | |
|--------------------------|--------------|
| 1. shiny _____ | mirror |
| 2. precious _____ | ring |
| 3. long _____ | table |
| 4. heavy _____ | butter churn |
| 5. top _____ | shelves |
| 6. full _____ | bucket |
| 7. slippery _____ | soap |
| 8. cozy _____ | blanket |
| 9. hot _____ | oven |
| 10. wide _____ | kist |
| 11. boiling _____ | kettle |
| 12. wall _____ | clock |
| 13. upright _____ | piano |
| 14. melting _____ | candle |
| 15. hard _____ | mattress |

- Lengthy**
Glittering
Valuable
Upper
Large
Weighty
Cuddly
Slick
Filled
Grandfather
Burning
Standing
Softening
Lumpy
Bubbling

J. Fire! Emergency! (pg. 24 & 25) Cut out and rearrange these blocks.

Cut out and rearrange these blocks to fit together to make a complete rectangle on the page. Draw a simple illustration for each caption.

Wrap yourself in a blanket to prevent getting burnt.

Once you get out – stay out!

If the room is full of smoke, crawl on the floor.

Use water or sand to put out a fire. Do not use water on an oil or electrical fire!

Put a wet cloth over your nose and mouth to prevent breathing in smoke.

Burns are very painful! Keep burnt area under cold water for at least 10 minutes. See a doctor.

Touch the door before opening it to see if it is hot. If it is not hot, crawl to get out!

Most people die from breathing in smoke and other fumes in a fire. This is why firefighters use masks.

Shout, "Fire!" and call for help. Phone the fire department or 10111.

K. Patchwork Quilt!

Join these compound words

Match these **compound** words (2 separate words joined together to make 1 word)

vine

bed

table

after

upside

supper

cloth

yard

down

room

time

noon

L. Decode this message (pg.28)

Replace the symbols with the correct letters in the code.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	!	@	#	\$	%	^	&	*	()	<	>	{	}	?	"	:

<	8	1	%	@

"	^	>

{	5	("

\$	>	3	8

<	8	1	<

\$	"

6	(	9	5	%	4

9)

2	5	<	<	5	(.

<	8	1	%	@

"	^	>

<	8	1	<

}	5

6	^	>	%	4

\$	1	\$	1')

(	9	%	7

1	%	4

<	8	1	<

{	5	(	7	5	#	5	7	5	%

4	9	4

%	^	<

2	>	(%

4	^	}	%.

1	\$	5	%.

Which activity did you enjoy most?

Worksheet 20

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.1

Isaac ran. He ran so fast through the layer of water the low tide had spread over the sand, that his feet spattered the little crumbling clots into his hair and the wind sang in his ears.

Vocabulary

1. Draw **slashes** through these words to separate the **syllables** (the basic sounds that make up a word):
spattered crumbling layer over little
2. Tick ✓ above the **synonyms** (words with the same meaning) in the passage for these words:
lumps quick sprinkled
3. Draw a **dot** ● above words on the passage that rhymes with **bread, chair, and rang**.

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

4. Draw **boxes** around all the **adjectives** in the passage.
5. Add your own **adjectives** to these sentences:
 - a. My _____ dog is sleeping.
 - b. Put on your _____ clothes.
 - c. We eat _____ food on our hike.
 - d. We enjoy collecting _____ shells at the beach.
6. Let's look at the first sentence.
 - a. How many words are in this sentence? _____
 - b. Circle the **proper noun**.
 - c. **Underline** the verb.

Worksheet 21

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.24

“Mother, there’s a boy — boy like me — I saw him. I can swim, Mother.”

“There are plenty of men, Isaac, You’ll stay with me.”

Vocabulary

1. Find the **antonym** (words with the opposite meaning) in the passage for these words and write them out:

- a. go - _____
- b. girl - _____
- c. few - _____
- d. Father - _____
- e. women - _____

1. Write out ‘**sw_m**’ and insert all 5 vowels ‘**a, e, i, o, u**’ in the space between the letters. Draw a **cross** ☒ after any ‘non-words’.

2. Write words from the passage that **rhyme** with:

- toy _____ play _____
- be _____ brother _____

Grammar

Using the passage above, complete the following grammar activities:

Contractions

A contraction is **two words joined together** and an **apostrophe** inserted to replace any letter/s that are now missing in the two words, and not to show where the two words are joined.

- | | | |
|---------------------------|-----------------------|---------------------------|
| <i>I am = I'm</i> | <i>it is = it's</i> | <i>they are = they're</i> |
| <i>I had/ would = I'd</i> | <i>how is = how's</i> | <i>it will = it'll</i> |
| <i>was not = wasn't</i> | <i>is not = isn't</i> | <i>do not = don't</i> |
| <i>will not = won't</i> | | |

Basic Building Block

1. **Underline** the two **contractions** in the passage. Draw a **dot** ● above the apostrophes in these contractions.
2. **Rewrite** those contractions in full: _____
1. **Tick** ✓ the **em dashes** → Why they are used. (You can choose more than one.)
 - To look special
 - To break up a sentence
 - To show excitement

Worksheet 22

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.44

The two brothers walked along the riverbank. Claude shouted, "Isaac!" and Charles put his fingers to his mouth and let forth a piercing whistle. Then he lifted his hand and pointed and said, "Look!"

Vocabulary

2. Underline the **homonyms** (words that sound the same but have different meanings and are spelt differently) for words 'to' and '4th'
3. Draw a **dot** ● above the **antonyms** (words with opposite meanings) in the passage for **sisters** **whispered** **toes** **dull** **lowered**

Grammar

Using the passage above, complete the following grammar activities:

4. **Circle** the **exclamation** marks. Why are they used?
 - to show the words are being shouted
 - to show that the person speaking is excited
 - to tell the reader to read with expression
5. "**Whistle**" has two silent letters. Draw an **arrow** ↓ above the **silent letters**.
6. Draw a **slash** to separate the **compound word**.
7. **Tick** ✓ above all the words with **-ed** endings. These endings are called **suffixes**.

Add **-ed** to these words to change them into past tense:

press____ **jump**____ **climb**____ **look**____

8. The last letter of these words must be doubled (because of the short vowel sound) before you can add the suffix **-ed**:

stop_____ **nod**_____ **tap**_____ **chop**_____

Worksheet 23Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.61

“Look Father,” he said, and he took the leafy little parcel of honey from the rock where he had hidden it.

“Where did you get that?” demanded Claude.

“That old Hottentot, who killed the leopard — he gave it to me.”

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | |
|-------------------|--|
| 1. leafy | <input type="checkbox"/> small |
| 2. little | <input type="checkbox"/> out of sight, concealed |
| 3. honey | <input type="checkbox"/> murdered |
| 4. hidden | <input type="checkbox"/> covered in leaves |
| 5. killed | <input type="checkbox"/> a large wild cat with spots |
| 6. leopard | <input type="checkbox"/> a sticky, sweet liquid |

2. Write out ‘**Hottentot**’ _____ (Remember the **capital letter**)

3. Write the **antonyms** (or words with opposite meanings) you can find in the passage for:

young - _____ mother - _____

took - _____ huge - _____

Grammar

Using the passage above, complete the following grammar activities:

- Draw a **dot ●** above the **proper noun** (a name of a person, language or nationality)
- Circle the **em dash**. Tell your mom/ dad why it is used.
- Underline** the **adjectives** describing the parcel.
- Tick ✓** above the two words that **rhyme with each other** in the first sentence.
- What type of sentence is the 2nd sentence?

statement **question** **exclamation** **request**

You can choose to do any/ all of these activities while reading **Boy of Two Worlds**:

A. Proper Nouns (pg. 3)

“Still up, Jannie? Why aren’t you in bed?”

“I want to finish these before Cobus and Andries came again. Father said I could stay up for a little while.”

Uncle Jacobus drew up another stool and pulled off his long boots. Sitting beside Jannie in the firelight, one would have taken them for father and son — so alike were they.

1. Underline all the **proper nouns**. (Proper nouns are names and are written with capital letters.)
2. Rewrite all these words in alphabetic order: **still, would, finish, another, stool, came, beside, alike, could, firelight, taken**

B. Build a boat (pg. 3)

- With the point of the knife, he scooped portholes out of the sides.
- and peeled off a thin layer of bark from a log.
- he hollowed out the deck and made a hole in the middle.
- He cut the wood in the shape of a boat, then
- He cut a small stick from a twig in the woodpile

1. **Number** these phrases and sentences to place them in the correct order.
2. **Draw** these instructions in the boxes below. You could try to **build** a boat!

--	--	--	--	--

C. Cape Dutch Houses (pg. 9)

Read about these houses in All About South Africa pg. 60 & 61.

It lay under the trees, the white end-wall tapering to a gable, which ended in a wide chimney, out of which smoke curled into the greenery. Under the steep, black thatch, the upper half of the kitchen door stood open, and the lower half was shut as usual, to keep out the fowls.

- Draw the **outside** of the house.
- As you read about the rooms inside, figure out the **alphabet plan** of this house.

D. Word Search (pg. 8)

Jannie stood very still. Away beyond the straight, black tree-trunks, a field of beans shimmered pale-green in the sun. The slave Titus was hoeing between the rows. At the foot of the bank, the little boats bobbed on the pool. One of them had stuck between two stones and the water curled round it in a tiny, silver eddy.

Circle or **highlight** all the underlined words that are hidden up/ down/ back/ diagonally among these letters:

K	S	T	O	O	D	W	R	B	S
D	T	O	W	S	L	A	V	E	R
A	I	O	O	O	E	K	M	A	O
F	L	F	R	T	I	N	Y	N	W
B	L	A	C	K	F	A	N	S	S
L	O	O	P	I	E	B	O	A	T

E. Unscramble words (pg. 6 & 9)

Unscramble these **clothing** words, rewrite them correctly and then match them to their meanings:

- | | |
|--------------------------------|--|
| K R I T S _____ | 1 covering for feet made of leather |
| L A L O R C _____ | 2 clothing worn on upper body |
| S E D R S _____ | 3 covering worn on the head |
| P A C _____ | 4 close-fitting covering of the legs |
| P O N A R _____ | 5 part of clothing worn around the neck |
| I H S T R _____ | 6 girls and women’s clothing |
| H E S O S _____ | 7 covering worn to protect dress |
| G T I K S O N C S _____ | 8 lower part of woman’s dress |
| A T C O _____ | 9 short trousers |
| C E H E R S B E _____ | 10 head-covering with brim |
| A T H S _____ | 11 warm, thick outer clothing |

F. Plan your daily menu (pg. 20)

The younger ones were brown and rosy with the wholesome food — porridge made from oats that Mynheer Blesius gave them from his lands, vegetables from his garden, fish which Mother bought from the fishermen down on the beach near the jetty.

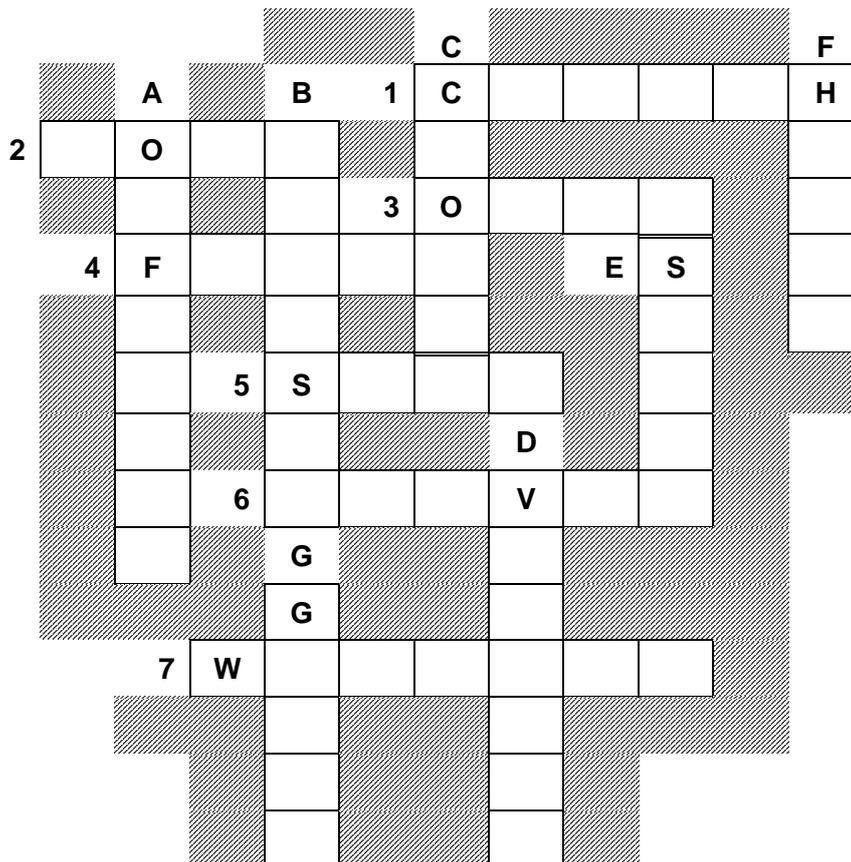
- Using the passage above, write down the food eaten for breakfast, lunch and supper. You can add extra food that would be available these days.

<u>Breakfast</u>	<u>Lunch</u>	<u>Supper</u>

- Write down the ingredients or the recipes for these meals.

G. Crossword (from pg. 23 & 24)

Fill in the words using the clues below:



Across

1. Building for Christian worship.
2. Traded/ bartered/ exchanged for money.
3. Afrikaans name for "Granny".
4. Number of ships sailing together.
5. Storeroom or shelter for things.
6. A servant who works as a captive, a person without freedom.
7. Fabric made from yarn spun from sheep fleece.

Down

- A. People who perform duties and have authority in their position.
- B. One-piece garments worn by girls and women.
- C. Woven fabric that is used to make clothes.
- D. A small group of houses in the country area.
- E. A large sea-going vessel.
- F. A building for people to live in.
- G. Property or wares that are usually bought or sold.

H. **Decode this message!** (pg. 60)

Pretend this letter was written in a secret code. Replace these symbols with the correct letters to decode this letter.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
)	(*	&	^	%	\$	#	@	!	?	>	<	"	:	}	{	[]	+	-	0	9	8	7	6

+	#	^				\$:	0	^	["	:	[)	"	&			#	@]				
:	%	%	@	*	@)	>]				:	9	"		%)	[<]					
]	^	>	>			\$:	:	&]		<	^)	+			9	@	"	^				
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"	:	+				(^	^	"		})	@	&		%	:	[:	-	[
(-	@	>	&	@	"	\$)	+			0	^	[\$	^	>	^	4	^	"		
9	^					<)	7		"	:	+		^	0	^	"		%	@]	#			
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#)	0	^			"	:		9)	7			:	%		<)	?	@	"	\$			
<	:	"	^	7																					
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I. I spy! (pg. 94) Find the underlined words in the word search!

“You’re that boy Father spoke about. You spy for the Governor.”
 “I don’t! Jannie was livid with rage. “I don’t spy for anyone!”
 “Yes, you do. My Father says so.”
 “Anyone who says I spy for the Governor is telling lies!”
 “You’re calling my Father a liar!”
 “If he says I spy for the Governor, he *is* a liar!”
Crack! Jannie thought a bullet had struck him. For a moment he could neither see nor hear but Emma was shrieking, “Say it again! Say it again and I’ll hit you again!”
 The next instant someone had jerked her away and a sharp voice exclaimed,
 “Emma! How could you? What a way to treat a guest!”

G	P	J	E	R	K	E	D	G	U	E	S	T
J	O	K	L	E	N	E	X	T	C	V	A	E
L	I	V	I	D	U	S	P	Y	H	B	N	L
A	I	W	E	Y	T	I	H	E	S	A	Y	L
D	K	C	A	R	C	P	L	I	E	S	O	U
Y	T	R	U	G	N	I	I	T	Y	U	N	B
O	S	C	I	V	H	O	A	Z	S	E	E	Q
U	K	A	Z	X	L	U	R	A	G	E	F	W

J. Hide these things away! (pg.82)

Mr. Bogaert hid the secret letter inside the lining of his coat. Think creatively and decide where you could hide these things among your personal items.

1. a diamond: _____
2. some rock samples: _____
3. seeds of special trees: _____
4. designs for a machine: _____
5. map to hidden treasure: _____

Worksheet 25Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.4

“Let us call the men!” the boys shouted, running away in terror. “They will come and kill the leopard! Run, Shaka, run!”

Vocabulary

1. **Match** the words below to the correct meaning. Join with a line:

- | | |
|-------------------|--|
| a. shouted | <input type="checkbox"/> sprinting, dashing or jogging |
| b. running | <input type="checkbox"/> fear, fright, horror |
| c. away | <input type="checkbox"/> yelled, screamed, called loudly |
| d. terror | <input type="checkbox"/> going, leaving |

Grammar

Using the passage above, complete the following grammar activities:

Attribution

When we write a spoken dialogue, we use quotation marks to mark the words spoken, and the attribution that tells who is speaking.

e.g.: ***“she said,” “he shouted” or “he asks”***

- The attribution before the quote is followed by a comma:
e.g.: ***Mom said, “Dinner is nearly ready.” (Mom said is the attribution)***
- An attribution in the middle of a quotation is part of the first part of the quotation, followed with a comma and then continue the quotation.
e.g.: ***“That’s great!” Bert exclaimed, “I’m glad!” (Bert exclaimed is the attribution)***
- If the quotation ends with the attribution, and ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be kept, and the attribution ends with a full stop.

e.g.: ***“I hope this is good,” Jack said. “Can I come too?” asked Kate. “This is terrible!” exclaimed Lara.***

**Basic
Building
Block**

1. Underline the **attribution** in the passage.
2. Draw a **dot ●** above the **verb** (an action word) in the **attribution**.

3. The most common attribution is 'said', but it can be boring to only use 'said'. Here is a list of more interesting attributions that you can use instead:

agreed	announced	argued	asked	begged	bellowed
cried	demanded	enquired	grumbled	mumbled	ordered
pleaded	questioned	requested	revealed	roared	screamed
shouted	sighed	told	uttered	voiced	whispered
wondered		yelled			

4. Write your own attributions for these quotes: (Check your punctuation is correct.)
- "She's gone!" _____.
 - _____, "Where is it?"
 - "Oh no! This is awful!" _____.
 - _____, "Please let me go."
 - "Help me!" _____.
5. Draw a **box** around the words that describe how the boys ran away.
6. You can shorten two words into one word called a **contraction**.

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined.

I am = I'm

it is = it's

they are = they're

I had/ would = I'd

how is = how's

it will = it'll

was not = wasn't

is not = isn't

do not = don't

will not = won't

7. **Circle** the words 'let us' and 'they will' in the passage.
8. **Rewrite** these words as **contractions**: _____

Worksheet 26Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.5,6&7

Shaka trained his group of one hundred men very strictly and with iron discipline. He was determined that his men would become the fastest, strongest and most fearless warriors in the land.

Vocabulary

Match the definitions below to the words from your passage. Write the letter in the box:

- | | |
|----------------------|---|
| A. trained | <input type="checkbox"/> someone who is firmly, sternly and harshly trained |
| B. group | <input type="checkbox"/> punishment or correction |
| C. strictly | <input type="checkbox"/> unafraid, brave, heroic |
| D. iron | <input type="checkbox"/> someone that who is taught or coached |
| E. discipline | <input type="checkbox"/> something hard, firm, strong |
| F. determined | <input type="checkbox"/> soldiers, fighters |
| G. fearless | <input type="checkbox"/> a crowd or troop |
| H. warriors | <input type="checkbox"/> strongminded, firm, fixed thought |

Grammar

Using the passage above, complete the following grammar activities:

Degree of comparison

When we compare one thing/person to another we often use degrees of comparison. Adjectives are used to compare nouns/pronouns – e.g.: **fast, faster, fastest**

There are three degrees of comparison:

1. Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
2. Comparative degree – **The cat runs faster than dogs.**
(add **-er** when you compare two things with each other)
3. Superlative degree – **The cat runs fastest of all animals.**
(add **-est** when you compare several things)

Comparisons use 'more' to compare two things or 'most' to compare something to many things. When 'more' or 'most' are used, the verb stays unchanged.

e.g.: **He is more afraid than him. This is the most difficult work.**

**Basic
Building
Block**

1. **Circle** all the words in the passage that end in **-est**.
2. **Underline** the words 'more' or 'most' in the passage.

3. Draw a **box** around the word that '**more**' or '**most**' describes.
4. Fill in these **degrees of comparison** by adding **-er** and **-est**: e.g.: *cold, colder, coldest*.

fast _____ _____

strong _____ _____

dark _____ _____

strict _____ _____

5. Create **comparisons** between these items: (You can use the word in brackets or you can use your own ideas.)

a. This spear is _____ than the other spear. (sharp)

b. My drum is _____ than yours. (loud)

c. This man is the _____ of all. (tall)

d. Our home is the most _____ on the street. (expensive)

e. She is more _____ than the other dancers. (talented)

Worksheet 27Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.10

Immediately he ordered that the parade ground be littered with small, sharp devil thorns. "Now take off your clumsy sandals and crush every one of those into the ground!" he bellowed.

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | |
|-----------------------|--|
| 1. immediately | <input type="checkbox"/> an area for display for marching |
| 2. ordered | <input type="checkbox"/> to be awkward, ungainly, heavy |
| 3. parade | <input type="checkbox"/> at once, instantly, straightaway |
| 4. littered | <input type="checkbox"/> pointy, spiked, prickles |
| 5. thorns | <input type="checkbox"/> to press, mash, or squash |
| 6. clumsy | <input type="checkbox"/> told, commanded, instructed |
| 7. crush | <input type="checkbox"/> shouted, yelled, roared |
| 8. bellowed | <input type="checkbox"/> things scattered or strewn around |

2. Draw a **box** around the word in the dictation that has **more than 4 syllables**.

Draw **slashes** to separate the syllables.

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

**Basic
Building
Block**

3. **Underline** all the **adjectives** in the passage.
4. A list of adjectives with a comma was used to describe one noun. Draw a **star** ✨ above those adjectives.
5. Draw a **dot** ● above the **comma** used in the adjective list.
6. Draw a **circle** around the **nouns** (the thing) the adjectives describe in the passage.

7. Rewrite all adjectives from your dictation below and write a **synonym** (a word with a similar meaning): e.g.: **lovely - pretty**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Create your own descriptive **adjective lists** using more than one adjective for each noun. (Remember to use a comma)

_____	warriors
_____	thorns
_____	land

Worksheet 28Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter: The Great Hunt pg.16

Grabbing one of the men with his trunk, the elephant hurled him to his death, while the other was trampled under his mighty foot. This gave Shaka time to jump out of his path. He picked himself up and sprang forward to slash the hind legs of the elephant.

Vocabulary

Match the definitions below to the words from your passage. Write the number in the box:

- | | |
|--------------------|---|
| a. grabbing | <input type="checkbox"/> crushed and flattened by feet |
| b. hurled | <input type="checkbox"/> going frontward |
| c. trampled | <input type="checkbox"/> to take hold, grabbing, gripping |
| d. sprang | <input type="checkbox"/> to slit, cut or gash |
| e. forward | <input type="checkbox"/> the back or rear |
| f. slash | <input type="checkbox"/> threw, flung, thrown |
| g. hind | <input type="checkbox"/> jumped, leaped |

Grammar

Using the passage above, complete the following grammar activities:

Verb

A verb is a doing/ action or being word.

Action verbs express actions: e.g.: **eat, swim, run, smile, cry, build, fly**

Being verbs express a state of being:

e.g.: *Kim is angry. The lettuce is green. Foxes are sly. My parents will be angry.*

**Basic
Building
Block**

1. **Underline** all the **verbs** in the passage.
2. Draw a **dot ●** above all the words with **-ed** endings.
3. Are these **-ed** verbs **past** **continuing** **future** tense?

4. Rewrite the **-ed** verbs and change the **-ed** ending to **-ing** ending to change the verb tense to present continuous tense:

_____ = _____
_____ = _____
_____ = _____

5. Draw a **box** around the **verb** with the **-ing** ending. Use this verb in your own sentence: _____

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase. e.g.:

around, at, away from, behind, down, in, on, over, towards, through, under, up

e.g.: The fruit is **on** the trees. Dad lay **under** the car.

**Basic
Building
Block**

Some of the verbs in this dictation have **prepositions** that describe the position of the action. e.g.: He ***fell*** (verb) **under** (preposition) the elephant.

6. **Tick ✓** above all the **prepositions** in the passage.

Create a newspaper about Shaka to narrate the book *Shaka, Warrior King of the Zulu*.

A newspaper is a collection of reports. Here are some important ideas to help you plan, write, and create a newspaper:

1. A newspaper is a collection of reports written by journalists and editors who investigate, interview or describe situations, people or events.
2. You will notice that a newspaper is made up of a large header, and a main title, and the articles are written in narrow columns of writing.
3. Each article should contain:
 - a. a headline
 - b. a byline (the name of the person who wrote the article)
 - c. a lead (main) paragraph
 - d. an explanation
 - e. and any other additional information
 - f. an illustration
4. A newspaper has a large print header and title that grabs a reader's attention.
5. The first paragraph is the most important in a news article because it gives the most critical information about the story.
6. The opening sentence is often printed in larger text, in bold print or spaced slightly wider than the normal text.
7. The first paragraph includes all the basic facts of the news story. Who did what? Where did the event occur? When did it happen? Sometimes explaining why and how helps the reader understand more about the importance of the event or helps the reader connect to the story.
8. Make the story interesting. Quotes are often used because people want to know what others have to say about the event.
9. Use clean, crisp English. News writing should be short and to the point because they want the stories to deliver the facts quickly.
10. Space is limited in newspapers so news articles present the most important information first. The following paragraphs contain information in order of descending importance. This allows the editor the option of shortening any story to fit the space available by cutting from the bottom.
11. Add pictures. A photographer or illustrator can choose the perfect image to accompany the story. Action pictures work best.
12. Be accurate. A news reporter's responsibility is to accurately report on an event. Double-check the facts.
13. Be fair. When you report the issue, clearly state the differing points of view. Journalism is about seeking the truth and giving unbiased reports.
14. Spell Check. Make a diligent search for errors, including using spell check and grammar check, before sending your story to the editor.
15. Add the byline which is your name. Bylines acknowledge who wrote the story.



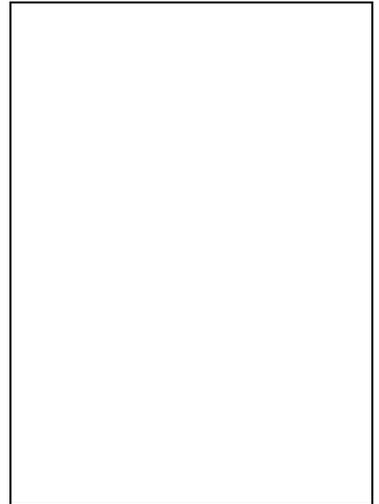
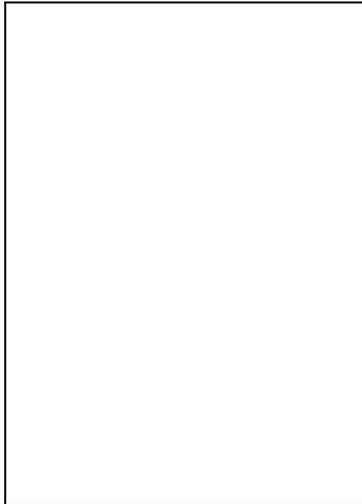
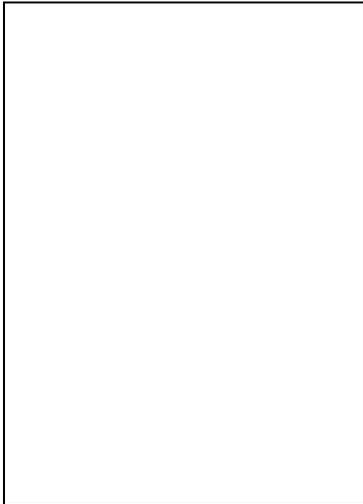
We have provided a basic template with headings for each important part of the story. We have supplied a vocabulary list to help you with your spelling. There are also some blank and lined columns to use if you need to write more or paste over any mistakes.

How to write the articles:

- Listen to the story, taking notes of the important facts.
- Select a topic to write about.
- Research any facts.
- Create a draft outline of your article on some blank paper.
- Rewrite your article in full, keeping the sentences short and simple.
- Check your work, and when you are happy with your work, write it in the column in the newspaper.
- You can add illustrations to look similar to photos to add interest.

Enjoy!!!

Here are some more blank boxes for drawings if you need them:



Here are some more text boxes if you need them:

A vertical rectangular box containing 25 horizontal lines for writing.

A vertical rectangular box containing 25 horizontal lines for writing.

A vertical rectangular box containing 25 horizontal lines for writing.

These are some of the vocabulary from ***Shaka Warrior King of the Zulu***

ancestors	fastest	Nkosi	wife
army	fearless	Nobela	witchcraft
barefoot	feast	obedience	wives
battle	founder	obedient	wounded
bewitched	gardens	Pampata	Zulu
blacksmith	goats	parade	Zululand
blood	grief	perform	
bloodthirsty	harvest festival	Port Natal	
bravest	Henry Fynn	Portuguese	
British	herd boy	pumpkins	
Bulawayo	hero	queen	
buried	hoes	Qwabe	
Buthlezi	huts	regiment	
captain	invincible	reign	
chief	ivory	respect	
circle	John Ross	revenge	
clan	King George	royal	
clubbed	kingdom	sangoma	
commander	kraal	Senzangakhona	
courage	Langeni	settlement	
cow dung	leader	shaft	
coward	Lieutenant Farewell	Shaka	
cruel	lion	shield	
dancers	magical powers	short spear	
dangers	maize	soldier	
decline	medicines	spirits	
Delagoa Bay	messenger	spy	
devastated	Mgobozi	stabbed	
Dingane	Mhlangana	stabbing blade	
Dingiswayo	military leader	strict	
discipline	millipede	treachery	
dome- shaped	mountain	unpredictable	
elephant	mourners	vegetables	
enclosure	murderer	veld	
enemies	Mzilikazi	victories	
enemy	Nandi	warriors	
England	Natal	wealth	
evil	nation	weapons	

Worksheet 30Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.11

These people called themselves Boers. There were also some brown people called Hottentots, who were the servants of the Boers. In England, the Thompsons had not even owned a back garden.

Vocabulary

Learn these words: **themselves, some, brown, servants, owned, garden**

Grammar

Using the passage above, complete the following grammar activities:

1. **Tick ✓** all the words in the passage ending with 's'. What does the 's' show?
- It is just the name To show it is a special word
- To show the word is plural To look different

Proper Nouns

Proper nouns are names and are always written with a capital letter.

- **People** – e.g.: *Peter, Mr. Smith, Ouma Lilly*
- **Nationalities and languages** – e.g.: *Dutch, Afrikaans*
- **Continents, countries, cities, street & park names** – e.g.: *Africa, Botswana, Cape Town, Church Street, Central Park*
- **Rivers, mountains, deserts, lakes, ships** - e.g.: *Nile River, Atlas Mt., Kalahari Desert, Lake Malawi, QE11*
- **Months & days of the week** – e.g.: *May, Monday*
- **Titles of books** – e.g.: *Aesop's Tales, plays – Winter's Tale, songs – "Jesus Loves Me", and films – Funny People*

**Basic
Building
Block**

2. Draw a **dot ●** above all the words in the passage with **capital** letters.
3. Draw a **box** around the **proper** nouns.
4. Write the proper nouns from the dictation for the names of a:
- Country** - _____ **nationality**- _____
- Surname**- _____
5. Write a sentence using at least two different types of proper nouns:

6. Draw a **cross** ✖ in the correct column for the pronouns listed on the side:

	Name	Country	City	Month	Title	Desert
Durban						
July						
Mr Smith						
France						
Kalahari						
Jesus Loves Me						
October						
Cape Town						
Joshua						
Sahara Desert						
Black Beauty						
Zimbabwe						

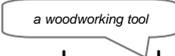
Worksheet 31

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.21

Among other things, they bought gardening tools, a camp kettle, an

 axe and an adze for shaping wood when building their house, and a
 hammer and nails.

Vocabulary

Write the words from your passage to match the definitions below:

1. _____ to do with growing plants
2. _____ pay money, purchase
3. _____ forming or sculpting wood
4. _____ putting up and putting together something
5. _____ a pot used to heat water for tea or coffee
6. _____ a blade on a handle to chop things

Grammar

Using the passage above, complete the following grammar activities:

This passage has a list of things. Lists often have commas.

1. Draw a **dot ●** above all the **commas** in the passage.

<p><u>Common Nouns</u></p> <p>Common nouns name things or objects. They often have the, a, or an in front of them. e.g.: <i>an apple, the boy, a kite</i></p>
--

<p>Basic Building Block</p>
--

2. Underline all the **common nouns** in the passage.
3. Draw **boxes** around the words '**the, a, or an**'.
4. Make up your own list of gardening tools. Notice that the list with commas ends with '**and**' the last thing.

5. Rewrite this list of kitchen items in **alphabetical** order:

kettle, zinc, spoon, pot, pan, knife, fork, dish, board, ladle

6. Write the name of the **group** these common nouns belong to:

food	tools	furniture	hair	play
-------------	--------------	------------------	-------------	-------------

- a. a brush, a comb, and shampoo - _____
- b. a carrot, a tomato, and lettuce - _____
- c. a screwdriver, a spanner, and a hammer - _____
- d. a chair, a table, and the couch - _____
- e. a ball, a bat, and a doll - _____

7. Write a list of common nouns that belong to these groups. Remember to use commas after each item and add 'and' before the last item.

- a. **fruit:** _____
- b. **clothes:** _____
- c. **a party:** _____
- d. **beach:** _____
- e. **garden:** _____

Worksheet 32

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg. 34

After that, while his whole body still felt tingling and glowing and alive, they gathered outside the tent near the cooking fire for Morning Prayers. Papa sat on a fallen log with the Bible on his knees.

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | | | |
|----|---------------|--------------------------|----------------------------|
| A. | whole | <input type="checkbox"/> | warm, flushed, blazing |
| B. | tingle | <input type="checkbox"/> | meet or bring together |
| C. | glow | <input type="checkbox"/> | full, entire, all of |
| D. | gather | <input type="checkbox"/> | close to |
| E. | near | <input type="checkbox"/> | tickle, prickling, itching |

2. **Underline** all the words in the passage ending with **-ing**. Write those words **without** the **-ing** ending: _____

Grammar

Using the passage above, complete the following grammar activities:

3. **Circle** all the words that begin with **capital letters** in the passage. Apart from showing the start of a sentence, why are these capital letters used? They are –

- proper nouns**
- common nouns**
- important words**
- to make words pretty.**

4. Draw a **dot ●** above the **homonym** (a word that sounds the same but is spelt differently and has a different meaning) for **'hole'**.

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word).
Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

e.g.: ***around, at, away from, behind, down, in, on, over, towards, through, under, up***

e.g.: *The fruit is on the trees. Dad lay under the car.*

**Basic
Building
Block**

- 7. Draw **boxes** around all the **prepositions**
- 8. Rewrite the last sentence using **different prepositions**.

- 9. Write these **prepositions** in your own sentences:

on: _____

under: _____

over: _____

up: _____

Worksheet 33Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 12 pg. 100

At morning and evening prayers, some of the men read humbly, rather like Papa, some read self-righteously as if trying to prove their own worth, and others shouted out the passages of Scripture loudly and aggressively.

Vocabulary

1. It helps to break up long and difficult words into **syllables** (the basic sounds that make up a word) to learn them. Use slashes to break up these words into syllables and write how many syllables in the brackets:

self-righteously () **passages** () **scripture** ()
aggressively ()

2. **Match** the definitions below to the words from your passage. Write the letter in the correct box:

- | | |
|--------------------------|--|
| a. morning | <input type="checkbox"/> meekly, modestly, simply |
| b. evening | <input type="checkbox"/> establish, uphold |
| c. humbly | <input type="checkbox"/> chapter, extract, paragraph |
| d. self-righteous | <input type="checkbox"/> sunset, nightfall, sundown |
| e. prove | <input type="checkbox"/> forceful, insistently, determinedly |
| f. worth | <input type="checkbox"/> daybreak, sunrise, daylight |
| g. passages | <input type="checkbox"/> smug, pompous, hoity-toity |
| h. aggressively | <input type="checkbox"/> importance, value |

Grammar

Using the passage above, complete the following grammar activities:

Adverb

An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**

e.g.: *The children ran **quickly**. The man walked **slowly**.
The boy fell **down**. Granny will come **tomorrow**.*

**Basic
Building
Block**

1. Underline all the **adverbs** in the passage that end with **-ly**.
2. **Circle** the **verb** (action or doing word) that it describes.
3. Write your own **adverbs** ending with **-ly** to describe these verbs:
 - He ran _____
 - They danced _____
 - She sang _____
 - The dog barked _____
 - The rain fell _____
 - The fire blazed _____
4. Write **antonyms** (words with opposite meanings) for these adverbs:
 - a. The boy read **slowly** _____ .
 - b. We drove **quickly** _____ .
 - c. The choir sang **softly** _____ .
 - d. Lions growled **loudly** _____ .
5. Write an **adverb** to tell **when** the verb is happening. e.g.: **soon, today, now, later, always, tomorrow**
 - a. My birthday is _____
 - b. The books will come _____
 - c. Dad is working _____
 - d. We will visit granny _____
 - e. _____ they will leave for Spain.

Warriors on the Hill Word Search

Find and circle all the hidden words from the list on the right:

P	A	T	R	O	L	S	A	Q	E	SPEAR
S	T	Y	M	U	B	I	O	B	B	FIRES
P	D	F	G	U	N	S	P	U	A	CLUBS
E	S	H	L	J	S	K	L	L	T	XHOSA
A	Z	C	X	C	V	K	B	L	T	WARRIORS
R	P	L	W	M	D	N	E	E	L	MUSKETS
O	U	Y	A	T	R	L	W	T	E	BULLETS
H	Z	S	G	A	W	Q	E	S	S	WAGONS
O	X	H	O	S	A	E	R	I	T	HORSES
M	D	F	N	G	R	Z	V	G	F	HOMESTEAD
E	T	R	S	W	R	Q	J	O	L	PATROLS
S	Y	J	U	L	I	X	O	S	A	BATTLES
T	E	I	L	H	O	R	S	E	S	GUNS
E	O	R	K	M	R	N	E	V	B	REFUGEES
A	Q	E	I	T	S	Y	U	S	I	ROOF
D	O	R	E	F	U	G	E	E	S	FIELD

Unscramble these words:

Unscramble the words for these definitions:

- | | | |
|---------------------------------------|----------|-------|
| 1. small lead balls shot from guns | LTULSBE | _____ |
| 2. a 4-wheeled vehicle pulled by oxen | OGWNA | _____ |
| 3. grass or reed roof | HAHTTC | _____ |
| 4. long pointed weapon | RASEP | _____ |
| 5. fighters | SROIRWRA | _____ |

Coping in an Emergency Escape Plan

Plan what you would do to escape or keep safe in your house if you and your family were under attack. Discuss this situation with your mom and dad and then practice your safety plan to see that everyone in the household can manage.

Write the escape plan in point form below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Survivor Kit List:

Do you need to keep an escape bag/ survivor kit somewhere? What would you put in it? Make a list here:

Important Emergency Numbers:

Find and write the emergency numbers you would need for:

Mom: _____

Dad: _____

Other family: _____

Neighbour: _____

Police: _____

Fire: _____

Ambulance: _____

Draw the weapons used by the Xhosa, British settlers, and the British soldiers (Add labels to your illustrations.)

<u>Xhosa</u>	<u>Settlers</u>	<u>British Soldiers</u>

Worksheet 35Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

They were jolting and creaking along, one behind the other, the ox teams straining under their rough wooden yokes. The horsemen who had fired their guns were riding ahead and everyone was very excited.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|----------|---|
| a. _____ | <input type="checkbox"/> squeaking, groaning |
| b. _____ | <input type="checkbox"/> struggling, with great effort, labouring |
| c. _____ | <input type="checkbox"/> men riding on horses |
| d. _____ | <input type="checkbox"/> jerking, bumping, joggling |
| e. _____ | <input type="checkbox"/> coarse, not smooth |
| f. _____ | <input type="checkbox"/> wooden braces fitting over oxen necks |

Grammar

Using the passage above, complete the following grammar activities:

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense
 - verbs often end with **-ed** e.g.: *John herded the oxen.*
 - **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense
 - verbs often end with **-s** e.g.: *Lara milks the cow.*
 - **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense
 - **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

**Basic
Building
Block**

1. Underline all the **verbs** (action words) in the passage.
2. **Tick** ✓ above the verbs ending with **-ing**.
3. Draw a **dot** ● above the words that help show the tense of the verbs e.g.: **was, were, had**
4. What tenses are the verbs in the dictation? **past** **present** **future**

5. Rewrite these short sentences adding **-ed** to the verbs to change the sentence to the past tense. e.g.: **He will kick the ball** (future tense) **He kicked the ball.** (past tense)
- Dad will **fix** the car. _____
 - Mom **bakes** a cake. _____
 - I will **play** outside. _____
 - He **sits** still. _____

Compound Sentence

A compound sentence is made up of two or more simple sentences that have been joined by coordinating conjunction: **for, and, nor, but, or, yet, so**. (They can be remembered using the acronym FANBOYS.)

Place a **comma** before the coordinating conjunction. e.g.: *I am working now. We will eat later.* = *I am working now, **but** we will eat later.*

- a coordinating conjunction, e.g.: *Jill saw the snake **and** she ran away.*
- a coordinating conjunction and a comma, e.g.: *We went to the hole, **but** we could not see the treasure.*

**Basic
Building
Block**

- Look at the second sentence in the passage. Draw a **box** around the coordinating conjunction '**and**' that joins two sentences in the passage.
- Draw a **blue** line under the first part of the compound sentence and a **green** line under the second part of the compound sentence.
- Join these simple sentences into a **compound sentence** with the coordinating conjunction '**and**'. When combining these into a compound sentence using the conjunction and, it is a good idea to drop the second repeated subject:
e.g.: **Mum got into the car. Mum drove to work. Mum got into the car and drove to work.**
 - Dad mowed the lawn. Dad fixed the car.

 - Sally plays netball. Sally is a good sport.

 - Bill loves fruit. He enjoys eating ice-cream.

Worksheet 36

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.12

In a short while the wagons had been drawn up in the clearing above the drift. The oxen were unyoked and the women and bigger boys unloaded boxes and trunks to lighten the tall narrow vehicles in readiness for the crossing.

Vocabulary

1. **Write** the word from the passage that matches the definition:

- a. _____ to make the load lighter
- b. _____ oxen unfastened from the yoke
- c. _____ an open area of land
- d. _____ not wide, small in width
- e. _____ unpacked, taken down off

2. Draw a **box** around the **antonyms** (words with opposite meanings) in the passage for:

below long load smaller girls cows

Grammar

Using the passage above, complete the following grammar activities:

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

around, at, away from, behind, down, in, on, over, towards, through, under, up e.g.: The fruit is **on** the trees. Dad lay **under** the car.

**Basic
Building
Block**

1. **Underline** all the **prepositions** in the passage.

2. Write a **preposition** to complete these sentences. Choose a preposition from the words in brackets that will best suit your sentence:
 - a. He climbed (over/ under/ into) _____ the box.
 - b. They ran (into/ through/ around) _____ the woods.
 - c. The stuff is spread (under/ on/ over) _____ the floor.
3. Draw a **dot ●** above the two words in the passage with the **prefix –un**.
4. Draw a **slash** to divide the prefix from the word.
5. Explain what the prefix does to the meaning of the words. _____
6. Write these five words with the prefix **–un**:
 - a. happy = _____
 - b. done = _____
 - c. fit = _____

Worksheet 37

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.28

“Who is this man?” said the trekker with the lantern. “Where has he come from?

What is he saying?”

“It is Mr. Erasmus!” he exclaimed. “It is Mr. Erasmus, the hunter from the Colony, whom we met at the Vaal River.”

Vocabulary

1. Write the word from the passage that matches the definition:

- a. _____ a lamp or light
- b. _____ screamed, yelled
- c. _____ someone who chases and kills prey
- d. _____ a settlement

2. Write the **antonym** (words with opposite meaning) found in the passage for ~

- a. woman = _____
- b. whispered = _____
- c. go = _____
- d. avoided = _____

Grammar

Using the passage above, complete the following grammar activities:

Question mark ?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question. Direct questions use these words **how, who, what, why, where, whom & when**. It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter.

**Basic
Building
Block**

- 1. Draw a **dot ●** above all the **question marks** in the passage.
- 2. **Tick ✓** above all the **quotation marks** that marks speech in the dictation. Notice that the question mark ends the sentence and comes before the closing quotation marks.
- 3. Write **question marks** in these sentences below.
 - a. **What are you doing**
 - b. **Where is it**
 - c. **Why is it here**

4. Add **quotation marks** to the sentences above to show that these questions are spoken.
5. Underline all the **question words** in the above sentences.
6. Rewrite these statements below as questions using the word in **bold** to start your question and change the word order+’]]]. e.g.: *It is late = **Is** it late?*
 - a. He **is** famous. _____
 - b. This **is** ugly. _____
 - c. She **will** come. _____

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions or surprise –

e.g.: ***Goodness me! It is gone! Get out! This is nonsense!***

**Basic
Building
Block**

7. Draw a **star** ✨ above the **exclamation mark** in the passage. Why is it used?

Types of sentences

Sentences have several purposes:

1. Statements – sentences which state facts, e.g.: ***It is very hot.***
2. Questions – sentences which ask for an answer, e.g.: ***Are you hot?***
3. Commands – sentences which give orders or requests. (The subject of these sentences is usually understood and therefore not mentioned.)
e.g.: ***Do not go out in the sun!***
4. Exclamations – sentences which express a strong feeling of emotion.
e.g.: ***My goodness, it is hot!***
5. Greetings – sentences which do not have any definite form. e.g.: ***Good morning.***

**Basic
Building
Block**

8. Add the **correct punctuation** for these different types of sentences. Tick what type of sentence it is:
 - a. **Fruit is healthy food**_

statement question command exclamation greeting
 - b. **Get out of the house**_

statement question command exclamation greeting
 - c. **Where is the parcel**_

statement question command exclamation greeting
 - d. **Many happy returns for your birthday**_

statement question command exclamation greeting
 - e. **Gosh, that is shocking**_

statement question command exclamation greeting

Worksheet 38

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 p. 38

The Matabele pointed to the bushes with excited gestures, then slowly and cautiously they began to spread out to surround the trekkers.

Vocabulary

1. Write the word from the passage that matches the definition:

- a. _____ shrubs, plants
- b. _____ unhurriedly, slow
- c. _____ enthusiastic, eager feelings
- d. _____ encircle, enfold, go around
- e. _____ to point at
- f. _____ signs, movements, actions
- g. _____ carefully, with great care
- h. _____ move outwards

2. Tick ✓ the **antonyms** (words with opposite meanings) in the passage for these words —

quickly recklessly calm shrink

Grammar

Using the passage above, complete the following grammar activities:

Adverb

An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**
 e.g.: *The children ran **quickly**. The man walked **slowly**.*
 Some adverbs do not end in **-ly** e.g.: *The boy fell **down**. Granny will come **tomorrow**.*

**Basic
Building
Block**

- 1. **Circle** all the **adverbs** in the passage ending with **-ly**.
- 2. Draw an **arrow** ↓ to the verb the adverb describes.

3. Write your own **adverbs** ending with **-ly** for these verbs. You can use these words: **eagerly, quickly, slowly, carefully, recklessly, gracefully**
- He swam _____.
 - They gathered _____.
 - The driver drove _____.
 - The horse ran _____.
4. Add **-ly** to these words and then use these adverbs in your own sentences –
- playful** - _____
 - hopeful** - _____
 - loyal** - _____
5. Let us look at how adverbs say more about this sentence – **Ben returned**. Select the correct reason why each adverb is used:
- Ben returned home. where why how when
 - Ben returned quickly. where why how when
 - Ben returned yesterday. where why how when
 - Ben returned to eat. where why how when
6. Add these **adverbs of degree** ‘**too**’, ‘**very**’, or ‘**rather**’ to these sentences:
- It was _____ hot to play tennis.
 - Tom got up _____ early this morning.
 - He painted the gate _____ carelessly.
 - Mom’s new hairstyle looks _____ different.

Worksheet 39Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.5

“Sotuli of Utshani!” he yelled. “Look upon the sun, for you shall see it no more!”

“What men are you that you come upon my people at dawn?” Sotuli shouted.

Vocabulary

- Write the word from the passage that matches the definition:
 - _____ shouted or screamed
 - _____ sunrise, daybreak
 - _____ inhabitants, nation, groups
- Write** the **antonyms** (words with the opposite meaning) in the passage for
 - moon** = _____
 - dusk** = _____
 - less** = _____
 - whispered** = _____
 - women** = _____

Grammar

Using the passage above, complete the following grammar activities:

Attribution

When we write a spoken dialogue, we use quotation marks to mark the words spoken, and the attribution that tells who is speaking e.g.: ***“she said,” “he shouted” or “he asks”***

- The attribution before the quote is followed by a comma:
e.g.: ***Mom said, “Dinner is nearly ready.” (Mom said is the attribution)***
- An attribution in the middle of a quotation is part of the first part of the quotation, followed with a comma and then continue the quotation.
e.g.: ***“That’s great!” Bert exclaimed, “I’m glad!” (Bert exclaimed is the attribution)***
- If the quotation ends with the attribution, and ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be kept, and the attribution ends with a full stop.
e.g.: ***“I hope this is good,” Jack said. “Can I come too?” asked Kate. “This is terrible!” exclaimed Lara.***

**Basic
Building
Block**

- Underline all the **attributions** in the passage.
- Is the attribution for the first quotation **before** or **after** the second sentence.

5. Write your own attributions for these quotes. Remember to include all the correct punctuation. e.g.: **He said, "Let me in."**

You can use these attributions: **commanded, ordered, told, shouted, asked, questioned, begged, whispered, warned, pleaded,** and add a person or name.

- a. "Get back!" _____.
 - b. "Who did this?" _____.
 - c. "Oh no!" _____.
 - d. "Please ... help ... me," _____.
 - e. "Shh! Be quiet! The baby is asleep," _____.
6. Write your own sentence with the attribution at the beginning of your own sentence and then with it at the end of the other sentence —
- a. He cried, "_____".
 - b. "_____ he cried.

Reported and Direct Speech

Direct speech is when you write the exact words that someone is saying or has said. The words actually spoken are written inside quotation marks (inverted commas). e.g.: ***"I feel ill, Mom."* said Fred.**

Reported speech is also called indirect speech and is what someone said told in your words. The report of the speech is in the past tense because the dialogue has already happened. The verbs in reported speech therefore change.

e.g.: ***Fred told his Mom he was feeling ill***

**Basic
Building
Block**

7. Change the direct speech to **indirect/ reported speech**. Remember to change the verb to past tense. e.g.: ***"I am happy," he said. He said he was happy.***
- a. "I feel cold," she said. _____
 - b. "Dad will fix it," Jim said. _____
 - c. Mom said, "I hope you enjoy the cake."

8. **Reported** speech changed to **direct speech** — Underline the spoken words in the direct speech: e.g.: ***Kim begged Jim to help her. Kim begged, "Jim, help me."***
- a. Dad told Max to clean his room. Dad said, "Max, clean your room."
 - b. Sue asked if he had seen her book. Sue asked, "Have you seen my book?"
 - c. David said he would do it. David said, "I will do it."

Worksheet 40Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.14-15

The sun seemed to grow larger and come right down until it filled the sky. Then it grew smaller until it shrank to a tiny point of light that was very, very far away.

Vocabulary

1. Write out the **synonyms** (words with the same meaning) from the passage:

- a. bigger - _____
- b. full up - _____
- c. less big - _____
- d. minuscule, minute - _____
- e. shrivelled, disappeared - _____

Grammar

Using the passage above, complete the following grammar activities:

Degree of comparison

When we compare one thing/person to another we often use degrees of comparison. Adjectives are used to compare nouns/pronouns. e.g.: **fast, faster, fastest**

There are three degrees of comparison –

1. Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
2. Comparative degree – **The cat runs faster than dogs.** (add **-er** when you compare two things with each other)
3. Superlative degree – **The cat runs fastest of all animals.** (add **-est** when you compare several things)

Comparisons use 'more' to compare two things or 'most' to compare something to many things. When 'more' or 'most' are used, the verb stays unchanged.

e.g.: **He is more afraid than him. This is the most difficult work.**

**Basic
Building
Block**

1. Circle all the words that end in **-er**.

2. Fill in the degrees of comparison from 'more' to 'most': (Spelling rule – double the last consonant in short vowel words e.g.: **sad – saddest**, 'y' changes to 'i' e.g.: **ugly – ugliest**)

<u>Positive degree</u>	<u>Comparative degree = more</u>	<u>Superlative degree = most</u>
e.g.: <i>sweet</i>	<i>sweeter</i>	<i>sweetest</i>
high		
big		
cute		
Some words do not change. more ... than and the most are added instead:		
e.g.: <i>interesting</i>	<i>more interesting than</i>	<i>the most interesting</i>
	use more ... than	use the most
beautiful		
active		
expensive		

3. Make up your own comparisons between these items:
- The sun is _____ than the moon.
 - She baked the _____ cake in the shop.
 - Fear made him _____ than before.
 - It was the most _____ wasp sting he had ever had.
 - The _____ sobs came from the child lying in the corner.

Worksheet 41

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.21

His nose was like a blob of pale clay, and his face, though not beautiful, it was kindly and not at all frightening.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. _____ a dot, globule, or particle
 - b. _____ a soft fine earth that can be moulded
 - c. _____ caring, gently, kind
 - d. _____ pretty
 - e. _____ whitish, ashen
 - f. _____ scary, makes one afraid

2. Draw a **dot ●** above the **antonyms** (words with the opposite meaning) in the passage for **ugly, cruelly, dark**

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun or a thing.
e.g.: blue dress, slow train, hot food

If more than one adjective is used, put commas between the adjectives.
e.g.: hot, spicy, and delicious food

**Basic
Building
Block**

3. Tick ✓ above all the **adjectives** in the passage.
4. Rewrite an **antonym** for these **adjectives**. Try to be as creative as possible!

<i>e.g.: lovely –</i>	<i>awful</i>
quick	
bright	
dull	
disgusting	

Phrases

A phrase is a group of words that are a part of a sentence. It works together to give a meaning but cannot stand on its own as a complete sentence. It does not have a subject and/or a verb.

The phrase "**across town**" does not make sense on its own. If you add a subject and a verb to this phrase it will be a complete sentence:

e.g.: **We** ^(subject) **drove** ^(verb) **across town to visit my Ouma.** ^(object)

Commas are often used to separate phrases from the rest of the sentence.

e.g.: *The bull, **angry and snorting,** charged towards the gate.*

**Basic
Building
Block**

Let us look at a complex sentence from your passage:

His nose was like a blob of pale clay, and his face, though not beautiful, was kindly and not at all frightening.

5. Underline all the **phrases** in the complex sentence above that describes "**his face**".
6. Draw an **arrow** ↓ above all the **commas** in the sentence above.
7. Let's take each phrase and see if they can stand on their own = **independent phrase** or does not make sense on its own = **dependent phrase**: **Tick**:
 - a. His nose was like a blob of pale clay. **dependent** **independent**
 - b. , and his face, **dependent** **independent**
 - c. , though not beautiful, **dependent** **independent**
 - d. was kindly and not at all frightening. **dependent** **independent**
8. How many **dependent phrases** (cannot stand alone as a sentence) are there? ____

Worksheet 42

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.23

“They came in a vessel like a basin. Yes, it was like a basin, but it was also like a bird, for it had white wings and it flew on top of the water until it came to rest in the calm of the Bay.”

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. _____ a bowl
 - b. _____ an animal that flies
 - c. _____ peaceful, still

2. Write the **antonym** (words with opposite meanings) in the passage for:
 - a. went - _____
 - b. bottom - _____
 - c. up - _____
 - d. black - _____

Grammar

Using the passage above, complete the following grammar activities:

Simile

A simile is a comparison that uses the words ‘**like**’ or ‘**as**’ to compare 2 things:
 e.g.: *He was **as** slippery as an eel. The boy was **as** thin as a rake.*
*Cheetahs run **like** lightning. She slept **like** a log.*

**Basic
Building
Block**

1. **Underline** the **similes** in the passage.
2. Draw a **dot ●** above ‘**like**’ or ‘**as**’ in all the similes.
3. **Tick ✓** the thing that is being compared with each simile.
4. Choose one simile and rewrite it with your own simile.

5. Similes are often used to compare two things using “**as as**” e.g.: as smooth as glass.
Write your own comparisons for these qualities:
- as light as** - _____
 - as smooth as** - _____
 - as hot as** - _____

Interjection

Interjections are words used to show strong feelings or sudden emotions.

e.g.: **Oh, ah, alas, wow, gee, O, My.**

They are most often used at the start of a sentence to express a sentiment such as surprise, anger, disgust, joy, impatience, excitement, or enthusiasm.

A comma is used to separate the interjection in a sentence:

e.g.: **Hey, stop that! This is, well, sudden.**

**Basic
Building
Block**

6. Draw a **box** around the **interjection** in the passage.
7. Draw a **star** ✨ above the **comma** that separates the interjection at the beginning of the sentence in the passage.
8. Add a comma after the **interjection** at the beginning of each of these sentences:
 - a. Hi how are you?
 - b. Yes we will be coming to your party!
 - c. Oh so that's what happened!
 - d. Well let's see now ...

Worksheet 43Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 10

It was a big thing for a twelve-year-old boy to go on such an important mission, but as Dirk lay curled in his kaross he shivered again. For three long weeks the line of wagons had been travelling across the veld from the Sand River where most of the Trekkers were still gathered.

Vocabulary

- Words with opposite meanings are called **antonyms**. Find the antonyms in the dictation for the following words and write them here:
 - small _____
 - short _____
 - unimportant _____
- Write the word from the passage that matches the definition:
 - _____ an assignment, task, quest
 - _____ an animal skin covering
 - _____ shaking when cold
 - _____ African grassland
 - _____ to meet as a group

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

**Basic
Building
Block**

- Underline all the **adjectives** in the passage.
- Tick** ✓ above the **number adjectives** in the passage.

3. Sometimes two or three adjectives are written to describe a noun to create a clear, detailed image. **Circle** the two **adjectives** that describe the weeks in this passage.
4. Write two **adjectives** to describe each noun below. Remember to put a comma between the two adjectives. e.g.: *a **quick, fit** runner.*
 - a. the _____ slide in the playground.
 - b. a _____ tree in the park.
 - c. the _____ car.
 - d. a _____ cake.
 - e. the _____ toy.

Creative writing

Can you remember any nursery rhyme that has two or more adjectives in the first line? Write the nursery rhyme out. Write the adjectives in glitter pen or highlighters so they stand out.

Worksheet 44Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg. 34

Dirk shivered so convulsively that some of the black coffee in the tin mug he was holding spilled out onto his leather trousers.

“The boy is too tired, Sarel. Let one of my Hottentots lead your wagon while he lies for a bit in the back.”

Vocabulary

- Match the word from the passage to match the correct definition:

a. shivered	<input type="checkbox"/> so violently, jerky, and uncontrollably
b. convulsively	<input type="checkbox"/> weary, exhausted, sleepy
c. holding	<input type="checkbox"/> clasping, keeping
d. leather	<input type="checkbox"/> shake and tremble with cold
e. trousers	<input type="checkbox"/> to steer, direct, take control
f. tired	<input type="checkbox"/> clothing covering legs, pants
g. lead	<input type="checkbox"/> skin from an animal, rawhide
- Find a word in the dictation with **more than three syllables**. (A syllable is the sound parts that make up a word.) Draw slashes to divide the syllables.

Grammar

Using the passage above, complete the following grammar activities:

Sentences

A **sentence** is made from words put together to make sense about a **subject** or thing, and a verb or action.

e.g.: *Dirk is very tired.*

Dirk (subject) is (verb) very tired. (what the sentence says about Dirk)

**Basic
Building
Block**

Look at this sentence – The boy is too tired, Sarel.

- Underline the **subject** of the sentence. (Who is the sentence speaking about?)
- Draw a **dot** ● above the **verb** in this sentence.

3. Use your own name as the subject for these sentences:
_____ is happy. _____ goes to bed.
4. Write a subject for these sentences. Remember sentences and names begin with capital letters!
 - a. _____ have a long trunk.
 - b. _____ is broken.
 - c. _____ played with a ball.
5. Add a **verb** to the subjects below to form complete sentences:
 - a. My sister _____.
 - b. Honey and jam _____.
 - c. That poor man _____.
6. **Tick ✓** the **adjectives** in the first sentence.

Worksheet 45Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.55

The men leapt and twisted and stamped, raising the fine ochre-coloured sand in clouds of dust. They began once more to dance, leaping and kicking their shields with their heels and stabbing at the air with loud cries.

Vocabulary

1. Match the root word from the passage to the correct definition:

- | | |
|--------------------|---|
| a. leap | <input type="checkbox"/> to turn and go around |
| b. twist | <input type="checkbox"/> a yellowish-brown colour |
| c. stamp | <input type="checkbox"/> jump, hop, spring |
| d. raise | <input type="checkbox"/> the foot's back end |
| e. ochre | <input type="checkbox"/> to beat or stomp feet |
| f. shields | <input type="checkbox"/> cutting with a spear |
| g. heels | <input type="checkbox"/> a wooden piece of armour |
| h. stabbing | <input type="checkbox"/> lifting up, to rise |

Grammar

Using the passage above, complete the following grammar activities:

Sentences

A complete **sentence** is made from a **subject** and a **verb**.

e.g.: **John** (subject) **sings** (what he does/ verb).

The subject is a person or a thing. Action verbs tell what a person or thing **does**:

e.g.: **Amy paints. The dog pants. He sings.**

Being verbs such as '**is**' and '**are**' tell what the person or thing is (being):

e.g.: **I am hungry. The box is open. The boys are big.**

**Basic
Building
Block**

1. **Circle** all the **verbs** in the passage.

2. Add these **verbs** and an **adverb** (a word describing the action) to make new short sentences: e.g. **The men sing well.** *The men (subject) sing (verb) well (adverb describes how the men sang)*

leap, dance, stamp

- a. The men _____.
 - b. The boys _____.
 - c. The warriors _____.
3. Write in the missing being verb (**is, are, was, were, am**) for these sentences:
- a. Mary _____ sleepy.
 - b. Boys _____ rough.
 - c. He _____ tired yesterday.
 - d. I _____ a little boy.
4. Underline all the doing **verbs** in the passage ending with **-ing**.
5. Write these **verbs singing, crying, falling** in the new sentences below. Add a new subject for each verb. e.g.: The men were dancing.
- a. _____ were _____.
 - b. _____ were _____.
 - c. _____ were _____.

Creative Writing

Choose your favourite movie or TV character. Write five sentences about that character with **verbs** describing what he/she **does**.

Worksheet 46Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.79

The Van Wyks went too. They went down into the thorn country where the grass between the thorn trees was rich and sweet, and they camped there beside one of the many little rivers near the Liebenbergs and the Bezuidenhouts.

Vocabulary

1. Write the word from the passage that matches these **antonyms** (words with opposite meanings):
 - a. up — _____
 - b. poor — _____
 - c. sour — _____
 - d. large — _____
 - e. far — _____

Grammar

Using the passage above, complete the following grammar activities:

Proper Nouns

Proper nouns are names and are always written with a capital letter.

- **People** – e.g.: *Peter, Mr. Smith, Ouma Lilly*
- **Nationalities and languages** – e.g.: *Dutch, Afrikaans*
- **Continents, countries, cities, street & park names** – e.g.: *Africa, Botswana, Cape Town, Church Street, Central Park*
- **Rivers, mountains, deserts, lakes, ships** - e.g.: *Nile River, Atlas Mt., Kalahari Desert, Lake Malawi, QE11*
- **Months & days of the week** – e.g.: *May, Monday*
- **Titles of books** – e.g.: *Aesop’s Tales, plays – Winter’s Tale, songs – “Jesus Loves Me”, and films – Funny People*

**Basic
Building
Block**

1. Underline all the words in the passage with **capital letters**.
2. **Tick** ✓ above the **proper nouns**.

3. Write two sentences with a name as a proper noun. Remember to use capital letters for these proper nouns:

4. Write your own proper nouns. Remember to use capital letters for these proper nouns:

- a. a country — _____
- b. a book title — _____
- c. a river — _____
- d. a mountain — _____
- e. a town — _____
- f. a religious holiday — _____
- g. a month — _____
- h. a day of the week — _____
- i. a street name — _____
- j. a city — _____
- k. a film or DVD — _____
- l. a language — _____
- m. a nationality — _____.

5. Nouns name everything you can **see**. Write five nouns here:

6. Nouns name things **heard**, not seen, like music. Write five nouns here:

7. Nouns name **thoughts or qualities** such as gentleness. Write three here:

Worksheet 47Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.14

The smaller children were crying and the hens screeching and the sheep bleating and the dog barking, and the boxes and furniture were bumping and crashing against the sides.

Vocabulary

1. Match the word from the passage to the correct meaning:

- | | |
|---------------------|--|
| a. cry | <input type="checkbox"/> shriek, scream |
| b. screech | <input type="checkbox"/> the sound a dog makes |
| c. bleat | <input type="checkbox"/> weep, sob, howl |
| d. barking | <input type="checkbox"/> thump or bang against something |
| e. furniture | <input type="checkbox"/> the sound a sheep makes |
| f. bump | <input type="checkbox"/> things such as tables, chairs, and beds |
| g. crash | <input type="checkbox"/> smash and break |

Grammar

Using the passage above, complete the following grammar activities:

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense – verbs often end with **-ed** e.g.: *John herded the oxen.*
– **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense – verbs often end with **-s** e.g.: *Lara milks the cow.*
– **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense – **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

There are different forms or families of verbs – ‘**go**’ is used as ‘**go, went and goes**’ and ‘**have**’ is also used as ‘**have, has and had**’.

1. Underline all the **verbs**.
2. Draw a **dot ●** above the words with **-ing** endings.
3. Write “**is**” before these verbs to make **present tense** sentences.
 - a. _____ bumping
 - b. _____ screeching

**Basic
Building
Block**

4. Change these verbs in the **present tense** with '**-s**' endings instead of '**-ing**' endings:

calling: _____ bleating: _____ barking: _____

5. Write these **past tense** verbs in your own sentences:

a. **have sung** _____

b. **has fallen** _____

c. **had eaten** _____

6. Draw **boxes** around all the **nouns** (nouns name things).

7. Make five sentences with a **subject** (the noun) and its **verb**. Use the dictation for ideas. e.g.: *The boxes bump. Cows low. Dads shout. The chickens cackle.*

a. _____

b. _____

c. _____

d. _____

e. _____

Worksheet 48

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.30

A creek fringed with bright green reeds ran past the barracks and as the family followed the wagon track beside it they came to an archway of huge overhanging trees.

Vocabulary

1. Match the word from the passage to the correct meaning:

- | | | |
|-----------------------|--------------------------|---|
| a. creek | <input type="checkbox"/> | as a border along the edge |
| b. fringed | <input type="checkbox"/> | long-stalked plants that grow in water |
| c. bright | <input type="checkbox"/> | a door with a curved arch over it |
| d. reeds | <input type="checkbox"/> | a stream or little river |
| e. barracks | <input type="checkbox"/> | a path or trail |
| f. followed | <input type="checkbox"/> | an army camp or base where soldiers sleep |
| g. track | <input type="checkbox"/> | light, dazzling, clear |
| h. archway | <input type="checkbox"/> | drooping and draping over |
| i. overhanging | <input type="checkbox"/> | go along with, staying behind them |

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An **adjective** must always belong to a noun and describes the noun. e.g.: *The table (noun) is **round**. (adjective) - "round" is an adjective that describes the table*

Adjectives describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

**Basic
Building
Block**

1. Underline all the **adjectives** in the passage.
2. Draw an **arrow** ↓ above the **noun** each adjective describes.

3. Tick ✓ above **the two adjectives** that follow each other in the dictation
4. Here are four sentences about a river —

The river is wide. The river is deep. The river is fast. The river is long.

We should rather create one sentence by listing the adjectives with a comma between each adjective, and add 'and' before the last adjective.

e.g.: *The dress **is new, white, long and beautiful**.*

Write one sentence to describe the river instead of the four sentences above:

The river is _____

5. Turn these four sentences into one sentence. Remember to use commas to separate the adjectives and add 'and' before the last adjective.
 - i. Her hair is **short**.
 - ii. Her hair is **curly**.
 - iii. Her hair is **thick**.
 - iv. Her hair is **brown**.

6. Write a new sentence with these adjectives, and punctuate as with sentences with several adjectives.

large wide soft new

Worksheet 49

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.46

Several settlers had already built mud and wattle cottages here between the huge beautiful trees that grew on the lower slopes.

Vocabulary

1. Match the word from the passage that matches the definition:
 - a. **several** people who came to settle in a new country
 - b. **settlers** small houses
 - c. **wattle** quite a lot of
 - d. **cottages** in the middle of
 - e. **between** wood from wattle trees
2. Write the word from the passage to match the **antonym** (words with opposite meanings) to:
 - a. small — _____
 - b. ugly — _____
 - c. higher — _____

Grammar

Using the passage above, complete the following grammar activities:

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by adding 's' e.g.: pot= pots, book= books, fan= fans, but there are several exceptions

- Words end with **sh** add **es** e.g.: *fish – fishes, dish - dishes*
- Change words ending in **y** to **i+es** e.g.: *baby – babies, lady -ladies*
- Word ending **ey** add **s** e.g.: *monkey– monkeys, donkey- donkeys*
- Word ending **o** add **es** e.g.: *potato – potatoes, tomato- tomatoes*
- Words end **z** add **z+es** e.g.: *quiz- quizzes*
- Words ending **-fe** change **f** to **v** e.g.: *wife – wives, life - lives*
- Spelling change e.g.: *Goose – geese, mouse – mice, man - men*
- No change e.g.: *sheep – sheep*

Basic Building Block

1. Underline all the **nouns** in the passage.
2. **Tick** ✓ above the plural **nouns** in the passage that end with 's'.

3. Give two singular and two plural nouns for:
 - a. things in the house — _____
 - b. things in a shop — _____
 - c. things on a farm — _____
4. Write these nouns in plural. (These nouns do not make plurals by adding an 's'.)
 - a. **box**: _____
 - b. **glass**: _____
 - c. **brush**: _____
5. Change the 'f' to 'v' and add **es** to change this noun to plural:
calf: _____
Can you think of two more? _____
6. Nouns ending in 'y' changing to plural change to 'i' and 'es':
 - a. **lady**: _____
 - b. **baby**: _____
 - c. **body**: _____
7. Circle the word in the dictation that describes a **quantity** of the nouns. Write the **antonym** (a word with opposite meaning): _____
8. Draw a **dot** ● above all the **adjectives** in the dictation.

Worksheet 50

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.90

People who aren't ever frightened can't really be brave, can they now?

We must all do the best we can. That's what being brave means.

Vocabulary

1. Write the word from the passage that matches these **antonyms** (words with opposite meanings):
 - a. calm _____
 - b. cowardly _____
 - c. worst _____
2. Draw a box around the word in the passage that has '-ight'.
3. Learn these words: **light, night, right, fight, fright, bright, sight**

Grammar

Using the passage above, complete the following grammar activities:

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined.

<i>I am = I'm</i>	<i>it is = it's</i>	<i>they are = they're</i>
<i>I had/ would = I'd</i>	<i>how is = how's</i>	<i>it will = it'll</i>
<i>was not = wasn't</i>	<i>is not = isn't</i>	<i>do not = don't</i>
<i>will not = won't</i>		

**Basic
Building
Block**

1. Underline all the **contractions** in the passage.
2. Write out the two words that make up the contraction above the underlined word. _____

3. The verb and the subject must agree. If the subject is plural, the verb changes to plural. Write your own subjects to go with 'is' or 'are'. Write whether the subject is **singular (S)** or **plural (P)**.
- a. _____ is excited. (___)
 - b. _____ are playing.(___)
 - c. _____ are waving. (___)
 - d. _____ is sitting on the bench. (___)
4. Write **is** or **are** and add an **adjective** to describe these subjects:
- a. The tables _____
 - b. The wall _____
 - c. The crowds _____
 - d. People _____
5. Write the plural of these nouns: Watch your spelling.
- a. (Monkey) _____ **are** very quick.
 - b. (Mouse) _____ **are** a nuisance.
 - c. (Deer) _____ **are** elegant.
 - d. (Baby) _____ **are** cute.

Worksheet 51

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

Katy pulled on her brown cotton dress and homemade sandals. She swung her legs over the wagon box and jumped down.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------|---|
| a. cotton | <input type="checkbox"/> clothing a woman would wear |
| b. swung | <input type="checkbox"/> tug or drag something |
| c. homemade | <input type="checkbox"/> fabric made with threads from a cotton plant |
| d. dress | <input type="checkbox"/> open summer shoes |
| e. sandals | <input type="checkbox"/> something made at home |
| f. pulled | <input type="checkbox"/> to turn or move around |

Grammar

Using the passage above, complete the following grammar activities:

Singular

Singular means **one** of something. When there is more than one of something, it is called plural. Most plurals are formed by adding 's':

e.g.: **pot = pots** **book = books** **fan = fans** **flower = flowers**

Some words' spelling changes when changed to plural:

e.g.: **man = men** **mouse = mice** **goose = geese**

**Basic
Building
Block**

1. Underline all the **nouns** (words that name things) in the passage.
2. **Tick** ✓ above the 's' of all the **plural** nouns.

3. Write these nouns under singular or plural headings:

	<u>Singular</u>	<u>Plural</u>
bed		
wagon		
covers		
ox		
box		
shoe		

4. Write your own subjects (nouns) to create simple sentences. Remember that 'is' refers to single nouns and 'are' refers to plural nouns:

- a. _____ is excited.
- b. _____ are digging.
- c. _____ is cooking.
- d. _____ are camping.
- e. _____ is in the tent.

Creative Writing

Write three sentences about three things you can see from your window. Use **adjectives** (words that describe a noun). e.g.: *The dog is muddy.*

Worksheet 52Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.20

Counters were piled high with blankets, men's hats, tins of condensed milk and bully beef. In front on the ground were shovels, picks, crowbars, and other digging equipment.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|----------------------|--|
| a. counters | <input type="checkbox"/> heaped up |
| b. piled | <input type="checkbox"/> tall, not low |
| c. high | <input type="checkbox"/> worktops or stands in a shop |
| d. condensed | <input type="checkbox"/> tinned meat |
| e. bully beef | <input type="checkbox"/> compressed and reduced |
| f. shovels | <input type="checkbox"/> an iron bar used to lever and open things |
| g. picks | <input type="checkbox"/> a tool with a broad blade used for digging |
| h. crowbars | <input type="checkbox"/> tools and apparatus |
| i. equipment | <input type="checkbox"/> a tool used to pick and break up the ground |

Grammar

Using the passage above, complete the following grammar activities:

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by adding 's' e.g.: pot= pots, book= books, fan= fans, but there are several exceptions

1. Words end with 'sh' add 'es' e.g.: *fish – fishes, dish – dishes*
2. Change words ending in 'y' to 'i' + 'es' e.g.: *baby – babies, lady – ladies*
3. Word ending 'ey' add 's' e.g.: *monkey – monkeys, donkey – donkeys*
4. Word ending 'o' add 'es' e.g.: *potato – potatoes, tomato – tomatoes*
5. Words end 'z' add 'z' + 'es' e.g.: *quiz – quizzes*
6. Words ending 'fe' change 'f' to 'v' e.g.: *wife – wives, life – lives*
7. Spelling change e.g.: *Goose – geese, mouse – mice, man – men*
8. No change e.g.: *sheep – sheep*

**Basic
Building
Block**

1. **Circle** all **singular nouns** in the passage.
2. **Underline** all the **plural nouns** in the passage.
3. **Tick** ✓ above all the plural nouns with 's' endings in the passage.
4. Draw a **dot** ● above all the commas in the passage. Why are they used?
 - to break up the sentence into small parts
 - to show there is a list of items
 - to show that several sentences have been joined to form one sentence.
5. Draw a box around the **apostrophe** showing possession ('s) in the passage.
6. Give one singular and one plural noun for:
 - a. things in the house — _____
 - b. things on the beach — _____
 - c. things in a shop — _____
7. Apply this rule "Words that end with **sh** - add **es**" to change these singular nouns to plural:
 - a. **wish** = _____
 - b. **ash** = _____
 - c. **marsh** = _____
8. Apply this rule "change words ending in **y** – change the 'y' to 'i' and add 'es'" to change these singular nouns to plural:
 - a. **bunny** = _____
 - b. **family** = _____
 - c. **party** = _____
9. Apply the rule "some words change spelling e.g.: *goose* – **geese**" to change these singular nouns to plural:
 - a. **mice** = _____
 - b. **ox** = _____
 - c. **sheep** = _____

Creative Writing

Write a list of tools or equipment that you can find for a specific job that interests you. Now use these words in full sentences to write a paragraph with two to five sentences about one theme or idea. Please describe the tools in detail. rather than writing simple lists.

Worksheet 53

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.26

Katy was amazed at how easy it was to find a claim. The bend in the river was not far from the spot where she had fetched water that morning.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|-------------------|---|
| a. amazed | <input type="checkbox"/> simple or effortless |
| b. easy | <input type="checkbox"/> a curve or corner |
| c. claim | <input type="checkbox"/> to get or collect |
| d. bend | <input type="checkbox"/> a piece of land for mining |
| e. spot | <input type="checkbox"/> surprised, shocked, astonished |
| f. fetches | <input type="checkbox"/> a place or position |

2. Write the **antonym** (words with the opposite meaning) in the passage for these words:

- a. difficult = _____
- b. to lose = _____
- c. straight = _____
- d. evening = _____
- e. close to = _____

Grammar

Using the passage above, complete the following grammar activities:

Basic Building Block

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense – verbs often end with **-ed** e.g.: *John herded the oxen.*
– **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense – verbs often end with **-s** e.g.: *Lara milks the cow.*
– **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense – **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

There are different forms or families of verbs – ‘**go**’ is used as ‘**go, went and goes**’, and ‘**have**’ is also used as ‘**have, has and had**’.

1. Underline any tense verbs ‘**is**’, ‘**was**’, ‘**will**’, ‘**had**’ in the passage.
2. Draw an **arrow** ↓ above the **verbs** that go with the words ‘**is**’, ‘**was**’, ‘**had**’, or ‘**will**’.
3. Write the verb ‘**will**’ to show the **future tense** for:
 - a. Papa _____ buy a claim.
 - b. Mama _____ bake some bread.
 - c. Katy _____ fetch water.
 - d. Mr van Wyk _____ pan for gold.
4. Write these verbs in sentences in the **past tense**: (Remember you can add **-ed** to the verb instead of using **was-ing**)

walk: _____

wait: _____

wish: _____
5. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**:

see: _____

make: _____

do: _____

stand: _____

fall: _____

Worksheet 54Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.51

Mama made them tea at the wagon and insisted on giving him a loaf of bread. Sanna crept onto his knee and put her fat little arms around his neck.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------|--|
| a. wagon | <input type="checkbox"/> a full bread |
| b. insisted | <input type="checkbox"/> a long wooden cart |
| c. loaf | <input type="checkbox"/> firmly require |
| d. around | <input type="checkbox"/> quietly move |
| e. crept | <input type="checkbox"/> small |
| f. knee | <input type="checkbox"/> all round something |
| g. little | <input type="checkbox"/> a joint where the leg bends |

Grammar

Using the passage above, complete the following grammar activities:

Subject + verb + Object

The noun that comes after a transitive verb (a verb that needs a noun to make sense) is called the **object**.

e.g.: **The boy cut his finger.**

- **The boy** (subject) **cut** (transitive verb) **his finger** (object)
- “**The boy cut**” —doesn’t make sense. Cut what?
- We need an object - **his finger** is the **object** that is **cut**.

**Basic
Building
Block**

1. Underline all the **nouns** (naming words) in the passage.
2. **Circle** all the **verbs** (doing words) in the passage.
3. **Tick** ✓ above each the nouns that are **objects** in each sentence.

4. Write in an **object** for each of these transitive verbs (verbs that need an object):
- a. He bought _____.
 - b. I found _____.
 - c. Dad gave _____.
 - d. Ben fed _____.
5. Give a transitive **verb** and an object for these subjects e.g.: *The boys **helped***
(verb) **their dads** (object).
- a. The men _____
 - b. Gold diggers _____
 - c. All the children _____

Worksheet 55Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.36

“It doesn’t look like a diamond, does it, Papa?” asked Maggie when her turn came to hold it.

“It’s a rough diamond, Maggie. It still has to be cut and polished.”

Vocabulary

- Match the word from the passage to the correct definition:

a. diamond	<input type="checkbox"/> lumpy, uneven
b. rough	<input type="checkbox"/> smooth and shiny
c. polished	<input type="checkbox"/> a chance or opportunity
d. turn	<input type="checkbox"/> a clear precious stone
- Write the word from the passage that ends with ‘-ough’. _____
- These words all have ‘-ough’ which sounds like “uff”: **tough, rough, enough**

Grammar

Using the passage above, complete the following grammar activities:

Pronoun

A pronoun is a word that replaces a common or proper noun. These are all pronouns:

singular: *he, him, his, she, her, hers, it, its, I, you, me*

plural: *they, them, their, theirs, we, us, our*

A common noun or proper noun (person’s name) must be used before a pronoun is used and is called an antecedent.

e.g.: *The cat licks **its** paws.* (the **cat** is the **antecedent** of the pronoun **its**.)

*The boy packs **his** bags.* (the **boy** is the **antecedent** of the pronoun **his**.)

**Basic
Building
Block**

- Circle** all the **pronouns** in the passage.
- Draw a **box** around the **noun** that the pronoun stands for.

3. Write a pronoun to replace each of these nouns:

- a. The chair is small. ____ is small.
- b. The tent is big. ____ is big.
- c. Papa likes to dig. ____ likes to dig.
- d. Sally walks fast. ____ walks fast.

4. Write a noun in the place of the pronouns:

- a. (They) _____ are very large.
- b. (She) _____ is gentle.
- c. (It) _____ is tiny.

5. Underline all the **contractions** (two words joined with an apostrophe).

6. **Tick** ✓ above the **apostrophe** in the contraction. Write out the two words

7. Write the correct contraction for these words:

they're	it's	you're	who's	we've
----------------	-------------	---------------	--------------	--------------

- a. you are = _____
- b. we have = _____
- c. it is = _____
- d. they are = _____

Worksheet 56**Copywork & narration**

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 6 pg.53

When Mr Harris saw the diamond in Papa's hand, his eyes opened a little wider. He took it and, looking very important, slowly adjusted the glass in his eye.

Vocabulary

1. Match the word from the passage to the correct definition:

- | | |
|---------------------|--|
| a. wider | <input type="checkbox"/> of great significance |
| b. important | <input type="checkbox"/> get used to |
| c. adjusted | <input type="checkbox"/> broader |

Grammar

Using the passage above, complete the following grammar activities:

Pronoun – Person

A pronoun is a word that replaces a common or proper noun.

There are three 'persons' of pronouns –

- First person – I or **we** is speaking – e.g.: ***I, me, mine, we, us, our, ours***
- Second person – whoever is being spoken to – e.g.: ***you, your, yours***
- Third person – anyone/ anything being spoken about – e.g.: ***he, him, his, she, her, hers, they, them, their, theirs, it, its***

**Basic
Building
Block**

1. Underline all the **pronouns** in the passage.
2. **Circle** the **proper noun** that the pronoun '**he**' stands for.
3. Use '**me**' or '**us**' to complete these sentences:
 - a. Mary saw _____.
 - b. She came to see _____.
 - c. He likes _____.
 - d. They gave _____ all new clothes.
 - e. They will team up with _____.

4. Use 'I' or 'we' as subjects for these sentences:
- _____ play chess.
 - _____ are good players.
 - _____ am studying chess.
 - _____ are riding horses.
 - _____ am a confident rider.
 - _____ all love horses.
5. Use 'my' or 'our' pronouns to complete these sentences:
- _____ Aunty is visiting us at _____ home.
 - She will sleep in _____ bed.
 - This is _____ first time camping.
 - We will use _____ tent.
 - I like _____ bed.
6. **Tick ✓** above the **apostrophe** showing **possession** in the passage. What belongs to someone? _____

Worksheet 57

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.60

Still in her nightdress, she went into her parents' tent. Papa was sitting at the table in his slippers, drinking coffee.

Vocabulary

1. Match the word from the passage to the correct definition:
 - a. **nightdress** fathers and mothers
 - b. **parents** a soft shoe to wear indoors
 - c. **slippers** a drink made from roasted beans
 - d. **coffee** a night gown

Grammar

Using the passage above, complete the following grammar activities:

Gender

Gender shows the difference between 'he', 'she', and 'it'.

- 'He' is masculine e.g.: **he, boy, bull, hero**
- 'She' is feminine e.g.: **she, girl, cow, and heroine**
- 'It' is neuter e.g.: *a thing without life such as it, desk, tree, cloud, sand*

Basic Building Block

1. Draw a **blue** box around all the masculine words in the passage.
2. Draw a **pink** box around all the feminine words in the passage.
3. Write these words in their correct gender:

bull, king, daisy, woman, stream, hen, queen, goose, pond, gander

<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>

4. Change these masculine words into feminine by adding '**-ess**', e.g.: **lion + lioness**
- a. prince = _____
- b. host = _____
5. Write '**he**', '**she**' or '**it**' to show the gender of these words:
- tree _____ peacock _____ aunt _____
- emperor _____ chair _____ duck _____
6. Draw a **slash** to separate the **compound** word (made up of two joined words) in the dictation.
7. Draw a **dot** ● above the apostrophe in the passage showing **possession**. What belongs to whom? _____

Worksheet 58Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.62

“But Papa!” burst out Maggie at last. “What about the sugar farm?”

“Oh, all in good time, child. All in good time.”

Vocabulary

- Match the word from the passage to the correct definition:

a. burst	<input type="checkbox"/> a sweetener made from cane	
b. sugar	<input type="checkbox"/> when the time is right	
c. in good time	<input type="checkbox"/> rushed, speak out	
- Sugar** ends with ‘ar’. Learn these words that also end with ‘ar’: **bar, far, jar, scar, altar, lunar.**
- Write the **antonyms** (words with opposite meanings) from the passage for:
in - _____ **bad** - _____ **adult** - _____

Grammar

Using the passage above, complete the following grammar activities:

Interjection

Interjections are words used to show strong feelings or sudden emotions.

e.g.: **Oh, ah, alas, wow, gee, O, My.**

They are most often used at the start of a sentence to express a sentiment such as surprise, anger, disgust, joy, impatience, excitement, or enthusiasm.

- Interjections that express strong emotion are followed with an exclamation mark. e.g.: **Oh no! I forgot to do my homework!**
- Mild interjections are set off from the sentence with a comma. e.g.: **Darn, it's raining again.**
- Questioning interjections are followed by a question mark. e.g.: **Huh? You want me to do what?**

**Basic
Building
Block**

- Circle the interjections** in the passage.
- Give your own interjections to begin these sentences:

_____ how you frightened me!

_____ my chick is dead!

_____ that is wonderful!

3. Draw a **dot** ● above the **question mark** in the passage.
4. **Tick** ✓ above the **exclamation** mark in the passage.

Dialogue

Dialogue is spoken conversation written with quotation marks:

e.g.: ²Dad said, ³ ¹"Come here."¹

⁵ ¹"Be careful!"⁶ shouted Mom², ¹ "It looks dangerous!"⁶

Here are six dialogue rules:

1. Any spoken words are written inside double quotation marks " "
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

**Basic
Building
Block**

5. Draw a **box** in **red** around Maggie's spoken words.
6. Draw a **box** in **blue** around Papa's spoken words.

Welcome to this *The Policeman's Button* booklet.

There are a wide variety of activities. You can do them all or leave some out:

- An extract — Language Arts
- Direct and indirect speech and comic script
- Listening skills and narration
- Letter about the policeman
- Special Buttons treasure hunt and rubbings
- Prepare a special dinner
- Safety rules
- Create a peace treaty
- TV, movie or play script
- Book review

Enjoy!



Language Arts Chapter 1

1. Write the words in the box above the matching bold word in the passage:

<input type="checkbox"/> border line	<input type="checkbox"/> settlement	<input type="checkbox"/> tribes
<input type="checkbox"/> early settler	<input type="checkbox"/> fights	<input type="checkbox"/> cut off/alone
<input type="checkbox"/> defend	<input type="checkbox"/> cities	

In 1890 Natal was still a British **colony**. It was a place of rolling hills, where **settlers** lived on **isolated** farms, and **towns** were few. The **boundary** to the south was the Umtamvuna River.

Often **wars** broke out between different **clans** there, and then the border farmers looked to the Natal Mounted Police to **protect** them and keep the peace.

2. **Circle** all the **capital letters** in the passage.
3. **Tick** ✓ all the **proper nouns** (people's names, places, nationalities, languages, special days, months, days of the week, names of rivers and mountains).
4. Underline all the **adjectives** (words that describe nouns) in the passage.

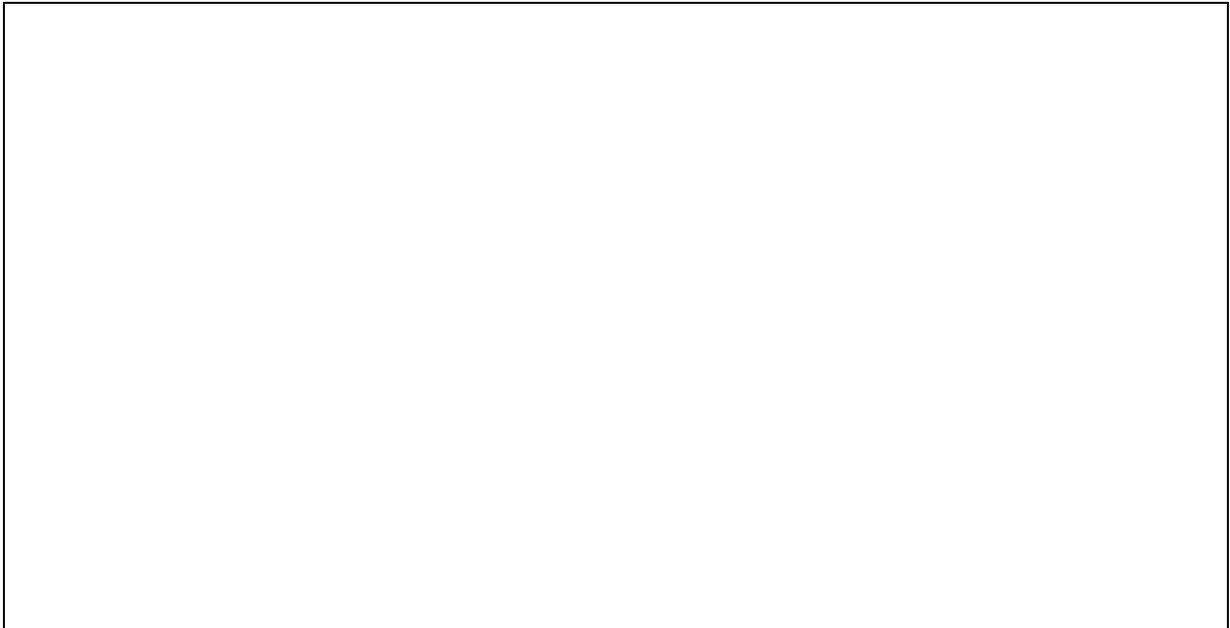


Direct and Indirect Speech pg. 5

1. Draw a comic strip of this scene and write the speech in speech bubbles. Draw the people in action poses, leaving space for the speech bubbles. Always write the speech first and then draw the bubble around the words. This way, you will have enough space for all the writing.

“Sakubona, nkosana! Sakubona, nkosana!” (*We see you, prince*)

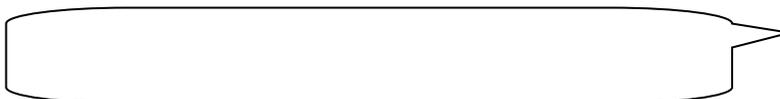
Two workers were roughly piling hay into stacks beyond the cattle enclosure with pitchforks. Their voices carried clearly up the hill as they shouted a greeting. Richard waved in response.

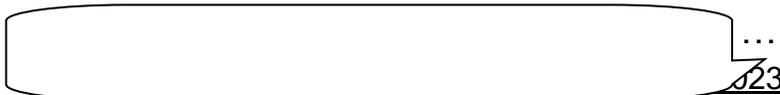


2. **Now rewrite their speech in indirect speech:**

e.g.: “Hello!” shouted Lee. *Lee shouted hello. (Reported speech is always in past tense.)*

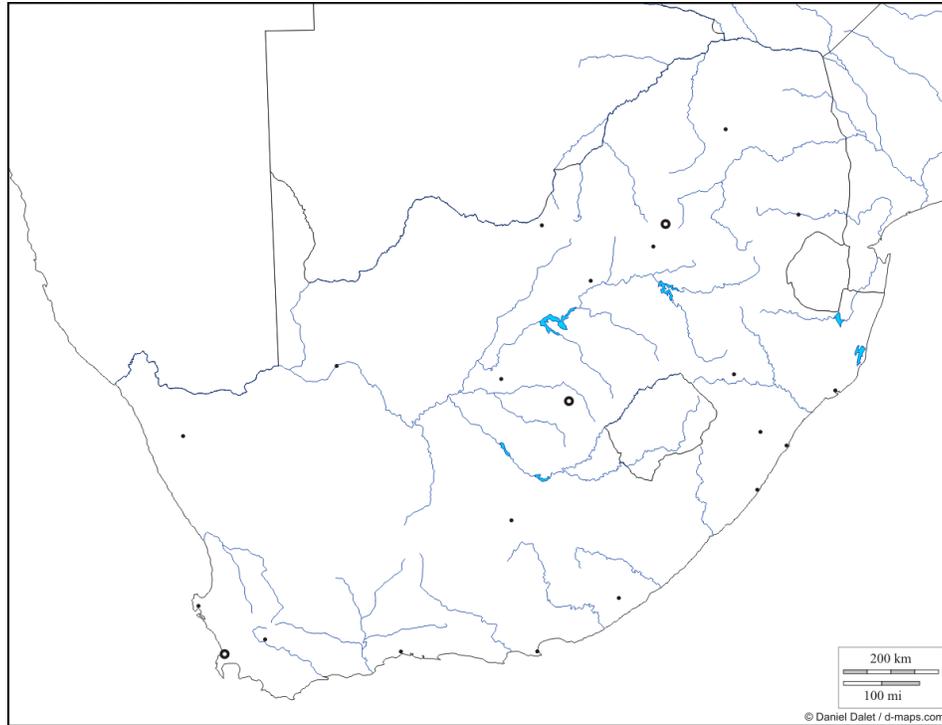
3. **Create your own speech in these speech bubbles:**

 ... he screamed in fright

 ... she warned the children

Mapwork

Colour the areas of dry winter grasslands and winter rainfall of South Africa on this map.



Map Key Colour the box for each area to represent the areas on the map

Winter rainfall	grassland	sea	
-----------------	-----------	-----	--

Number all nine provinces of South Africa on this map and write the names below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Write a letter Chapter 2

Duties at the Mounted Policemen's camp p.11 & 12



Seventy troopers came with Inspector Moore.

Read the description on page 11 & 12 and **write a letter to your best friend** telling them of the policemen as you were watching them and wanted to become a policeman! Remember to use correct letter format – don't use boxes – this is just to show the layout.

Layout for an Informal letter

<p>Sender's address No...Street.... Town Country Postal code</p>	
<p>Date 24th September 2013</p>	
<p><i>Dear Jimmy</i></p>	
<ul style="list-style-type: none">• You may have more than two paragraphs. The level of informality used will depend upon• Contracted forms can be used: <i>can't</i> instead of can not, <i>haven't</i> instead of have not etc.• You may also use a chatty tone / mild slang words.• Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references...	
<p>The way in which you close your letter will depend upon your relationship with the recipient <i>Best wishes / Kind regards / Yours truly / With love +Name</i></p>	

Special Buttons Treasure Hunt

Find and make rubbings with a soft pencil or wax crayons on thin paper of at least ten different buttons. Cut them out and paste them on this page.

Choose the most special button and describe where it is found and why you like it the most!



Preparing for a special dinner Chapter 3 pg.17 & 18

Read the description of what mother cooked, how the table was laid, and how the family dressed for their dinner with Inspector Moore.

- Plan a special meal – make notes of what food, side dishes, pudding, and drinks you would like to serve.
- Help shop for, prepare, and cook the food.
- Lay the table with a tablecloth, all the crockery and cutlery and glasses. You could add place name cards, candles and flowers.
- Dress formally for dinner.
- Learn how to politely welcome a special guest and make them feel special.

To record this special dinner, you could paste the menu, table name cards, table decorations, and photos of the event on this page.



Safety Rules pg.22 & 32

What had Richard's father instructed him to do?

Make a list of your family's safety rules at night:



TV script or play dialogue pg.39

Write the dialogue between Richard and Inspector Moore as a script for a play or TV movie.

Write a sentence for each actor. Write the spoken words only, with no apostrophes. You can also include actions or settings written in brackets to describe what is happening in the scene.

Here is a start ...

Inspector: (*On horseback, looking down at Richard*)

My men tell me that you want to be a policeman one day.

Richard: Yes, sir.

Inspector: _____

Richard: (*staring up*) _____

Richard: (*running down to the farmyard*) _____

Inspector: (*smiling and waving*) _____

Higgly: (*Shouting*) _____





Book Review

Write a book review of *The Policeman's Button* telling us briefly what the story was about, the most exciting part of the story and what you enjoyed the most.

Once you have finished reading your chapter book, you should write a book review. You can use these topics and the template. A book review usually includes the following:

1. The **title, author's name**, and the illustrator or photographer's names

2. **Plot:** What happens in this story? Can you explain the main events – Beginning, middle, and end?

3. **Characters:** Who were the main characters? Who was your favourite character?

4. **Setting:** Where did this story take place?

5. **My opinion** of this book: What was your favourite or the most interesting part or why you did not enjoy this book & can you tell me why?

6. **Star rating:** How much did you like this book?

- ★ I did not like this book.
- ★ ★ Fine, but I wouldn't read it again.
- ★ ★ ★ Good. I enjoyed the book.
- ★ ★ ★ ★ Great! I liked this book a lot!
- ★ ★ ★ ★ ★ Excellent! Everyone should read it!

Worksheet 60

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.7

Other big guns further round the ring of hills began to boom, and from the town came the loud pom-pom-pom-pom of an answering British machine gun, like an angry person banging on a door.

Vocabulary

1. Write the word from the passage that matches the definition:

- a. **other** the sound of a loud bang or explosion
- b. **further** more, extra, added
- c. **boom** noisy, deafening
- d. **loud** cross, mad, fuming
- e. **answering** broadly, expanded around, in addition
- f. **machine gun** beating, knocking on, thumping
- g. **angry** someone, an individual, a human being
- h. **person** replying, responding, rejoining
- i. **banging** an automatic gun that fires many bullets

Grammar

Using the passage above, complete the following grammar activities:

Onomatopoeia

This is a "sound effect" word that sounds like the noise it describes.

e.g.: *whoosh, buzz, zap, boom, purr, gurgle, tinkle, and toot, boing, gargle, clap, zap, and pitter-patter.*

**Basic
Building
Block**

1. **Circle** the **onomatopoeia** or sound effect words in the dictation.
2. Write your own **onomatopoeia** words for these:
 - a. The racing car _____ around the track.
 - b. The fire crackers _____ as they burnt.
 - c. Those flies _____ near my head!

3. Use these **onomatopoeia** words in your own sentences:
 - a. **gong** _____
 - b. **zip** _____
 - c. **glug** _____
4. Underline the **simile** (comparison using 'like' or 'as') in the passage.
5. What is being compared to what? _____
6. Write your own simile for this comparison:

7. Draw **boxes** around all the **adjectives** (words describing a noun) in the passage.
8. **Tick** ✓ the **proper noun** in the passage.

Worksheet 61

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.15

He clambered up the embankment and down the other side. He ran on tiptoes across the open ground. When he was safely behind the hospital tents he stopped and listened.

Vocabulary

- Write the word from the passage that matches the definition:
 - clamber** a bank, mound, or wall
 - embankment** the land, soil, or field
 - tiptoes** to crawl, scramble or climb
 - ground** a building used to treat sick or injured people
 - safely** to walk on the toes to walk quietly
 - hospital** to hear, to pay attention to
 - listen** unharmed
- Break these long words into **syllables** (the basic sounds that make up a word) using a slash: **clambered** **embankment** **tiptoes**
- Write the **synonyms** (words with the same meaning) in the dictation for:
climb - _____ **“safe and sound”** - _____
mound - _____ **sickbay** - _____

Grammar

Using the passage above, complete the following grammar activities:

<p><u>Preposition</u></p> <p>A preposition is a word/s to show position ("position" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us where, when or how relate to a noun, pronoun, or noun phrase.</p> <p style="text-align: center;"><i>around, at, away from, behind, down, in, on, over, towards, through, under, up</i></p> <p>To refer to a direction, use to in into on and onto e.g.:</p> <ul style="list-style-type: none"> • She drove to the store. • Come right in(to) the house. • Drive on(to) the grass and park the car there. • The fruit is on the trees. • Dad lay under the car. 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Basic Building Block</p> </div>
--	--

1. Draw a **dot ●** above all the **prepositions** in the passage.
2. Underline the **object** of the preposition (the thing that he moved around, over, under, towards etc.) in the passage.
3. Write your own sentences using these **prepositions**:
 - under** - _____
 - around** - _____
 - into** - _____
4. **Tick ✓** above all the **verbs** (action words) in the passage.
5. Draw a **box** around the **root** word found in "embankment".
6. Draw a **star ✨** above the **compound word** (a word made from two words) in the passage.

Worksheet 62Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.19

"It ... it is I. Robert Baker."

The Boer gasped with surprise to see a child. "Who is with you?" he shouted in English with a strong Dutch accent.

"I am alone. I ... I ..." But Robert's voice cracked, and the words would not come out.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------|---|
| a. gasped | <input type="checkbox"/> shocked, alarmed, astounded |
| b. surprise | <input type="checkbox"/> on your own |
| c. shouted | <input type="checkbox"/> to catch your breath |
| d. accent | <input type="checkbox"/> broke, loses its strength |
| e. alone | <input type="checkbox"/> the way a person speaks or expresses their voice |
| f. cracked | <input type="checkbox"/> screamed, yelled, called loudly |

Grammar

Using the passage above, complete the following grammar activities:

Ellipsis ...

An ellipsis is a punctuation mark that looks like 3 full stops ... in a row. Ellipses are commonly used to show **missing words or thoughts** from a from a passage.

Ellipses might be used –

1. to build suspense and increase tension– e.g.: *Well, I didn't do it, but...*
2. show hesitation – e.g.: *I don't think... I can... do this.*
3. trail off into silence – e.g.: *Well, I tried to call you, but...*
4. word/s deliberately left out from a text – e.g.: *... Anyway, let's go on.*

**Basic
Building
Block**

1. Draw a **dot ●** above all the **ellipses** found in the passage.
2. Why are they used?
 - to build suspense and increase tension
 - show fear and hesitation
 - trail off into silence
 - word/s deliberately left out from a text
3. Write a sentence and use an ellipsis to show that the speaker has missed words because they are –
 - a. scared: _____
 - b. excited: _____
4. Draw an **arrow ↓** above the **question mark**.
5. Underline the **question word**.
6. Write **three** other **question words**: _____
7. **Tick ✓** above all the **capital letters** in the passage.
8. Draw a **box** around the **proper nouns** in the passage.
9. Draw **'speech bubbles'** around the spoken words. 
10. Draw a **star ✨** above an **apostrophe** that shows **possession**.

Worksheet 63Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 25

"Bringing a prisoner!" shouted the Boer.

"By Jove!" spluttered the officer when he heard Robert's story.

"By Jove!"

Vocabulary

- Write the word from the passage that matches the definition:
 - prisoner** a soldier of rank
 - spluttered** someone held captive
 - officer** a description or statement
 - story** stammered, gasped
- What do you think "By Jove!" means? **Tick** all the correct answers:
 - used to express surprise
 - used to express emphasis
 - used to express approval
 - used to express shock
 - used to call Jove
- What does "**spluttered**" mean? _____ Can you think of another word to use instead? _____

Grammar

Using the passage above, complete the following grammar activities:

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions or surprise –

e.g.: **Goodness me! It is gone! Get out! This is nonsense!**

**Basic
Building
Block**

- Draw a **dot** ● above all the **exclamation** points in the passage.

2. Write three of your own short sentences using **exclamation points**.

3. Draw an **arrow →** to show the beginning of each new person speaking.

4. Draw '**speech bubbles**' around the **direct speech** in the passage.



5. Punctuate these sentences with **quotation marks “_”** and use **exclamation points** to create direct speech:

a. **Get in Mom shouted.** _____

b. **This is bad Ben moaned.** _____

c. **I passed he yelled.** _____

6. **Tick ✓** above each **apostrophe** that is used to show **possession** in the passage. What is being compared to what? _____

Worksheet 64

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 11

Paul felt ashamed. He had not meant to hurt him, but he did so want to experience this adventure to the full.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. **ashamed** intend to, mean to
 - b. **meant** to live through an event
 - c. **hurt** embarrassed, feeling guilty
 - d. **experience** a quest, journey or venture
 - e. **adventure** completely, fully
 - f. **to the full** pain, harm
 2. Write the **antonyms** (a word with the opposite meaning) from the passage for:
 - a. unashamed = _____
 - b. help = _____
 - c. empty = _____
 3. Draw slashes to separate the syllables in the 4-syllable word.
 4. How many words can you make with the letters in “**adventure**”?
-

Grammar

Using the passage above, complete the following grammar activities:

Sentence

A sentence is a group of words that has a noun (called the **subject**) and a verb (called the **predicate**) and expresses a complete thought. Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
 e.g.: **Dad** (subject) **fixed** (verb) **the car** (the object).

**Basic
Building
Block**

1. Draw a **box** around the **subject** (who) of the first sentence in the passage.
2. Is the subject a **noun**, a **proper noun**, or a **common noun**?
3. Underline the **verbs** in the passage.

4. Tick ✓ above all the **punctuation** marks.
5. Make two-word sentences (with subject and verb) e.g.: *Petru sings*.
 - a. Ben _____.
 - b. Jill _____.
 - c. _____ cries.
 - d. _____ dives.

Pronoun

A pronoun is a word that replaces a common or proper noun. These are all pronouns:

singular: *he, him, his, she, her, hers, it, its, I, you, me*

plural: *they, them, their, theirs, we, us, our*

A common noun or proper noun (person's name) must be used before a pronoun is used and is called an antecedent.

e.g.: *The cat licks **its** paws.* (the **cat** = **antecedent** of the pronoun **its**.)

*The boy packs **his** bags.* (the **boy** = **antecedent** of the pronoun **his**.)

6. **Circle** all the **pronouns** in the passage.
7. Write a **pronoun** to complete these sentences:
 - a. Dad mowed the grass. _____ worked hard.
 - b. Mom looked for _____ handbag.
 - c. He lost _____ ball.
 - d. The cat eats _____ food.
 - e. The car stopped. There is no fuel in _____ tank.

Worksheet 65

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg. 12

They crossed a shallow khaki-coloured stream and passed through a stony valley dotted with silver-grey aloes.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | | |
|--------------------------|--------------------------|------------------------------------|
| a. shallow | <input type="checkbox"/> | a light tan to nearly brown colour |
| b. khaki-coloured | <input type="checkbox"/> | to go through |
| c. stream | <input type="checkbox"/> | a low area between mountains |
| d. passed | <input type="checkbox"/> | across, go past |
| e. through | <input type="checkbox"/> | scattered, sprinkled, spotted |
| f. stony | <input type="checkbox"/> | low water level, not deep |
| g. valley | <input type="checkbox"/> | rocky, rough |
| h. dotted | <input type="checkbox"/> | a small river, creek |

2. Write a word found in the passage for **fleshy, spiny plants** _____

3. These three words are very similar: **though, through, and thought**. Write each word in a sentence to show its meaning.

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An **adjective** must always belong to a noun and describes the noun. e.g.: *The table (noun) is **round**. (adjective) - "round" is an adjective that describes the table*

Adjectives describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

**Basic
Building
Block**

1. **Underline** all the **adjectives** in the passage.
2. **Tick ✓** above the **nouns** these adjectives describe in the passage.
3. Adjectives make sentences more interesting. Here is an ordinary sentence:
e.g.: *I read books.*
 - a. Write the same sentence but add an adjective to describe the books.

 - b. Add two adjectives to describe the books:

 - c. Can you use three adjectives? Use commas to separate the adjectives:

Article

There are 3 articles — ‘a’, ‘an’, and ‘the’

- ‘A’ is used before a noun beginning with a consonant e.g.: **a** dog
- ‘An’ is used before a noun beginning with a vowel
e.g.: **an** apple, **an** elephant, **an** interest, **an** owl, **an** umbrella

**Basic
Building
Block**

4. Write the correct **article** for these **nouns**: (Remember to use ‘an’ before nouns that begin with a vowel)
 - a. ____ dogs bark.
 - b. ____ cake rises.
 - c. ____ elephant walks.
 - d. ____ camel kneels.
 - e. ____ plants grows.
 - f. ____ egg breaks.

Worksheet 66

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg. 22

He stood still and waited. Where was his father? Why did he not reply?

Vocabulary

1. Write the **antonym** (a word with the opposite meaning) from the passage for:

- a. **sat** = _____
- b. **moving** = _____
- c. **began** = _____
- d. **mother** = _____
- e. **question** = _____

Grammar

Using the passage above, complete the following grammar activities:

**Basic
Building
Block**

Question mark ?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question.

Direct questions use these words: **how, who, what, why, where, whom & when.**

It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter. e.g.: **Are you well?**

- 1. Draw a **dot ●** above all the **question marks**.
- 2. Underline the **question words**.
- 3. Here are some question words. Write your own questions using each word:

Who — _____

What — _____

Where — _____

4. Here are some answers to unknown questions. Write the question that could be asked: *You will go.* = *Will you go?*
- a. It is here. _____
 - b. He will come tomorrow. _____
 - c. Papa has it. _____
5. Change the word order of these sentences to create questions without using question words: e.g.: *She is here.* = *Is she here?*
- a. That is the cat. _____
 - b. The food is hot. _____
 - c. We are lost! _____

Worksheet 67

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.27

“I have hurt my leg, Kobus. Quickly, help me up,” said Papa. “I can’t ... walk! I think my leg’s ... broken.”

Vocabulary

1. Match the word from the passage to the correct definition:
 - a. **hurt** fast, speedily
 - b. **quickly** smashed, cracked
 - c. **help** injured, damaged
 - d. **broken** aid, assist, and support
2. Write the **antonym** (a word with the opposite meaning) from the passage for:
 - a. arm = _____
 - b. slowly = _____
 - c. can = _____
 - d. know = _____
 - e. fixed = _____
3. How many words can you make with the letters “**broken**”?

Grammar

Using the passage above, complete the following grammar activities:

Contraction

A contraction is a shortened form of two words joined to each other and letter/s from the second word are missing. When writing a contraction, no space is left between the words and the apostrophe is used in place of the missing letter/s.

e.g.: **don’t** = do + not

(The apostrophe shows where the ‘o’ in ‘not’ is missing, and not to show where the two words join.)

can’t = can + not

didn’t = did + not

I’ve = I + have

It’s = it + is

He’s = he + is

That’s = that + is

should’ve = should + have

**Basic
Building
Block**

1. Underline all the **contractions** in the passage.
2. Rewrite out the contractions and the two words: _____
3. Write these words as **contractions**:
 - I will** = _____
 - She has** = _____
 - They are** = _____
 - have not** = _____
4. We use contractions in **informal** writing, but we should write these contractions out in full for more formal writing:
 - He **should've** left. _____
 - I'm** sorry. _____
 - We're** happy. _____
 - There **aren't** any books. _____
5. Draw a **dot ●** above the **ellipsis ...** in the passage.
6. Why is it used? Tick to show that Papa is —
 - unsure
 - sick
 - tired
 - confused
 - excited.
 - in pain

Worksheet 1

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 1

The boy jump/ed as his mother's voice sound/ed sharp/ly at his back. "Why do you
 ✓
 stand there? I am wait/ing for milk for your little sister. Go! Milk your goats!"

Vocabulary

Join the words below to the correct **meaning** drawing a line to match:

- | | | |
|-------------|---|-------------------------------|
| a. jump – | → | shrill, loud, piercing, harsh |
| b. sound – | → | small, tiny |
| c. sharp – | → | a noise |
| d. wait – | → | leap, hop, skip |
| e. little – | → | * delay, pause, hold on |

Grammar

Using the passage above, complete the following grammar activities:

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions such as anger, shock or surprise –

e.g.: ***Goodness me! It is gone! Get out! This is nonsense!***

**Basic
Building
Block**

1. **Circle** all the **exclamation marks**. Why are they used? - tick the best answer:
 - To look important**
 - To show someone feels in a hurry/ something is urgent**
 - To finish the sentences**
2. **Tick ✓** above the question mark.
3. Look for all the words with the endings - **ed**, - **ing**, - **ly**. These endings are called **suffixes**. A suffix is a letter or group of letters added to the end of a word to change its meaning or function. Draw **slashes** through the words to separate **suffixes**.
4. What endings (suffixes) could you add to the word 'go'? **Going, goes, got, gone**

5. What **adjective** did the author use to describe his sister? little
Can you think of another adjective of your own to describe his sister? Any suitable adjective such as "small, young, baby"
6. Write a sentence with descriptive adjectives to describe someone in your family:
 Any suitable sentence

Worksheet 2

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 5

●

“This is a bad place for us. Day after day our cattle get sick. Why doesn't your tatab do some/thing? He is the chief, isn't he?”

Vocabulary

1. Underline the word in the passage that ends with **-ace**.
2. When a word ends with a **silent 'e'** it makes the vowel before it 'says' its name. Say these words out loud, and spell them out loud.

-ace	-ice
face	dice
race	rice
lace	mice
place	price
space	slice
trace	spice

Grammar

Using the passage above, complete the following grammar activities:

Question mark?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question.
 Direct questions use these words **how, who, what, why, where, whom & when**.
 It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter.

**Basic
Building
Block**

1. **Circle** all the **question** marks.
2. Put a **dot ●** above the **question word** in the passage.

3. Write your own questions using these question words: (Remember to end each sentence with a **question mark.**) (*Any suitable question – you can assist your child as their scribe or write out any difficult words on a whiteboard.*)

- a. **How** _____
- b. **Who** _____
- c. **What** _____
- d. **Why** _____
- e. **Where** _____
- f. **When** _____

Contractions

A contraction is **two words joined together** and an **apostrophe** inserted to replace any letter/s that are now missing in the two words. We use contractions in everyday speech and informal writing where we join together two words to make them shorter.

*e.g.: I am = I'm (the apostrophe shows where the 'a' from 'am' is missing)
it is = it's (the apostrophe shows where the 'i' from 'is' is missing)*

Basic Building Block

4. Draw **boxes** around the **contractions** in the passage. Write out the 2 words in each contraction in full. **doesn't = does + not** (*the apostrophe shows that the 'o' is missing*) and **isn't = is + not** (*the apostrophe shows that the 'o' is missing*)
5. Write out the two words that make up these **contractions**:

- they're = they are
- I'd = I had/ would
- how's = how is/ was
- it'll = it will
- wasn't = was not
- isn't = is not
- don't = do not
- won't = will not

3. What do you think is a 'tatab'? his father

Compound words

A compound word is formed when two words are joined together to make a new word. e.g.: *fireplace = fire + place
seaside = sea + side*

Basic Building Block

4. Put a **slash** through the **compound word**.
5. Write out the two words that make up the compound words:
some+thing

Worksheet 3

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 25

“Go home now,” he ordered. “Eat and rest until you are called. It will be dark. Men, when you are called, come to my hut. Bring your weapons and see that they are sharp.”

Vocabulary

1. Tick ✓ whether these words below are singular or plural:
 - men = singular / ✓ plural
 - hut = ✓ singular / plural
 - weapons = singular / ✓ plural
2. How many words can you make using the letters found in the word **weapons**? aeon
 . anew · enow · nape · neap · nope · open · pane, wasp, pea, won, soap, on, son, saw, sew, we, pen, new, no, now, _____

Grammar

Using the passage above, complete the following grammar activities:

3. Underline all the things the men must **do**. These ‘doing’ words are called **verbs**.

Quotation Marks

Dialogue is a spoken conversation. Quotation marks (“ ”) are punctuation marks that are used to show words being spoken. They are written immediately before and after what was said.

e.g.: Sally said, “**Come swim with me.**”

Let’s look at writing spoken words which we call **dialogue**:

e.g.: ²Dad said, ³ ¹“Come here.”¹

1. Any spoken words are written inside quotation marks “ ”
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks

**Basic
Building
Block**

- 4. Put a **dot ●** above all the **quotation** marks in the passage.
- 5. Rewrite the first sentence of the dialogue in the passage but begin with the attribution instead of the quotation: **He ordered, "Go home, now."**_____
- 6. Here is a list of **attributions** (that tells us *who* and *how* they are speaking). Write the most suitable attribution to complete these sentences: Remember your punctuation! Can you see that the attribution can come before or after the dialogue in quotation marks?

mom whispered, dad commanded, She asked, they wondered

- a. *She asked*_____, "Can you come now?"
 - b. "Shh ... the baby is sleeping," *mom whispered*_____
 - c. "Where could all our suitcases be?" *they wondered*_____
 - d. Go to bed now, children!" *dad commanded*_____
7. Using **"said"** in every dialogue sentence can become boring. Here is a list of much more interesting attributions to use instead:

cried laughed asked mumbled told pleaded agreed screamed

Choose any of these and write them in your own dialogue:

Encourage your child/ren to think creatively and write suitable dialogues

Worksheet 4

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 26

I need boys who will gather stones from the river. - you will be their captain. It will be hard work for you, but it will be good for you to learn to be a leader.

Vocabulary

1. Underline the **antonyms** (words with opposite meanings) in the passage for **bad, scatter, easy, follower**.
2. Write a word from the passage that rhymes with “**sliver**” - river
3. **Tick ✓** above the **synonyms** (words with similar meanings) in the passage for **difficult, chief, and rock**.

Grammar

Using the passage above, complete the following grammar activities:

Plural	Basic Building Block
When there is more than one of something, it is called a plural.	
Most plurals are formed by adding ‘s’ to the end of the word. e.g.: <i>pot= pots, book= books, fan= fans</i>	

4. Draw a **box** around all the **plural** words in the passage ending with **s**. Now rewrite these words without the ‘s’ boy, stone

Helping verbs to denote the future tense ‘will’ & ‘will be’	Basic Building Block
‘will’ is a helping verb refer to actions that will certainly take place in the future. e.g.: <i>I <u>will</u> go to the market.</i>	
‘will be’ is future continuous tense and refers to actions that will be taking place at some time in the future, for which the specific time is unknown. e.g.: <i>They <u>will be</u> working on it.</i>	

5. Put a **dot ●** above both ‘**will be**’ in the passage.

6. Write 'will' or 'will be' to complete these future tense sentences:

- a. Lisa will run home after the rain stops.
- b. Mom will be happy to see my clean room.
- c. Sam will go shopping later.
- d. We will be packing for our holiday.
- e. He will not join us next week.
- f. We will be painting our new house all weekend.
- g. She will be leaving straight after breakfast.

7. **Circle** the **hyphen**. (A hyphen – is a punctuation mark that looks like a short dash.)

Worksheet 5

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9 Under the cork-oak tree

↓
 "I want to be a sailor, Senhor! I want to be a discover/er, and find new
 ↓
place/s in the world, like my brother Jaime," Luis answer/ed eager/ly,
forget/ting his nervous/ness.

Vocabulary

1. **Draw a box** around the **homonym** (a word that sounds the same) in the passage for 'knew'.
2. **Learn** these spelling words from the passage:

**sailor discover places world brother answer
eager forget nervous**

3. **Unscramble** these words below to spell words from the box above. (Hint: the first letter in each scrambled word is correct.)

SAORLI = <u>SAILOR</u>	AWNSRE = <u>ANSWER</u>
DRVSIEOC = <u>DISCOVER</u>	EGAER = <u>EAGER</u>
PCAELS = <u>PLACES</u>	FTERGO = <u>FORGET</u>
WRLDO = <u>WORLD</u>	NEUORVS = <u>NERVOUS</u>
BTOERHR = <u>BROTHER</u>	

Grammar

Using the passage above, complete the following grammar activities:

4. **Circle** the **punctuation** mark that shows Luis is excited. What is this punctuation mark called?
 A period A question mark An exclamation mark
5. Write in the **correct punctuation mark**: !, ?, or full stop to complete these sentences:

a. Go away <u>!</u>	e. I am tired <u>.</u>
b. Where is my key <u>?</u>	f. It is no use <u>, or !</u>
c. What do you want <u>?</u>	g. Oh no <u>!</u>
d. Be quiet <u>!</u>	h. Who played at the park <u>?</u>

Suffix

A suffix is a letter or group of letters added to the end of a word to change its meaning or function:

- e.g.: **-s:** hand – hands (*makes it plural*)
-ed: fish – fished (*shows past tense*)
-ing: sing – singing (*continuing tense*)

Basic Building Block

6. Underline all the words in the passage with the **suffixes** (endings) below:

-s, -er, -ing, -ly, -ed, -ness.

7. Draw **slashes** / through these words in the passage to separate the **suffix** from the root word.

8. Separate the syllables of these words with slashes:

dis/co/ver/er ans/wered for/get/ting

Quotation Marks

Dialogue is a spoken conversation. Quotation marks (“ ”) are punctuation marks that are used to show words being spoken. They are written immediately before and after what was said. e.g.: Sally said, **“Come swim with me.”**

Let us look at writing spoken words which we call **dialogue**:

e.g.: ²Dad said, ³ ¹“Come here.”¹

1. Any spoken words are written inside quotation marks “ ”
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

Basic Building Block

9. Draw an **arrow** ↓ above the **quotation** marks in the passage. Why are they used?

- To show important words
- To show spoken words
- To look pretty

10. Write in the quotation marks to correctly show the words spoken in the following sentence: (*Parents should remind their child about the punctuation that is included or outside the quotation marks.*)

- a. Mom instructed, “Put all your toys away!”
- b. “Where is the ball?” asked Henry.
- c. “I am so sorry,” apologized Kim.

Worksheet 6

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.55 To Africa

It was a fish! Luis picked it up. It gave a few feeble flaps and lay still, its colours already fading. He threw it back into the sea.

Vocabulary

1. Draw **boxes** around all the words that have the long 'a' sound as in 'say'.
2. **Match** the correct definition for these words with a **tick** :

feeble – strong / weak **fading** = loose colour / brighten

Grammar

Using the passage above, complete the following grammar activities:

3. **Circle** the **exclamation** mark in the passage. Why is it used?

To show shock **To show surprise** **To show anger**
4. Underline the **adverbs** describing how the fish flapped.
5. Write your own **antonyms** (words with the opposite meanings) to describe the fish's flapping: **It gave a limited/some weak/poor flaps.**

Preposition

A preposition is a word/s to show **position** ("position" is the clue in the word).

Prepositions indicate direction, time, and place, and tell us **where, when** or **how** in relation to a noun, pronoun, or noun phrase.

These are preposition words:

around, at, away from, behind, down, in, into, on, over, towards, through, under, up

e.g.: The fruit is on the trees. Dad lay under the car.

Basic Building Block

6. Draw **squiggly lines** under all the **prepositions**.
7. Write any **preposition** of your own to suitably complete these sentences:
 - a. The chief sat on his throne.
 - b. Dad hid the money in the safe.
 - c. We climbed up/ over/ around the wall.

- d. The dolphin swam around/ in/ through the pool.

Worksheet 7

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 9 pg.60 Going Ashore

Two of the men who had sailed with them were to be left here to find their way back to their homes in/land.

Vocabulary

1. Draw **boxes** around the **homonyms** (a word that sounds the same but is spelt differently and has a different meaning) in the passage for 'to', 'hear', 'there', 'why'
2. **Match** these **homonyms** to the correct word with the same sound in the right column: Say each word in a sentence to show the difference in meanings.

a. new		<input type="checkbox"/> knead
b. two		<input type="checkbox"/> bare
c. not		<input type="checkbox"/> knew
d. need		<input type="checkbox"/> knot
e. bear		<input type="checkbox"/> too
3. Underline the word in the passage that rhymes with 'hailed'.

Grammar

Using the passage above, complete the following grammar activities:

Compound Word

A compound word is formed when two words are combined to make a new word.
e.g.: **fireplace** = fire + place, **seaside** = sea + side, **snowman** = snow + man

**Basic
Building
Block**

4. Put a **dot** ● above the **compound word** in the passage.
5. Draw a **slash** to separate 2 words that make up a **compound word** (a word made up of two joined words). **Write out** these two words here: in + land

6. Create **compound words** using these words: Write them in full:
- a. man + hole = **manhole**
 - b. sun + set = **sunset**
 - c. in + side = **inside**
 - d. shoe + lace = **shoelace**
 - e. foot + ball = **football**
 - f. milk + shake = **milkshake**
7. Let's look at **plural** (means 'more than one'), **singular** (means single or just one) words. **Tick** the correct answer:
- a. girls -- singular plural
 - b. homes -- singular plural
 - c. ship -- singular plural
 - d. boy -- singular plural
 - e. oars -- singular plural

Worksheet 8

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 15 pg.105 Tempest!

✓ ●
 “We should be able to find good drinking water in this fine bay. But I am
 afraid that the two of you are not included in the party.” ✓

Vocabulary

1. Circle 2 **homonyms** (words that sound the same but are spelt differently) in the passage for the word ‘**too**’. Write out all 3 homonyms: too, to, two
2. The word ‘**party**’ used in the passage has two meanings. Which meaning is correct in this passage?
 celebration group of people
3. Put a **dot ●** above the word ‘**should**’ in the passage.
4. Let’s change ‘**should**’ into new words by replacing the ‘**sh**’ with these letters: Write out these new words: would, could

Grammar

Using the passage above, complete the following grammar activities:

<u>Adjectives</u>	Basic Building Block
An adjective describes a noun and are words that describe the qualities or states of being of nouns, such as its size, colour, shape, and number.	
e.g.: a girl’s blue dress, the slow train, bowl of hot food	

5. **Underline** all the **adjectives** in the passage.
6. **Write in** your own **adjectives** to describe these nouns: (*Any suitable adjective*)

a. a <u>big/ brown</u> dog	d. her <u>ballet/ running</u> shoes
b. the <u>cold/ iced</u> drink	e. Dad’s <u>new/ old/ blue</u> car
c. my <u>school/ sports</u> bag	
7. Draw a **box** around the **negative** word in the passage.

Pronouns

A **pronoun** is a word that **replaces a common or proper noun**.

These are all pronouns:

singular: he, him, his, she, her, hers, it, its, I, you, me

plural: they, them, their, theirs, we, us, our

A common noun or proper noun (person's name) must be used before a pronoun is used and is called an **antecedent**.

e.g.: The **cat** licks **its** paws. (The **cat** is the antecedent of the pronoun **its**.)

The **boy** packs **his** bags. (The **boy** is the antecedent of the pronoun **his**.)

**Basic
Building
Block**

8. **Tick ✓** above all the **pronouns** in the passage.

9. Personal pronouns help to avoid repetition of the same word used to refer to somebody. **Replace** the **repeated pronouns** in the sentence below. Remember to keep the first two names so that we know who the pronouns refer to. (*Parents to check the capital letter for a pronoun at the start of the sentence.*)
 - a. **Sally** gave **Tim** a drink because (**Tim**) his water bottle was empty.
 - b. The **cat** licked (the **cat's**) its fur.
 - c. **Mom** baked (**mom's**) her favourite cake.
 - d. **We** need to go to (**we**) our tent.
 - e. **Ben and Sally** meet (**Ben and Sally's**) their friends.

10. Use these **pronouns** in your **own sentences**:

The pronoun can begin a sentence, but you can use the pronoun in the middle of the sentence. (*Any suitable sentences.*)

- a. **I**: _____
- b. **you**: _____
- c. **they**: _____
- d. **his**: _____
- e. **them**: _____

Worksheet 9

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.3

“These are the three stowaways Captain Snoek is putting ashore, Commander” the officer from the Salamander said, addressing the leader of the Company’s men respectfully.

Vocabulary

1. Draw slashes to show the syllables in the words below: (A syllable is the basic sound that makes up the words as you say them aloud – clap your hands for each syllable as you say them):

stow/a/ways

Com/man/der

Sa/la/man/der

re/spect/ful/ly

2. Tick ✓ above all the words with double letters in the passage.

Grammar

Using the passage above, complete the following grammar activities:

Capitalization

Capital letters or upper-case letters are used -

- To start the **first word** in a sentence. e.g.: *In the beginning ...*
- All **proper nouns** and **titles**. e.g.: *Sam, Joe and Mr Black*
- All references to **God, the Bible** and books of the Bible. e.g.: *Jesus*
- **Days of the week, months, holidays, special events** or periods in history. e.g.: *Monday, May, Christmas, Middle Ages*
- Any **geographical** references, such as names of rivers, mountains, oceans, and seas. e.g.: *Nile River, Atlas Mt, Indian Ocean, Dead Sea*

Basic Building Block

3. Draw boxes around all the words in the passage that begin with capital letters.

4. How many of these capital letters indicate the start of the sentence?

- 1 2 3 4 5

5. How many of these capital letters indicate proper nouns?

- 1 2 3 4 5

6. Why is the word *Salamander* written in italics?

To look pretty

To show that it is the name of a ship

To make the name stand out

7. Put a **dot** ● above the words ending with **-ing** in the passage.

8. Underline the **number** word in the passage.

9. **Write** out all the **number words from 1 to 10**.

one, two, three, four, five, six, seven, eight, nine, ten

Worksheet 10

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.40

They landed on a small beach and dragged the boat up onto the sand.

Every/where Jannie looked there were seals, flopping about between the stones or sleeping on the rocks.

Vocabulary

1. **Write out** the words in the passage that have 'ea' in the spelling and then add 2 more words of your own that also have 'ea' in the spelling:
beach, seals
2. Draw a **circle** around the **synonym** (a word with a similar meaning) in the passage for the following words: **falling, pulled, asleep, little**
5. **Tick** ✓ above the word in the passage that rhymes with 'cooked'.

Grammar

Using the passage above, complete the following grammar activities:

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function:

e.g.: **-ed:** fish – **fished** (past tense – the action already happened)
-ing: sing – **singing** (continuing tense- the action is still)

Basic Building Block

3. **Underline root words** (the basic form of the word) in the passage with **-ed** and **-ing endings** called suffixes.
4. Draw a **dot** ● above the **-ed** and **-ing** suffixes in the passage.
5. Add the **correct -ed** or **-ing suffix** endings to the words below:
 - a. He **played** in the match yesterday.
 - b. We will be **packing** for the camp today.
 - c. I **loved** to eat ice cream when it was hot.
 - d. Be quiet! The baby is **sleeping**.
 - e. Mom **cooked** a delicious supper last night.

Plural

When there is **more than one** of something, it is called a plural. Most plurals are formed by adding 's' e.g.: pot= pots, book= books, fan= fans,

**Basic
Building
Block**

6. Tick to show whether these words are **singular** or **plural**:

- a. **beach** singular plural
- b. **seals** singular plural
- c. **stones** singular plural
- d. **boat** singular plural
- e. **rocks** singular plural

Compound words

A compound word is formed when two words are combined to make a new word. e.g.: **snowman** = snow + man

**Basic
Building
Block**

7. Draw a **box** around the **compound word** in the passage. Draw a **slash /** to separate the two words that make up the compound word.

8. **Join** these two words to make up **compound words**:

- a. sun + set = **sunset**
- b. snow + man = **snowman**
- c. sea + side = **seaside**

Worksheet 11

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.47

Jannie did not know how long he swam. He lost count of time. His arms and legs moved more and more slowly. They were so heavy. He was so tired.

Vocabulary

1. Draw a **box** around the word in the passage that rhymes with **mount**.
2. The **vowel 'ou'** in words sounds like '**ow**'. Here are other '**ou**' words:

loud, cloud, our, out, proud, shout

Grammar

Using the passage above, complete the following grammar activities:

Verbs that change in past tense
Swim is an irregular verb; ***swam*** is the **past tense** of ***swim***.

**Basic
Building
Block**

3. **Underline** the word '***swam***' in the passage.
4. Change these words to the **past tense** by changing the spelling:
 - a. run - ran _____
 - b. sing - sang _____
 - c. ring - rang _____
5. **Tick** whether these words are **singular** (one) or **plural** (more than one). Plural words often end with 's'.
 - a. **arms** singular plural
 - b. **sand** singular plural
 - c. **legs** singular plural
 - d. **beach** singular plural

Adverbs

An adverb **describes a verb**, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**.

e.g.: The children ran **quickly**. The man walked **slowly**.

**Basic
Building
Block**

6. **Draw a circle** around any **adverb** ending in **-ly**.
7. Write **-ly** endings to these words to change them into **adverbs** and then use these adverbs in your own sentence: (*any suitable sentence*)

quickly He ran quickly.

loudly Dad claps loudly.

joyfully We sing joyfully.

carefully Cut the paper doll carefully.

Worksheet 12

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 16 pg.105

On the Monday he began to work as a shepherds' boy again, and it was only on the Thursday, when he was sent to the book/keeper's office to work on the inventory as promised, that he learnt what happened.

Vocabulary

1. It helps to break up long words to learn them. Look at these words from the passage:

Mon/day be/gan shep/herd a/gain Thurs/day
book/keep/er in/ven/to/ry pro/mise hap/pened

2. How many syllables does the word **inventory** have? 1 2 3 4 5

3. Underline the **synonyms** (same meaning) in the passage for:

vowed, started, workplace, a list, knew

Grammar

Using the passage above, complete the following grammar activities:

4. Draw a **dot** ● above all the **capital** letters in the passage. Why are they used? (You can choose more than one.)

To begin a new sentence

To name the days of the week

To show the word is important

5. **Write** these **proper nouns** under the correct titles:

SABC TV	Joseph	October	Netflix
April	Shoprite	Sunday	Samuel
Friday	July	Alice	Monday
<u>People's names</u>	<u>Days of the week</u>	<u>Months of the year</u>	<u>Company names</u>
Alice	Monday	July	SABC TV
Joseph	Friday	April	Shoprite
Samuel	Sunday	October	Netflix

Apostrophe

An apostrophe ' is a punctuation mark. Add 's show **possession** (something belongs to someone):

- e.g.: *the man's bag (the bag belongs to the man)*
Dad's car (the car belongs to Dad)
a dog's bone (the bone belongs to the dog)

**Basic
Building
Block**

6. **Tick ✓** above all the **apostrophes '** in the passage. Are they used to show possession? **Yes** **No**
7. **Add an apostrophe 's** to the nouns in the following sentences to show **possession**:
 - a. I found **Mom's** handbag.
 - b. **Jack's** ball rolled away.
 - c. The **cat's** food smells of fish.
 - d. We love reading **Beatrix Potter's** books.
 - e. You have my **sister's** balloon.
8. Draw **slashes** to separate the **compound** word in the passage.

Contractions

A contraction is a shortened form of **two words joined to each other** where letter from the 2nd word are missing. When writing a contraction, no space is left between the words and the **apostrophe** is used in place of the missing letter/s.

e.g.: **don't = do + not**

(The apostrophe shows where the 'o' in 'not' is missing, and not to show where the two words join.)

**Basic
Building
Block**

9. Draw a **star ✨** above the two **contractions** in the passage. **Rewrite** the contractions as the two full words:

I'm = I am, that's = that is

10. Draw an **arrow ↓** above all the **quotation marks** that indicate spoken dialogue.

Worksheet 14

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.37

How Job ran! Over stones and through bushes, round boulders and across swift mountain streams.

Vocabulary

1. Match the word to the correct **meaning** – write the number in the square:

1. over	➊ go from side to side
2. through	➋ round rocks or large rocks
3. round	➌ fast, speedy, quick
4. boulders	➍ moving upwards and across
5. swift	➎ rivers or watercourses
6. streams	➏ circular shape

Grammar

Using the passage above, complete the following grammar activities:

2. **Circle** the **exclamation** mark in the passage. Tick why it is used?
 - to show shock
 - to show excitement
 - to show joy

Prepositions

A preposition is a word to show **position** and can indicate direction, time, and place, such as – **around, at, away from, behind, down, in, on, over, towards, through, under, up.**

e.g.: *The fruit is **on** the trees. Dad lay **under** the car.*

Basic Building Block

3. **Underline** all the prepositions in the passage. (Try to find all four.)
4. Now **rewrite** how and where Job ran but write each preposition in its own sentence, creating separate short sentences. You will need to add extra words so that each sentence is a complete sentence.

e.g.: **Job ran over stones.**

He ran through bushes.

Job ran (a)round boulders.

Then he ran across swift mountain streams.

5. Draw a **dot** ● above the words with **-s** endings. **Tick** why the **-s** ending used?

To make the words rhyme

To create plural words

To make a new word

6. Draw **boxes** around the **adjectives** (words that **describe**) the streams.

7. **Write a sentence** describing the stream using your **own adjectives**.

Any suitable sentence with descriptive adjectives such as 'fast/ rapid/ quick'

Worksheet 15

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.68

✓
 "Run away! Where will they run to! They'll die in the wilderness. The wild beasts will eat them!"

Vocabulary

Learn these **question words**: where, what, when, who, why

Grammar

Using the passage above, complete the following grammar activities:

1. **Circle** the **question** marks.
2. **Underline** the **question word**.
3. **Write out** all the other question words that we commonly use:
Where, what, when, who, why
4. Draw a **box** around the **exclamation** mark.
5. **Tick** ✓ above all the **quotation** marks.
6. Change the first sentence into a **statement**. Begin with –
They ran away.

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined. e.g.:

- I am = I'm
- I had/ would = I'd
- was not = wasn't
- will not = won't
- it is = it's
- how is = how's
- is not = isn't
- they are = they're
- it will = it'll
- do not = don't

Basic Building Block

7. Draw a **dot** ● above the **contraction** in the passage. Rewrite the contraction in full. They'll = they will
8. **Write out** these contractions in full:
 I'll = I will
 We're = we are
 It's = it is
 You've = You have
 he's = he is/ was
 didn't = did not
 I'm = I am
 Let's = let us

Worksheet 16

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 9 pg.82

The voice spoke weakly in English and now Job knew who it was.
 "Tom Craggs! Where've you been? Your ship's gone."

Vocabulary

1. Draw a **star** * above word in the passage that begins with a **silent letter**.
2. Learn these words that also begin with **silent 'k'**:

knife, knight, knob, knock, knit, knuckle, knee, kneel, know, knot

Grammar

Using the passage above, complete the following grammar activities:

Proper Nouns	Basic Building Block
Proper nouns are important names and are always written with a capital letter or upper-case letters.	
<u>People's names</u> – e.g.: Peter, Mr. Smith, Ouma Lilly <u>Nationalities and languages</u> – e.g.: Dutch, Afrikaans	

1. **Tick** ✓ above all the **proper nouns**. (Tip: they have capital letters.)
2. **Write out** the proper nouns from the passage under the correct headings. Write one more of your **own** proper nouns under each heading.

People's names	Nationality or language
<u>Job</u> _____	<u>English</u> _____
<u>Tom Craggs</u> _____	_____
<u>Peter Mills</u> _____	<u>Zulu/ Afrikaans</u> _____
3. **Circle** the **contractions** (words with **apostrophes**) in the passage.
4. **Rewrite** both sentences with the contractions, but write out the contractions in full: Where have you been? Your ship has gone.
5. **Join** these words to form contractions:

I have = <u>I've</u>	I will = <u>I'll</u>
She is = <u>She's</u>	They are = <u>they're</u>
6. **Underline** the question sentence and draw a **dot** ● above the **question mark**.
7. Draw a **box** around the **exclamation mark**.

Worksheet 17

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.30

“Go, my son,” said his grand/father. “See the sun is already like the
white bull eland rising up to graze a/cross the sky. Go quickly!”

Vocabulary

1. Draw a **dot** ● above a word in the passage that rhymes with ‘blaze’.
2. **Underline** the **antonyms** (words with opposite meanings) in the passage for:

daughter, slowly, down, moon, black, cow, come, grandmother, sinking

Grammar

Using the passage above, complete the following grammar activities:

Compound Word

A compound word is formed when two words are combined to make a new word.
 e.g.: **fireplace** = fire + place, **seaside** = sea + side, **snowman** = snow + man

**Basic
Building
Block**

3. Draw **slashes** to separate the **compound words**. (Try to find two.)
4. **Tick** ✓ above the **exclamation mark**.
5. **Combine** these two words to create a **compound word**:
 - a. **in + side** = inside
 - b. **bath + room** = bathroom
 - c. **bed + time** = bedtime

Simile

A simile is a comparison that uses the words ‘like’ or ‘as’ to compare two things:
 e.g.: He was **as** slippery as an eel. The boy was **as** thin as a rake.
 Cheetahs run **like** lightning. She slept **like** a log.

**Basic
Building
Block**

6. Draw a **box** around the **simile** (a description using ‘like’ or ‘as’) in the passage.
 What is being compared to what? the brightness of the sun is like a white eland.
7. **Circle** all the words in the passage with **-ing**, and **-ly** endings.

Worksheet 18Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

He stood be/side the tree, not knowing what to do. He was alone. He could not under/stand what it meant to be alone, for he had never been alone be/fore.

Vocabulary

- Write these words in alphabetical order:

tree, alone, never, before, was, be, meant

alone, be, before, meant, never, tree, was

- Underline** all the words in the passage that have the 'o' sound as in 'go'.

Grammar

Using the passage above, complete the following grammar activities:

- Draw a **dot** ● above all the **commas** in the passage.
- Rewrite** the first sentence as two sentences. Instead of using the comma, start a new sentence. (You will need to add a few words.)
He stood beside the tree. He did not know what to do.
- Draw a **box** around the **preposition** (words describing position) in the passage.
- Write a suitable **preposition** to complete these sentences"
 - He hid his trucks under/ near/ next to his bed.
 - Mom pulled all the boxes out of the shed.
 - We have to drive around/ through/ in on the mud.
- Draw a **slash** to separate the three **compound** words.

Choose any (or all) of these activities to do while you read this book.

A. People living at Vergelegen (pg.7) People and Occupations

1. Make a list of all the people living at Vergelegen and describe what they do there.
2. Match these people or places to their descriptions:

1. Vineyard	a. he looks after sheep	<u>e</u>
2. Orchard	b. lady who cleans inside a house	<u>k</u>
3. Stable	c. a boy who cleans out stables	<u>h</u>
4. Housemaid	d. she makes candles	<u>b</u>
5. Cook	e. a plantation of vines	<u>m</u>
6. Shepherd	f. he plants and waters gardens	<u>a</u>
7. Stable boy	g. he shoes and works with horses	<u>c</u>
8. Milk maid	h. building for horses	<u>o</u>
9. Baker	i. building where clothes are washed	<u>j</u>
10. Candle maker	j. she bakes bread and rolls	<u>d</u>
11. Carpenter	k. where fruit trees are planted	<u>n</u>
12. Gardener	l. she washes and irons clothes	<u>f</u>
13. Laundry	m. she cooks and bakes	<u>i</u>
14. Washerwoman	n. he makes things with wood	<u>l</u>
15. Farrier	o. she makes cream & butter	<u>g</u>

B. Jelly Moulds (pg.8) Creative Kitchen ActivityMaking Jelly

- Make jelly following the directions on the packet.
- Cut fresh fruit and place in the jelly mould/ glasses/ plastic cups.
- Pour the jelly into the moulds/ glasses/ plastic cups.
- Cool in the fridge till set.
- Serve with ice cream or custard.

You can also make a trifle pudding using the jelly.

Create a Trifle Pudding

- Place sponge cake cut into blocks in the base of a glass bowl
 - Pour custard/ tinned fruit/ strawberries over the cake.
 - Cut the jelly and pour over the custard.
 - Cover with whipped cream and decorate with berries. Enjoy!
-

C. Making Butter (pg.9&10) Rearrange these instructions

Number these sentences in the correct order:

- 2 a. Add a pinch of salt to the cream.
6 b. Finally, rinse the ball of butter.
1 c. Firstly, pour 250ml fresh cream into a Quick Shake.
8 d. Serve with homemade bread. Delicious!
3 e. Then shake until the cream thickens into a ball. (±10minutes)
4 f. After 10 minutes buttermilk will form and separate.
7 g. To finish, press the butter into a butter dish & refrigerate.
5 h. Pour this buttermilk into a jug. (and use in soups or baking)

Now try to make butter! It is so easy!

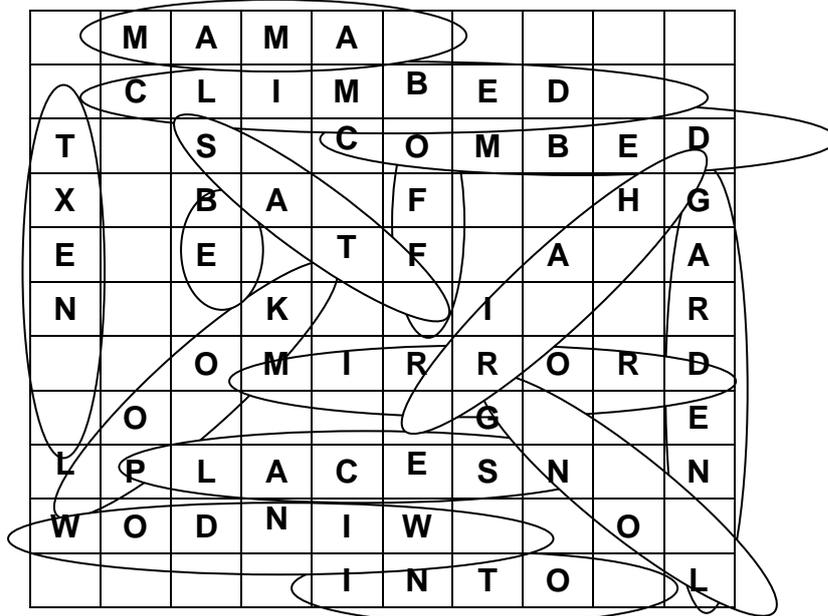
D. Draw a Tea Set Still Life (pg.11) An Art Activity

- ❖ Place a pretty tablecloth on a table and set a pretty china teacup and saucer with a teapot and milk jug. Arrange some flowers in a vase and place them attractively on the table.
- ❖ To draw your still life, sit comfortably in front of your still life. Use a soft B pencil and a drawing pad on a tray or board. Draw a line across your page where the table line should be. Draw the shape of the centre item. You want to fill your page, so draw big. Measure with your eye and draw what you see, not what you know! Remember things overlap. Angles and shapes are what you should draw. Add details when the shapes are drawn. Look up as you are drawing – always look at what you are copying!
- ❖ Once your drawing is complete, you should paint the background first. Fill all the blank spaces and spaces behind the cups, vases etc. with colour. Then paint the shapes and let it dry.
- ❖ Details can be added with fine paintbrush strokes, or you can use coloured pencils, felt-tipped pens or glitter pens to add details. Remember to sign your name at the bottom. Display your art on the fridge or wall.

F. Word Search (pg.12) Circle the words

Find words underlined in the passage that are hidden up, down, back or diagonally among the letters:

Sometimes Mama took off her ring when she combed her hair, so I looked carefully around her mirror. I climbed up next to the window to see if I could think of any other places where that ring might be. I sat for a long time looking through the window into the garden.



G. Opposites (pg.12) Match the antonyms

Find the correct **antonym** (words with the opposite meanings) for the underlined words and write it above the underlined word.

young, solid, out, seldom, ran, outside, your, loved, die, pretend, always, inside, very,

<p><i>out</i> <u>In</u> the garden there was an <u>old</u> oak tree that was <u>hollow</u> in the <u>middle</u>. <i>Seldom ran</i> I <u>often</u> <u>crept</u> into it and pretended that it was <u>my</u> house. Now it would <i>pretend</i> be a <u>real</u> house and Fuad could <u>live</u> there for ever and ever and he <i>always loved</i> would <u>never</u> be <u>whipped</u>. <i>very</i> I took Fuad there. He was a <u>little bit</u> squashed but you could not see <i>inside</i> him from the <u>outside</u>.</p>
--

H. Synonyms (pg.) Words with the same meanings

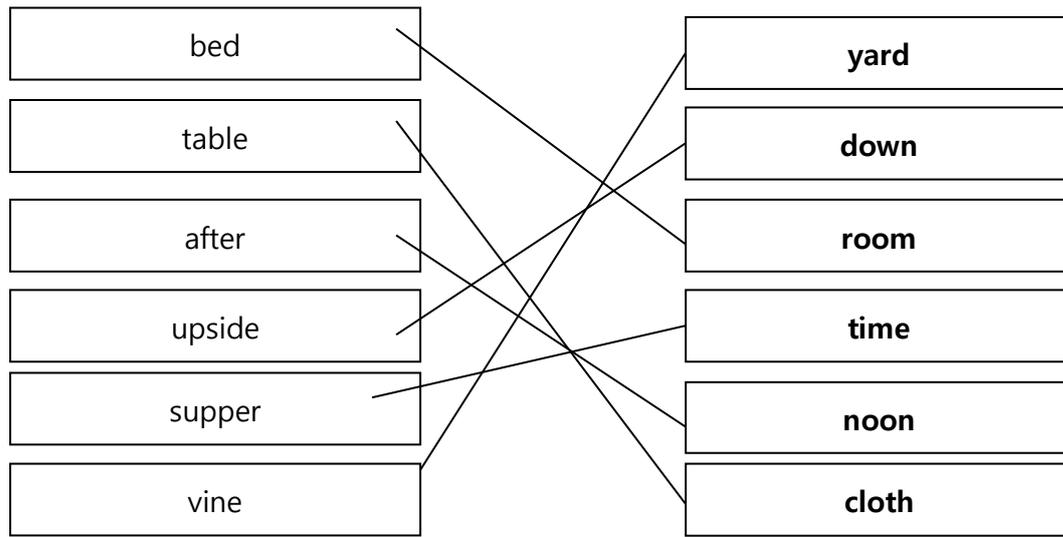
Choose a synonym from the box that best describes the objects listed below:

- 1. **shiny** glittering mirror
- 2. **precious** valuable ring
- 3. **long** lengthy table
- 4. **heavy** weighty butter churn
- 5. **top** upper shelves
- 6. **full** filled bucket
- 7. **slippery** slick soap
- 8. **cozy** cuddly blanket
- 9. **hot** burning oven
- 10. **wide** large kist
- 11. **boiling** bubbling kettle
- 12. **wall** Grandfather clock
- 13. **upright** standing piano
- 14. **melting** softening candle
- 15. **hard** lumpy mattress

Lengthy
Glittering
Valuable
Upper
Large
Weighty
Cuddly
Slick
Filled
Grandfather
Burning
Standing
Softening
Lumpy
Bubbling

K. Patchwork Quilt! Join these compound words

Match these compound words (2 separate words joined together to make 1 word)



L. Decode this message (pg.28)

Replace the symbols with the correct letters in the code.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	!	@	#	\$	%	^	&	*	()	<	>	{	}	?	"	:

T	H	A	N	K
<	8	1	%	@

Y	O	U
"	^	>

V	E	R	Y
{	5	("

M	U	C	H
\$	>	3	8

T	H	A	T
<	8	1	<

M	Y
\$	"

F	R	I	E	N	D
6	(	9	5	%	4

I	S
9)

B	E	T	T	E	R.
2	5	<	<	5	(.

T	H	A	N	K
<	8	1	%	@

Y	O	U
"	^	>

T	H	A	T
<	8	1	<

W	E
}	5

F	O	U	N	D
6	^	>	%	4

M	A	M	A'	S
\$	1	\$	1')

R	I	N	G
(	9	%	7

A	N	D
1	%	4

T	H	A	T
<	8	1	<

V	E	R	G	E	L	E	G	E	N
{	5	(	7	5	#	5	7	5	%

D	I	D
4	9	4

N	O	T
%	^	<

B	U	R	N
2	>	(%

D	O	W	N.
4	^	}	%.

A	M	E	N.
1	\$	5	%.

Which activity did you enjoy the most?

Worksheet 20Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.1

Isaac ran. He ran so fast through the layer of water the low tide had spread over the sand, that his feet spattered the little crumbling clots into his hair and the wind sang in his ears.

Vocabulary

1. Draw **slashes** through these words to separate the **syllables** (the basic sounds that make up a word):
spat/tered crumb/ling lay/er o/ver lit/tle
2. Tick ✓ above the **synonyms** (words with the same meaning) in the passage for these words:
lumps quick sprinkled
3. Draw a **dot** ● above words on the passage that rhymes with **bread, chair, and rang**.

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

4. Draw **boxes** around all the **adjectives** in the passage.
5. Add your own **adjectives** to these sentences: (*any suitable descriptive adjective*)
 - a. My brown/ tired dog is sleeping.
 - b. Put on your work/ sports clothes.
 - c. We eat instant/ delicious food on our hike.
 - d. We enjoy collecting small/ large/ colourful shells at the beach.
6. Let's look at the first sentence.
 - a. How many words are in this sentence? 2
 - b. Circle the **proper noun**.
 - c. **Underline** the verb.

Worksheet 21

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.24

“Mother, there’s a boy — boy like me — I saw him. I can swim, Mother.”

“There are plenty of men, Isaac, You’ll stay with me.”

Vocabulary

- Find the **antonym** (words with the opposite meaning) in the passage for these words and write them out:
 - go - stay
 - girl - boy
 - few - plenty
 - Father - Mother
 - women - men
- Write out ‘sw_m’ and insert all 5 vowels ‘a, e, i, o, u’ in the space between the letters. Draw a **cross** ☒ after any ‘non-words’

swam swem ☒ swim

swom ☒ swum
- Write words from the passage that **rhyme** with:

toy boy play stay

be me brother mother

Grammar

Using the passage above, complete the following grammar activities:

Contractions

A contraction is **two words joined together** and an **apostrophe** inserted to replace any letter/s that are now missing in the two words, and not to show where the two words are joined.

<i>I am = I'm</i>	<i>it is = it's</i>	<i>they are = they're</i>
<i>I had/ would = I'd</i>	<i>how is = how's</i>	<i>it will = it'll</i>
<i>was not = wasn't</i>	<i>is not = isn't</i>	<i>do not = don't</i>
<i>will not = won't</i>		

Basic Building Block

- Underline** the two **contractions** in the passage. Draw a **dot** ● above the apostrophes in these contractions.
- Rewrite** those contractions in full: there’s = there is You’ll = you will
- Tick** ✓ the **em dashes** → Why they are used:

To look special To break up a sentence To show excitement

Worksheet 22Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.44

The two brothers walked along the riverbank. Claude shouted, "Isaac!" and Charles put his fingers to his mouth and let forth a piercing whistle. Then he lifted his hand and pointed and said, "Look!"

Vocabulary

1. Underline the **homonyms** (words that sound the same but have different meanings and are spelt differently) for words 'to' and '4th'
2. Draw a **dot** ● above the **antonyms** (words with opposite meanings) in the passage for **sisters** **whispered** **toes** **dull** **lowered**

Grammar

Using the passage above, complete the following grammar activities:

3. **Circle** the **exclamation** marks. Why are they used? (You can choose more than one.)
 - to show the words are being shouted
 - to show that the person speaking is excited
 - to tell the reader to read with expression
4. "**Whistle**" has two silent letters. Draw an **arrow** ↓ above the **silent letters**.
5. Draw a **slash** to separate the **compound word**.
6. **Tick** ✓ above all the words with **-ed** endings. These endings are called **suffixes**.

Add **-ed** to these words to change them into past tense:

pressed jumped climbed looked

7. The last letter of these words must be doubled (because of the short vowel sound) before you can add the suffix **-ed**:

stopped nodded tapped chopped

Worksheet 23

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.61

✓ ✓
 “Look Father,” he said, and he took the leafy little parcel of honey from the rock where he had hidden it.

“Where did you get that?” demanded Claude.

“That old Hottentot, who killed the leopard — he gave it to me.”

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | |
|-------------------|-------------------------------|
| 1. leafy | ❶ small |
| 2. little | ❷ out of sight, concealed |
| 3. honey | ❸ murdered |
| 4. hidden | ❹ covered in leaves |
| 5. killed | ❺ a large wild cat with spots |
| 6. leopard | ❻ a sticky, sweet liquid |

2. Write out ‘**Hottentot**’ _____ (Remember the **capital letter**)

3. Write the **antonyms** (or words with opposite meanings) you can find in the passage for:

young - old _____ mother - father _____
 took - gave _____ huge - little _____

Grammar

Using the passage above, complete the following grammar activities:

- Draw a **dot** ● above the **proper noun** (a name of a person, language or nationality)
- Circle the **em dash**. Tell your mom/ dad why it is used. (*to indicate haste/ urgency*)
- Underline** the **adjectives** describing the parcel.
- Tick** ✓ above the two words that **rhyme with each other** in the first sentence.
- What type of sentence is the 2nd sentence?
 statement **question** **exclamation** **request**

You can choose to do any/ all of these activities while reading **Boy of Two Worlds**:

A. Proper Nouns (pg. 3)

“Still up, Jannie? Why aren’t you in bed?”

“I want to finish these before Cobus and Andries came again. Father said I could stay up for a little while.”

Uncle Jacobus drew up another stool and pulled off his long boots. Sitting beside Jannie in the firelight, one would have taken them for father and son — so alike were they.

1. Underline all the **proper nouns**. (Proper nouns are names and are written with capital letters.)
 2. Rewrite all these words in alphabetic order: **still, would, finish, another, stool, came, beside, alike, could, firelight, taken**
alike, another, beside, came, could, finish, firelight, still, stool, taken, would
-

B. Build a boat. (pg. 3)

5	With the point of the knife, he scooped portholes out of the sides.
2	and peeled off a thin layer of bark from a log.
4	he hollowed out the deck and made a hole in the middle.
3	He cut the wood in the shape of a boat, then
1	He cut a small stick from a twig in the woodpile

1. **Number** these phrases and sentences to place them in the correct order.
2. **Draw** these instructions on **How to build a boat** in the boxes below. You could try to **build** a boat!

--	--	--	--	--

C. Cape Dutch Houses (pg. 9)

Read about these houses in All About South Africa pg. 60 &61.

It lay under the trees, the white end-wall tapering to a gable, which ended in a wide chimney, out of which smoke curled into the greenery. Under the steep, black thatch, the upper half of the kitchen door stood open, and the lower half was shut as usual, to keep out the fowls.

- Draw the **outside** of the house.
- As you read about the rooms inside, figure out the **alphabet plan** of this house.

D. Word Search (pg. 8)

Jannie stood very still. Away beyond the straight, black tree-trunks, a field of beans shimmered pale-green in the sun. The slave Titus was hoeing between the rows. At the foot of the bank, the little boats bobbed on the pool. One of them had stuck between two stones and the water curled round it in a tiny, silver eddy.

Circle or highlight all the underlined words that are hidden up/ down/ back/ diagonally among these letters:

K	S	F	O	O	D	W	R	B	S
D	T	O	W	S	L	A	V	E	R
A	I	O	O	O	E	K	M	A	O
F	L	F	R	T	I	N	Y	N	W
B	L	A	C	K	F	A	N	S	S
L	O	O	P	I	E	B	O	A	T

E. Unscramble words (pg. 6 & 9)

Unscramble these **clothing** words, rewrite them correctly and then match them to their meanings:

K R I T S skirt 8

L A L O R C collar 5

S E D R S dress 6

P A C cap 3

P O N A R apron 7

I H S T R shirt 2

H E S O S shoes 1

G T I K S O N C S stockings 4

A T C O coat 11

C E H E R S B E breeches 9

A T H S hats 10

1 covering for feet made of leather

2 clothing worn on upper body

3 covering worn on the head

4 close-fitting covering of the legs

5 part of clothing worn around neck

6 girls and women's clothing

7 covering worn to protect dress

8 lower part of woman's dress

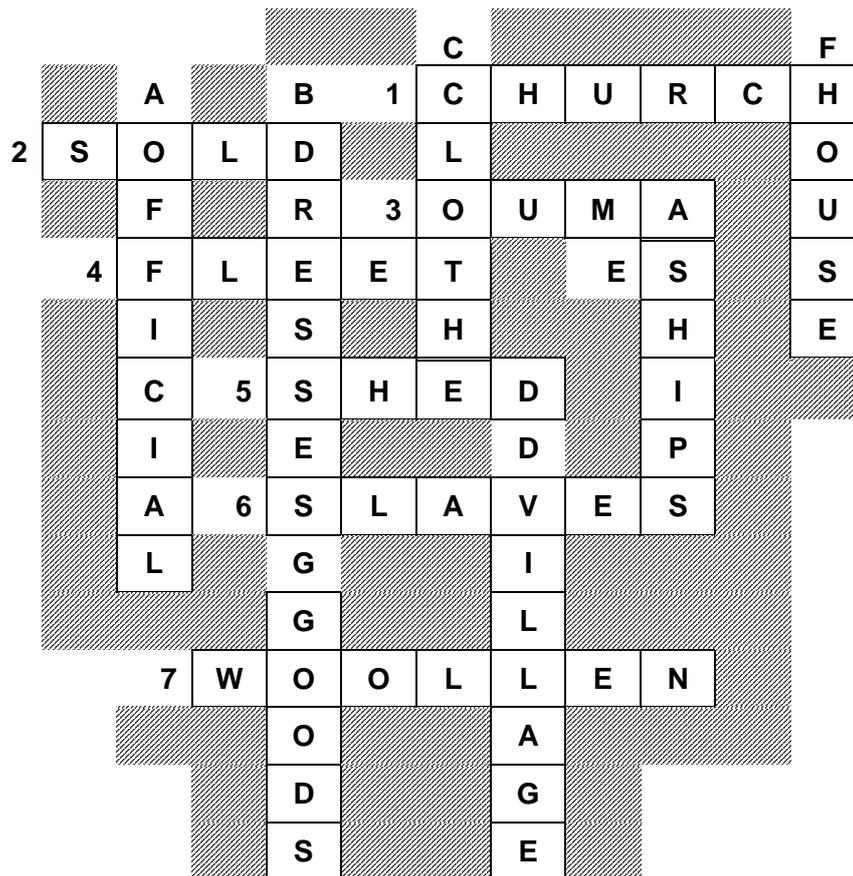
9 short trousers

10 head-covering with brim

11 warm, thick outer clothing

G. Crossword (from pg. 23 &24)

Fill in the words using the clues below:



Across

1. Building for Christian worship.
2. Traded/ bartered/ exchanged for money.
3. Afrikaans name for "Granny".
4. Number of ships sailing together.
5. Storeroom or shelter for things.
6. A servant who works as a captive, a person without freedom.
7. Fabric made from yarn spun from sheep fleece.

Down

- A. People who perform duties and have authority in their position.
- B. One-piece garments worn by girls and women.
- C. Woven fabric that is used to make clothes.
- D. A small group of houses in the country area.
- E. A large sea-going vessel.
- F. A building for people to live in.
- G. Property or wares that are usually bought or sold.

H. Decode this message! (pg. 60)

Pretend this letter was written in a secret code. Replace these symbols with the correct letters to decode this letter.

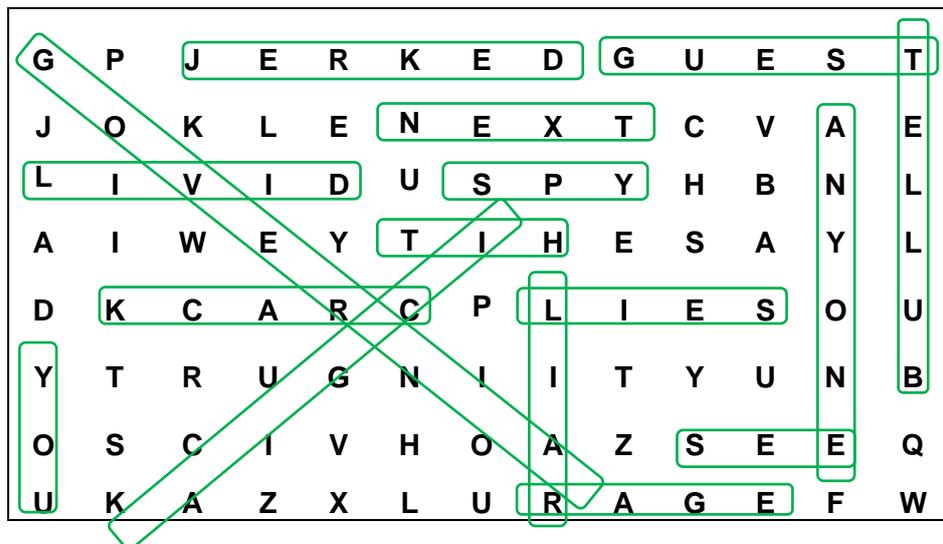
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
)	(*	&	^	%	\$	#	@	!	?	>	<	"	:	}	{	[]	+	-	0	9	8	7	6

T	H	E				G	O	V	E	R	N	O	R			A	N	D			H	I	S		
+	#	^				\$:	0	^	["	:	[)	"	&			#	@]			
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I. I spy! (pg. 94) Find the underlined words in the word search!

“You’re that boy Father spoke about. You spy for the Governor.”
 “I don’t! Jannie was livid with rage. “I don’t spy for anyone!”
 “Yes, you do. My Father says so.”
 “Anyone who says I spy for the Governor is telling lies!”
 “You’re calling my Father a liar!”
 “If he says I spy for the Governor, he *is* a liar!”
Crack! Jannie thought a bullet had struck him. For a moment he could neither see
 nor hear but Emma was shrieking, “Say it again! Say it again and I’ll hit you again!”
 The next instant someone had jerked her away and a sharp voice exclaimed,
 “Emma! How could you? What a way to treat a guest!”



J. Hide these things away! (pg.82)

Mr. Bogaert hid the secret letter inside the lining of his coat. Think creatively and decide where you could hide these things among your personal items.

1. a diamond: _____
2. some rock samples: _____
3. seeds of special trees: _____
4. designs for a machine: _____
5. map to hidden treasure: _____

Worksheet 25

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.4

“Let us call the men!” the boys shouted, running away in terror. “They will come and kill the leopard! Run, Shaka, run!”

Vocabulary

1. Match the words below to the correct meaning. Join with a line:

- a. **shouted** → sprinting, dashing or jogging
- b. **running** → fear, fright, horror
- c. **away** → yelled, screamed, called loudly
- d. **terror** → going, leaving

Grammar

Using the passage above, complete the following grammar activities:

Attribution

When we write a spoken dialogue, we use quotation marks to mark the words spoken, and the attribution that tells who is speaking.

e.g.: **“she said,” “he shouted” or “he asks”**

- The attribution before the quote is followed by a comma:
e.g.: **Mom said**, “Dinner is nearly ready.” (**Mom said** is the attribution)
- An attribution in the middle of a quotation is part of the first part of the quotation, followed with a comma and then continue the quotation.
e.g.: “That’s great!” **Bert exclaimed**, “I’m glad!” (**Bert exclaimed** is the attribution)
- If the quotation ends with the attribution, and ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be kept, and the attribution ends with a full stop.

e.g.: “I hope this is good,” **Jack said**. “Can I come too?” **asked Kate**.
“This is terrible!” **exclaimed Lara**.

Basic Building Block

1. Underline the **attribution** in the passage.
2. Draw a **dot** ● above the **verb** (an action word) in the **attribution**. (*The verb ‘running’ is part of the phrase that follows the attribution.*)

3. The most common attribution is 'said', but it can be boring to only use 'said'. Here is a list of more interesting attributions that you can use instead:

agreed	announced	argued	asked	begged	bellowed
cried	demanded	enquired	grumbled	mumbled	ordered
pleaded	questioned	requested	revealed	roared	screamed
shouted	sighed	told	uttered	voiced	whispered
wondered		yelled			

4. Write your own attributions for these quotes: (Check your punctuation is correct.) (*any suitable verbs*)
- "She's gone!" she whispered/ mumbled/ wailed.
 - He asked/ demanded, "Where is it?"
 - "Oh no! This is awful!" he yelled/ grumbled.
 - She pleaded/ begged, "Please let me go."
 - "Help me!" he cried/ pleaded.
5. Draw a **box** around the words that describe how the boys ran away.
6. You can shorten two words into one word called a **contraction**.

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined.

I am = I'm

it is = it's

they are = they're

I had/ would = I'd

how is = how's

it will = it'll

was not = wasn't

is not = isn't

do not = don't

will not = won't

7. **Circle** the words 'let us' and 'they will' in the passage.
8. **Rewrite** these words as **contractions**: let's they'll

Worksheet 26Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.5,6&7

Shaka trained his group of one hundred men very strictly and with iron discipline. He was determined that his men would become the fastest, strongest and most fearless warriors in the land.

Vocabulary

Match the definitions below to the words from your passage. Write the letter in the box:

- | | |
|----------------------|---|
| A. trained | C someone who is firmly, sternly and harshly trained |
| B. group | E punishment or correction |
| C. strictly | G unafraid, brave, heroic |
| D. iron | A someone who is taught or coached |
| E. discipline | D something hard, firm, strong |
| F. determined | H soldiers, fighters |
| G. fearless | B a crowd or troop |
| H. warriors | F strongminded, firm, fixed thought |

Grammar

Using the passage above, complete the following grammar activities:

Degree of comparison

When we compare one thing/person to another we often use degrees of comparison. Adjectives are used to compare nouns/pronouns – e.g.: **fast, faster, fastest**

There are three degrees of comparison:

1. Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
2. Comparative degree – **The cat runs faster than dogs.**
(add **-er** when you compare two things with each other)
3. Superlative degree – **The cat runs fastest of all animals.**
(add **-est** when you compare several things)

**Basic
Building
Block**

1. **Circle** all the words in the passage that end in **-est**.
2. **Underline** the words 'more' or 'most' in the passage.
3. Draw a **box** around the word that 'more' or 'most' describes.

4. Fill in these **degrees of comparison** by adding **-er** and **-est**: e.g.: *cold, colder, coldest*.

fast faster fastest

strong stronger strongest

dark darker darkest

strict stricter strictest

5. Create **comparisons** between these items: (You can use the word in brackets or you can use your own ideas.) (*Any suitable comparison.*)

a. This spear is sharper than the other spear. (sharp + -er)

b. My drum is louder than yours. (loud + -er)

c. This man is the tallest of all. (tall + -est)

d. Our home is the most expensive on the street. (expensive - *no change because 'most' expresses the superlative degree*)

e. She is more talented than the other dancers. (talented - *no change because 'more' expresses comparative degree*)

Worksheet 27Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.10

Im/me/di/ate/ly he ordered that the parade ground be littered with small, sharp devil thorns. "Now take off your clumsy sandals and crush every one of those into the ground!" he bellowed.

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | |
|-----------------------|-------------------------------------|
| 1. immediately | 3 an area for display for marching |
| 2. ordered | 6 to be awkward, ungainly, heavy |
| 3. parade | 1 at once, instantly, straightaway |
| 4. littered | 5 pointy, spiked, prickles |
| 5. thorns | 7 to press, mash, or squash |
| 6. clumsy | 2 told, commanded, instructed |
| 7. crush | 8 shouted, yelled, roared |
| 8. bellowed | 4 things scattered or strewn around |

2. Draw a **box** around the word in the dictation that has **more than 4 syllables**.

Draw **slashes** to separate the syllables.

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

**Basic
Building
Block**

- Underline** all the **adjectives** in the passage.
- A list of adjectives with a comma was used to describe one noun. Draw a **star** * above all those adjectives.
- Draw a **dot** • above the **comma** used in the adjective list.
- Draw a **circle** around the **nouns** (the thing) the adjectives describe in the passage.

7. Rewrite all adjectives from your dictation below and write a **synonym** (a word with a similar meaning): e.g.: **lovely - pretty**

parade _____ procession / display/ march past

small _____ little/ tiny/ minute

sharp _____ pointed/ prickly/ spikey

clumsy _____ ungainly/ lumbering/ gawky

8. Create your own descriptive **adjective lists** using more than one adjective for each noun. (Remember to use a comma) (*any suitable descriptive words*)

brave, bold _____ warriors

prickly, painful _____ thorns

barren, stoney _____ land

Worksheet 28Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter: The Great Hunt pg.16

Grabbing one of the men with his trunk, the elephant hurled him to his death, while the other was trampled under his mighty foot. This gave Shaka time to jump out of his path. He picked himself up and sprang forward to slash the hind legs of the elephant.

Vocabulary

Match the definitions below to the words from your passage. Write the number in the box:

- | | |
|--------------------|------------------------------------|
| 1. grabbing | 3 crushed and flattened by feet |
| 2. hurled | 5 going forward |
| 3. trampled | 1 to take hold, grabbing, gripping |
| 4. sprang | 6 to slit, cut or gash |
| 5. forward | 7 the back or rear |
| 6. slash | 2 threw, flung, thrown |
| 7. hind | 4 jumped, leaped |

Grammar

Using the passage above, complete the following grammar activities:

Verb

A verb is a doing/ action or being word.

Action verbs express actions: e.g.: **eat, swim, run, smile, cry, build, fly**

Being verbs express a state of being:

e.g.: *Kim is angry. The lettuce is green. Foxes are sly. My parents will be angry.*

**Basic
Building
Block**

1. **Underline** all the **verbs** in the passage.
2. Draw a **dot** ● above all the words with **-ed** endings.
3. Are these **-ed** verbs **past** **continuing** **future** tense?

4. Rewrite the **-ed** verbs and change the **-ed** ending to **-ing** ending to change the verb tense to present continuous tense:

hurled = hurling

trampled = trampling

picked = picking

5. Draw a **box** around the **verb** with the **-ing** ending. Use this verb in your own sentence: He is **grabbing** the dog who fell into a hole.

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase. e.g.:

around, at, away from, behind, down, in, on, over, towards, through, under, up

e.g.: The fruit is on the trees. Dad lay under the car.

**Basic
Building
Block**

Some of the verbs in this dictation have **prepositions** that describe the position of the action. e.g.: He **fell** (verb) under (preposition) the elephant.

6. **Tick ✓** above all the **prepositions** in the passage.

Worksheet 30

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.11

These people called themselves Boers. There were also some brown people called Hottentots, who were the servants of the Boers. In England the Thompsons had not even owned a back garden.

Vocabulary

Learn these words: **themselves, some, brown, servants, owned, garden**

Grammar

Using the passage above, complete the following grammar activities:

1. Tick ✓ all the words in the passage ending with 's'. What does the 's' show?

- It is just the name
- To show it is a special word
- To show the word is plural
- To look different

Proper Nouns

Proper nouns are names and are always written with a capital letter.

- **People** – e.g.: *Peter, Mr. Smith, Ouma Lilly*
- **Nationalities and languages** – e.g.: *Dutch, Afrikaans*
- **Continents, countries, cities, street & park names** – e.g.: *Africa, Botswana, Cape Town, Church Street, Central Park*
- **Rivers, mountains, deserts, lakes, ships** - e.g.: *Nile River, Atlas Mt., Kalahari Desert, Lake Malawi, QE11*
- **Months & days of the week** – e.g.: *May, Monday*
- **Titles of books** – e.g.: *Aesop’s Tales, plays – Winter’s Tale, songs – “Jesus Loves Me”, and films – Funny People*

Basic Building Block

2. Draw a **dot** ● above all the words in the passage with **capital** letters.

3. Draw a **box** around the **proper** nouns.

4. Write the proper nouns from the dictation for the names of a:

Country - England **nationality** - Boers, Hottentots
Surname - Thompsons

5. Write a sentence using at least two different types of proper nouns: (*Any suitable sentence*)

6. Draw a **cross** ✘ in the correct column for the pronouns listed on the side:

	Name	Country	City	Month	Title	Desert
Durban			✘			
July				✘		
Mr Smith	✘					
France		✘				
Kalahari						✘
Jesus Loves Me					✘	
October				✘		
Cape Town			✘			
Joshua	✘					
Sahara Desert						✘
Black Beauty					✘	
Zimbabwe		✘				

Worksheet 31

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.21

Among other things, they bought gardening tools, a camp kettle, an axe and an adze for shaping wood when building their house, and a hammer and nails.

a woodworking tool

Vocabulary

Write the words from your passage to match the definitions below:

1. gardening to do with growing plants
2. bought pay money, purchase
3. shaping forming or sculpting wood
4. building putting up and putting together something
5. kettle a pot used to heat water for tea or coffee
6. axe a blade on a handle to chop things

Grammar

Using the passage above, complete the following grammar activities:

This passage has a list of things. Lists often have commas.

1. Draw a **dot** ● above all the **commas** in the passage.

Common Nouns
Common nouns name things or objects. They often have **the, a, or an** in front of them. e.g.: **an apple, the boy, a kite**

Basic Building Block

2. Underline all the **common nouns** in the passage.
3. Draw **boxes** around the words '**the, a, or an**'.
4. Make up your own list of gardening tools. Notice that the list with commas ends with '**and**' the last thing. (*any suitable list with the correct punctuation*)

e.g.: a spade, a wheelbarrow, a rake, and a fork.

5. Rewrite this list of kitchen items in **alphabetical** order:

kettle, zinc, spoon, pot, pan, knife, fork, dish, board, ladle

board, dish, fork, kettle, knife, ladle, pan, pot, spoon, zinc

6. Write the name of the **group** these common nouns belong to:

	food	tools	furniture	hair	play
--	------	-------	-----------	------	------

a. a brush, a comb, and shampoo - hair

b. a carrot, a tomato, and lettuce - food

c. a screwdriver, a spanner, and a hammer - tools

d. a chair, a table, and the couch - furniture

e. a ball, a bat, and a doll - play

7. Write a list of common nouns that belong to these groups. Remember to use commas after each item and add 'and' before the last item. (*any suitable list*)

a. **fruit:** apples, pears, and bananas

b. **clothes:** dress, socks, and shoes

c. **a party:** balloons, cake, and gifts

d. **beach:** sand, sea, and shells

e. **garden:** grass, trees, and flowers

Worksheet 32Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg. 34

After that, while his whole body still felt tingling and glowing and alive, they gathered outside the tent near the cooking fire for Morning Prayers. Papa sat on a fallen log with the Bible on his knees.

Vocabulary

1. **Match** the definitions below to the words from your passage. Write the number in the box:

- | | |
|------------------|---|
| A. whole | C <input type="checkbox"/> warm, flushed, blazing |
| B. tingle | D <input type="checkbox"/> meet together |
| C. glow | A <input type="checkbox"/> full, entire, all of |
| D. gather | E <input type="checkbox"/> close to |
| E. near | B <input type="checkbox"/> tickle, prickling, itching |

2. **Underline** all the words in the passage ending with **-ing**. Write those words **without** the **-ing** ending: tingle (add the 'e') glow, cook.

Grammar

Using the passage above, complete the following grammar activities:

3. **Circle** all the words that begin with **capital letters** in the passage. Apart from showing the start of a sentence, why are these capital letters used? They are —

- proper nouns**
- common nouns**
- important words**
- to make words pretty.**

4. Draw a **dot** ● above the **homonym** (a word that sounds the same but is spelt differently and has a different meaning) for **'hole'**.

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word).
 Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

e.g.: ***around, at, away from, behind, down, in, on, over, towards, through, under, up***

e.g.: The fruit is **on** the trees. Dad lay **under** the car.

**Basic
Building
Block**

7. Draw **boxes** around all the **prepositions**
8. Rewrite the last sentence using **different prepositions**. Papa sat (on) near/ on/ under a fallen log with the Bible (on) near, next to his knees.
9. Write these **prepositions** in your own sentences: (*any suitable prepositions*)
on: _____
under: _____
over: _____
up: _____

Worksheet 33Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 12 pg. 100

At morning and evening prayers, some of the men read humbly, rather like Papa, some read self-righteously as if trying to prove their own worth, and others shouted out the passages of Scripture loudly and aggressively.

Vocabulary

1. It helps to break up long and difficult words into **syllables** (the basic sounds that make up a word) to learn them. Use slashes to break up these words into syllables and write how many syllables in the brackets:

self-righ/teous/ly (4) **pas/sa/ges** (3) **scrip/ture** (2)

ag/gres/sive/ly (4)

2. **Match** the definitions below to the words from your passage. Write the letter in the correct box:

- | | |
|--------------------------|--|
| A. morning | C <input type="checkbox"/> meekly, modestly, simply |
| B. evening | E <input type="checkbox"/> establish, uphold |
| C. humbly | G <input type="checkbox"/> chapter, extract, paragraph |
| D. self-righteous | B <input type="checkbox"/> sunset, nightfall, sundown |
| E. prove | H <input type="checkbox"/> forceful, insistently, determinedly |
| F. worth | A <input type="checkbox"/> daybreak, sunrise, daylight |
| G. passages | D <input type="checkbox"/> smug, pompous, hoity-toity |
| H. aggressively | F <input type="checkbox"/> importance, value |

Grammar

Using the passage above, complete the following grammar activities:

Adverb

An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**

e.g.: *The children ran **quickly**. The man walked **slowly**.
The boy fell **down**. Granny will come **tomorrow**.*

**Basic
Building
Block**

1. Underline all the **adverbs** in the passage that end with **-ly**.
2. **Circle** the **verb** (action or doing word) that it describes.
3. Write your own **adverbs** ending with **-ly** to describe these verbs: (*any suitable adverbs- encourage variety and originality*)
 - He ran quickly/urgently
 - They danced weirdly/rhythmically
 - She sang loudly, softly/ beautifully/ tunelessly
 - The dog barked aggressively/ loudly
 - The rain fell quickly/ furiously
 - The fire blazed brightly/ furiously
4. Write **antonyms** (words with opposite meanings) for these adverbs:
 - a. The boy read **slowly** quickly
 - b. We drove **quickly** slowly
 - c. The choir sang **softly** loudly
 - d. Lions growled **loudly** softly
5. Write an **adverb** to tell **when** the verb is happening. e.g.: **soon, today, now, later, always, tomorrow**
 - a. My birthday is today.
 - b. The books will come soon/ tomorrow.
 - c. Dad is working now/ later.
 - d. We will visit granny soon, today/ tomorrow.
 - e. Soon/ tomorrow/ later they will leave for Spain.

Answers Warriors on the Hills Activities 34

Warriors on the Hills Word Search

Find and circle all the hidden words from the list on the right:

P	A	T	R	O	L	S				SPEAR
S			M		B			B	B	FIRES
P			G	U	N	S		U	A	CLUBS
E			L		S			L	T	XHOSA
A		C				K		L	T	WARRIORS
R			W		D		E	E	L	MUSKETS
			A			L		T	E	BULLETS
H			G		W		E	S	S	WAGONS
O	X	H	O	S	A			I		HORSES
M			N		R				F	HOMESTEAD
E			S		R			O		PATROLS
S					I		O			BATTLES
T	E			H	O	R	S	E	S	GUNS
E		R			R					REFUGEES
A			I		S					ROOF
D		R	E	F	U	G	E	E	S	FIELD

Unscramble these words:

Unscramble the words for these definitions:

- | | | |
|---------------------------------------|----------|-----------------|
| 1. small lead balls shot from guns | LTULSBE | <u>BULLETS</u> |
| 2. a 4 wheeled vehicle pulled by oxen | OGWNA | <u>WAGON</u> |
| 3. grass or reed roof | HAHTTC | <u>THATCH</u> |
| 4. long pointed weapon | RASEP | <u>SPEAR</u> |
| 5. fighters | SROIRWRA | <u>WARRIORS</u> |

Answers Warriors on the Hills Activities 34

Coping in an emergency Escape Plan

Plan what you would do to escape or keep safe in your house if you and your family were under attack. Discuss this situation with your mom and dad and then practice your safety plan to see that everyone in the household can manage.

Write the escape plan in point form below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Survivor Kit List:

Do you need to keep an escape bag or survivor kit somewhere?

What would you put in it? Make a list here:

Include:

water, torch, batteries, toilet paper, dried fruit, tinned food, matches, medicines, first aid kit, knife, tin opener, space blankets, change of clothes & underwear, identity documents and important documents such as title deed, contracts, investments, and accounts.

Important Emergency Numbers:

Find and write the emergency numbers you would need for:

Mom: _____

Dad: _____

Other family: _____

Neighbour: _____

Police: _____

Fire: _____

Ambulance: _____

Answers Warriors on the Hills Activities 34

Draw the weapons used by the Xhosa, British settlers, and the British soldiers (Add labels to your illustrations.)

<u>Xhosa</u>	<u>Settlers</u>	<u>British Soldiers</u>
<i>Shield, spears, club, Knobkierie</i>	<i>guns, musket, powder horn, bag of bullets,</i>	<i>guns, musket, powder horn, bag of bullets, rifle with bayonet</i>

Worksheet 35Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

They were jolting and creaking along, one behind the other, the ox teams straining under their rough wooden yokes. The horsemen who had fired their guns were riding ahead and everyone was very excited.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|---------------------------|---|
| a. <u>creaking</u> _____ | <input type="checkbox"/> squeaking, groaning |
| b. <u>straining</u> _____ | <input type="checkbox"/> struggling, with great effort, labouring |
| c. <u>horsemen</u> _____ | <input type="checkbox"/> men riding on horses |
| d. <u>jolting</u> _____ | <input type="checkbox"/> jerking, bumping, joggling |
| e. <u>rough</u> _____ | <input type="checkbox"/> coarse, not smooth |
| f. <u>yokes</u> _____ | <input type="checkbox"/> wooden braces fitting over oxen necks |

Grammar

Using the passage above, complete the following grammar activities:

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense
 - verbs often end with **-ed** e.g.: *John herded the oxen.*
 - **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense
 - verbs often end with **-s** e.g.: *Lara milks the cow.*
 - **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense
 - **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

**Basic
Building
Block**

1. Underline all the **verbs** (action words) in the passage.
2. **Tick** ✓ above the verbs ending with **-ing**.
3. Draw a **dot** ● above the words that help show the tense of the verbs e.g.: **was, were, had**
4. What tenses are the verbs in the dictation? **past** **present** **future**

5. Rewrite these short sentences adding **-ed** to the verbs to change the sentence to the past tense. e.g.: **He will kick the ball** (future tense) **He kicked the ball.** (past tense)
- Dad will **fix** the car. Dad **fixed** the car.
 - Mom **bakes** a cake. Mom **baked** a cake.
 - I will **play** outside. I **played** outside.
 - He **sits** still. (This is an irregular verb!) He **sat** still.

Compound Sentence

A compound sentence is made up of two or more simple sentences that have been joined by coordinating conjunction: **for, and, nor, but, or, yet, so**. (They can be remembered using the acronym FANBOYS.)

Place a **comma** before the coordinating conjunction. e.g.: *I am working now. We will eat later.* = *I am working now, **but** we will eat later.*

- a coordinating conjunction, e.g.: *Jill saw the snake **and** she ran away.*
- a coordinating conjunction and a comma, e.g.: *We went to the hole, **but** we could not see the treasure.*

**Basic
Building
Block**

6. Look at the second sentence in the passage. Draw a **box** around the coordinating conjunction '**and**' that joins two sentences in the passage.
7. Draw a **blue** line under the first part of the compound sentence and a **green** line under the second part of the compound sentence.
8. Join these simple sentences into a **compound sentence** with the coordinating conjunction '**and**'. When combining these into a compound sentence using the conjunction and, it is a good idea to drop the second repeated subject:
e.g.: **Mum got into the car. Mum drove to work. Mum got into the car and drove to work.**
- Dad mowed the lawn. Dad fixed the car.
Dad mowed the lawn **and** fixed the car.
 - Sally plays netball. Sally is a good sport.
Sally plays netball **and** is a good sport.
 - Bill loves fruit. He enjoys eating ice-cream.
Bill loves fruit **and** enjoys eating ice-cream.

Worksheet 36

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.12

In a short while the wagons had been drawn up in the clearing above the drift. The oxen were un/yoked and the women and bigger boys un/loaded boxes and trunks to lighten the tall narrow vehicles in readiness for the crossing.

Vocabulary

1. **Write** the word from the passage that matches the definition:
 - a. lighten _____ to make the load lighter
 - b. unyoked _____ oxen unfastened from the yoke
 - c. clearing _____ an open area of land
 - d. narrow _____ not wide, small in width
 - e. unloaded _____ unpacked, taken down off
2. Draw a **box** around the **antonyms** (words with opposite meanings) in the passage for:

below	long	load	smaller	girls	cows
--------------	-------------	-------------	----------------	--------------	-------------

Grammar

Using the passage above, complete the following grammar activities:

Preposition

A preposition is a word/s to show **position** ("*position*" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

around, at, away from, behind, down, in, on, over, towards, through, under, up e.g.: The fruit is on the trees. Dad lay under the car.

**Basic
Building
Block**

1. Underline all the **prepositions** in the passage.

2. Write a **preposition** to complete these sentences. Choose a preposition from the words in brackets that will best suit your sentence: *(Several words may be suitable)*
 - a. He climbed (**over/** under/ **into**) _____ the box.
 - b. They ran (**into/ through/ around**) _____ the woods.
 - c. The stuff is spread (under/ **on/ over**) _____ the floor.
3. Draw a **dot ●** above the two words in the passage with the **prefix –un**.
4. Draw a **slash** to divide the prefix from the word.
5. Explain what the prefix does to the meaning of the words. 'un' means 'not' and changes the words to the negative _____
6. Write these five words with the prefix **–un**:
 - a. happy = unhappy _____
 - b. done = undone _____
 - c. fit = unfit _____

4. Add **quotation marks** to the sentences above to show that these questions are spoken.
 - a. “**What** are you doing?”
 - b. “**Where** is it?”
 - c. “**Why** is it here?”
5. Underline all the **question words** in the above sentences.
6. Rewrite these statements below as questions using the word in **bold** to start your question and change the word order+’]]]. e.g.: *It is late = Is it late?*
 - a. He **is** famous. *Is he famous?*
 - b. This **is** ugly. *Is this ugly?*
 - c. She **will** come. *Will she come?*

<u>Exclamation Point !</u>	Basic Building Block
An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions or surprise – e.g.: <i>Goodness me! It is gone! Get out! This is nonsense!</i>	

7. Draw a **star** ✨ above the **exclamation mark** in the passage. Why is it used?
It shows surprise and excitement

<u>Types of sentences</u>	Basic Building Block
Sentences have several purposes: <ol style="list-style-type: none"> 1. <u>Statements</u> – sentences which state facts, e.g.: <i>It is very hot.</i> 2. <u>Questions</u> – sentences which ask for an answer, e.g.: <i>Are you hot?</i> 3. <u>Commands</u> – sentences which give orders or requests. (The subject of these sentences is usually understood and therefore not mentioned.) e.g.: <i>Do not go out in the sun!</i> 4. <u>Exclamations</u> – sentences which express a strong feeling of emotion. e.g.: <i>My goodness, it is hot!</i> 5. <u>Greetings</u> – sentences which do not have any definite form. e.g.: <i>Good morning.</i> 	

8. Add the **correct punctuation** for these different types of sentences. **Tick** what type of sentence it is:
 - a. **Fruit is healthy food.**
statement question command exclamation greeting
 - b. **Get out of the house!**
statement question command exclamation greeting
 - c. **Where is the parcel?**
statement question command exclamation greeting
 - d. **Many happy returns for your birthday.**
statement question command exclamation greeting
 - e. **Gosh, that is shocking!**
statement question command exclamation greeting

Worksheet 38

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 p. 38

The Matabele pointed to the bushes with excited gestures, then slowly and cautiously they began to spread out to surround the trekkers.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. bushes _____ shrubs, plants
 - b. slowly _____ unhurriedly, slow
 - c. excited _____ enthusiastic, eager feelings
 - d. surround _____ encircle, enfold, go around
 - e. pointed _____ to point at
 - f. gestures _____ signs, movements, actions
 - g. cautiously _____ carefully, with great care
 - h. spread _____ move outwards
2. Tick ✓ the **antonyms** (words with opposite meanings) in the passage for these words —

quickly recklessly calm shrink

Grammar

Using the passage above, complete the following grammar activities:

Adverb

An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with **-ly**
 e.g.: *The children ran **quickly**. The man walked **slowly**.*
 Some adverbs do not end in **-ly** e.g.: *The boy fell **down**. Granny will come **tomorrow**.*

**Basic
Building
Block**

1. **Circle** all the **adverbs** in the passage ending with **-ly**.
2. Draw an **arrow** ↓ to the verb the adverb describes.

3. Write your own **adverbs** ending with **-ly** for these verbs. You can use these words: **eagerly, quickly, slowly, carefully, recklessly, gracefully** (*Any suitable adverbs*)
- He swam _____.
 - They gathered _____.
 - The driver drove _____.
 - The horse ran _____.
4. Add **-ly** to these words and then use these adverbs in your own sentences –
- playful** - playfully _____
 - hopeful** - hopefully _____
 - loyal** - loyally _____
5. Let us look at how adverbs say more about this sentence – **Ben returned**. Select the correct reason why each adverb is used:
- Ben returned home. where why how when
 - Ben returned quickly. where why how when
 - Ben returned yesterday. where why how when
 - Ben returned to eat. where why how when
6. Add these **adverbs of degree** ‘**too**’, ‘**very**’, or ‘**rather**’ to these sentences: (*any suitable adverbs*)
- It was too hot to play tennis.
 - Tom got up very early this morning.
 - He painted the gate rather carelessly.
 - Mom’s new hairstyle looks rather different.

Worksheet 39Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.5

“Sotuli of Utshani!” he yelled. “Look upon the sun, for you shall see it no more!”

“What men are you that you come upon my people at dawn?” Sotuli shouted.

Vocabulary

1. Write the word from the passage that matches the definition:

a. yelled _____ shouted or screamed

b. dawn _____ sunrise, daybreak

2. Write the **antonyms** (words with the opposite meaning) in the passage for

a. **moon** = sun _____

b. **dusk** = dawn _____

c. **less** = more _____

d. **whispered** = shouted/ yelled _____

e. **women** = men _____

3. Grammar

Using the passage above, complete the following grammar activities:

Attribution

When we write a spoken dialogue, we use quotation marks to mark the words spoken, and the attribution that tells who is speaking e.g.: **“she said,” “he shouted” or “he asks”**

- The attribution before the quote is followed by a comma:
e.g.: **Mom said**, “Dinner is nearly ready.” (**Mom said** is the attribution)
- An attribution in the middle of a quotation is part of the first part of the quotation, followed with a comma and then continue the quotation.
e.g.: “That’s great!” **Bert exclaimed**, “I’m glad!” (**Bert exclaimed** is the attribution)
- If the quotation ends with the attribution, and ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be kept, and the attribution ends with a full stop.
e.g.: “I hope this is good,” **Jack said**. “Can I come too?” **asked Kate**.
“This is terrible!” **exclaimed Lara**.

**Basic
Building
Block**

4. Underline all the **attributions** in the passage.

5. Is the attribution for the first quotation **before** or **after** the second sentence.

6. Write your own attributions for these quotes. Remember to include all the correct punctuation. e.g.: **He said**, "Let me in."

You can use these attributions: **commanded, ordered, told, shouted, asked, questioned, begged, whispered, warned, pleaded**, and add a person or name.
(any suitable attribution)

- a. "Get back!" he commanded/ ordered/ warned_____.
 - b. "Who did this?" mom asked/ questioned_____.
 - c. "Oh no!" Henry cried/ said._____.
 - d. "Please ... help ... me," Jim begged/ pleaded_____.
 - e. "Shh! Be quiet! The baby is asleep," Mom whispered/ pleaded.
7. Write your own sentence with the attribution at the beginning of your own sentence and then with it at the end of the other sentence — (any suitable dialogue)
- a. He cried, "This is mine!"_____.
 - b. "Go away!" he cried.

Reported and Direct Speech

Direct speech is when you write the exact words that someone is saying or has said. The words actually spoken are written inside quotation marks (inverted commas). e.g.: ***I feel ill, Mom.*** **said Fred.**

Reported speech is also called indirect speech and is what someone said told in your words. The report of the speech is in the past tense because the dialogue has already happened. The verbs in reported speech therefore changes.

e.g.: ***Fred told his Mom he was feeling ill***

**Basic
Building
Block**

8. Change the direct speech to **indirect/ reported speech**. Remember to change the verb to past tense. e.g.: "***I am happy,***" **he said.** **He said he was happy.**
- a. "I feel cold," she said. She said she felt cold._____
 - b. "Dad will fix it," Jim said. Jim said Dad would fix it._____
 - c. Mom said, "I hope you enjoy the cake."
Mom said she hoped you enjoy the cake._____
9. **Reported** speech changed to **direct speech** — Underline the spoken words in the direct speech: e.g.: *Kim begged Jim to help her.* *Kim begged, "Jim, help me."*
- a. Dad told Max to clean his room. Dad said, "**Max, clean your room.**"_____
 - b. Sue asked if he had seen her book. Sue asked, "**Have you seen my book?**"_____
 - c. David said he would do it. David said, "**I will do it.**"_____

Worksheet 40Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.14-15

The sun seemed to grow larger and come right down until it filled the sky. Then it grew smaller until it shrank to a tiny point of light that was very, very far away.

Vocabulary

1. Write out the **synonyms** (words with the same meaning) from the passage:
 - a. bigger - larger
 - b. full up - filled
 - c. less big - smaller
 - d. minuscule, minute - tiny
 - e. shrivelled, disappeared - shrank

Grammar

Using the passage above, complete the following grammar activities:

Degree of comparison

When we compare one thing/person to another we often use degrees of comparison. Adjectives are used to compare nouns/pronouns. e.g.: **fast, faster, fastest**

There are three degrees of comparison –

1. Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
2. Comparative degree – **The cat runs faster than dogs.** (add **-er** when you compare two things with each other)
3. Superlative degree – **The cat runs fastest of all animals.** (add **-est** when you compare several things)

Comparisons use 'more' to compare two things or 'most' to compare something to many things. When 'more' or 'most' are used, the verb stays unchanged.

e.g.: **He is more afraid than him. This is the most difficult work.**

**Basic
Building
Block**

1. Circle all the words that end in **-er**.

2. Fill in the degrees of comparison from 'more' to 'most': (Spelling rule – double the last consonant in short vowel words e.g.: **sad – saddest**, 'y' changes to 'i' e.g.: **ugly – ugliest**)

<u>Positive degree</u>	<u>Comparative degree = more</u>	<u>Superlative degree = most</u>
e.g.: <i>sweet</i>	<i>sweeter</i>	<i>sweetest</i>
high	higher	highest
big	bigger	biggest
cute	cuter	cutest
Some words do not change. more ... than and the most are added instead:		
e.g.: <i>interesting</i>	<i>more interesting than</i>	<i>the most interesting</i>
	use more ... than	use the most
beautiful	more beautiful	most beautiful
active	more active	most active
expensive	more expensive	most expensive

3. Make up your own comparisons between these items: (*any suitable comparison*)
- The sun is brighter/ hotter than the moon.
 - She baked the most delicious cake in the shop.
 - Fear made him more nervous than before.
 - It was the most painful wasp sting he had ever had.
 - The loudest/ saddest sobs came from the child lying in the corner.

Phrases

A phrase is a group of words that are a part of a sentence. It works together to give a meaning but cannot stand on its own as a complete sentence. It does not have a subject and/or a verb.

The phrase "**across town**" does not make sense on its own. If you add a subject and a verb to this phrase it will be a complete sentence:

e.g.: **We** ^(subject) **drove** ^(verb) **across town to visit my Ouma.** ^(object)

Commas are often used to separate phrases from the rest of the sentence.

e.g.: *The bull, **angry and snorting**, charged towards the gate.*

**Basic
Building
Block**

Let us look at a complex sentence from your passage:

His nose was like a blob of pale clay, and his face, though not beautiful, was kindly and not at all frightening.

5. Underline all the **phrases** in the complex sentence above that describes "**his face**".
6. Draw an **arrow** ↓ above all the **commas** in the sentence above.
7. Let's take each phrase and see if they can stand on their own = **independent phrase** or does not make sense on its own = **dependent phrase**: **Tick**:
 - a. His nose was like a blob of pale clay. **dependent** **independent**
 - b. , and his face, **dependent** **independent**
 - c. , though not beautiful, **dependent** **independent**
 - d. was kindly and not at all frightening. **dependent** **independent**
8. How many **dependent phrases** (cannot stand alone as a sentence) are there? 3

Worksheet 42

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.23

✓ ● * ● ●

“They came in a vessel like a basin. Yes, it was like a basin, but it was also like a bird, for it had white wings and it flew on top of the water until it came to rest in the calm of the Bay.”

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. calm _____ peaceful, still
 - b. basin _____ a bowl
 - c. bird _____ an animal that flies

2. Write the **antonym** (words with opposite meanings) in the passage for:
 - a. went - came _____
 - b. bottom - top _____
 - c. up - down _____
 - d. black - white _____

Grammar

Using the passage above, complete the following grammar activities:

Simile

A simile is a comparison that uses the words ‘**like**’ or ‘**as**’ to compare 2 things:
 e.g.: *He was **as** slippery as an eel. The boy was **as** thin as a rake.
 Cheetahs run **like** lightning. She slept **like** a log.*

**Basic
Building
Block**

1. **Underline** the **similes** in the passage.
2. Draw a **dot ●** above ‘**like**’ or ‘**as**’ in all the similes.
3. **Tick ✓** the thing that is being compared with each simile.
4. Choose one simile and rewrite it with your own simile. (*any suitable comparison*)

5. Similes are often used to compare two things using “**as as**” e.g.: as smooth as glass.
Write your own comparisons for these qualities: (any suitable simile)
- as light as** – a feather/ a snowflake
 - as smooth as** – glass, stainless steel
 - as hot as** – coals/ lava

Interjection

Interjections are words used to show strong feelings or sudden emotions.

e.g.: **Oh, ah, alas, wow, gee, O, My.**

They are most often used at the start of a sentence to express a sentiment such as surprise, anger, disgust, joy, impatience, excitement, or enthusiasm.

A comma is used to separate the interjection in a sentence:

e.g.: **Hey, stop that! This is, well, sudden.**

**Basic
Building
Block**

6. Draw a **box** around the **interjection** in the passage.
7. Draw a **star** ✨ above the **comma** that separates the interjection at the beginning of the sentence in the passage.
8. Add a comma after the **interjection** at the beginning of each of these sentences:
 - a. Hi, how are you?
 - b. Yes, we will be coming to your party!
 - c. Oh, so that's what happened!
 - d. Well, let's see now ...

Worksheet 43

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 10

It was a big thing for a [✓] twelve-year-old boy to go on such an important mission, but as Dirk lay curled in his kaross he shivered again. For three long weeks the line of wagons had been travelling across the veld from the Sand River where most of the Trekkers were still gathered.

Vocabulary

1. Words with opposite meanings are called **antonyms**. Find the antonyms in the dictation for the following words and write them here:

- a. small – big _____
- b. short – tall _____
- c. unimportant – important _____

2. Write the word from the passage that matches the definition:

- a. mission _____ an assignment, task, quest
- b. kaross _____ an animal skin covering
- c. shivered _____ shaking when cold
- d. veld _____ African grassland
- e. gathered _____ to meet as a group

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An adjective describes a noun and are words that describes the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

**Basic
Building
Block**

- 1. Underline all the **adjectives** in the passage.
- 2. **Tick** ✓ above the **number adjectives** in the passage.

3. Sometimes two or three adjectives are written to describe a noun to create a clear, detailed image. **Circle** the two **adjectives** that describe the weeks in this passage.
4. Write two **adjectives** to describe each noun below. Remember to put a comma between the two adjectives. e.g.: a **quick, fit** runner. *Any suitable adjectives*
 - a. the high, scary slide in the playground.
 - b. a tall, evergreen tree in the park.
 - c. the old, broken car.
 - d. a delicious, lemon cake.
 - e. the new, shiny toy.

Creative writing

5. Can you remember any nursery rhyme that has two or more adjectives in the first line? Write the nursery rhyme out. Write the adjectives in glitter pen or highlighters so they stand out.

Worksheet 44

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test.

(Younger children can copy just the first section of the passage.)

Chapter 3 pg. 34

Dirk shivered so con/vul/sive/ly that some of the black coffee in the tin mug he was holding spilled out onto his leather trousers.

“The boy is too tired, Sarel. Let one of my Hottentots lead your wagon while he lies for a bit in the back.”

Vocabulary

1. Match the word from the passage to match the correct definition:

- | | |
|------------------------|--|
| a. shivered | b <input type="checkbox"/> so violently, jerky, and uncontrollably |
| b. convulsively | f <input type="checkbox"/> weary, exhausted, sleepy |
| c. holding | c <input type="checkbox"/> clasping, keeping |
| d. leather | a <input type="checkbox"/> shake and tremble with cold |
| e. trousers | g <input type="checkbox"/> to steer, direct, take control |
| f. tired | e <input type="checkbox"/> clothing covering legs, pants |
| g. lead | d <input type="checkbox"/> skin from an animal, rawhide |

2. Find a word in the dictation with **more than three syllables**. (A syllable is the sound parts that make up a word.) Draw slashes to divide the syllables.

Grammar

Using the passage above, complete the following grammar activities:

Sentences

A **sentence** is made from words put together to make sense about a **subject** or thing, and a verb or action.

e.g.: *Dirk is very tired.*

Dirk (subject) is (verb) very tired. (what the sentence says about Dirk)

Basic Building Block

Look at this sentence — The boy is too tired, Sarel.

1. Underline the **subject** of the sentence. (Who is the sentence speaking about?)
2. Draw a **dot** ● above the **verb** in this sentence.
3. Use your own name as the subject for these sentences: (*any suitable nouns*)
My dad/ the dog is happy. She/ He/ Jim goes to bed.

4. Write a subject for these sentences. Remember sentences and names begin with capital letters! (*any suitable subjects*)
 - a. Elephants have a long trunk.
 - b. The wall/ the mug is broken.
 - c. The boys/ the team played with a ball.
5. Add a **verb** to the subjects below to form complete sentences: (*any suitable verb*)
 - a. My sister sings/ is singing/ sang.
 - b. Honey and jam are sweet/ is sticky/ are yummy.
 - c. That poor man is ill/ was sad.
6. **Tick ✓** the **adjectives** in the first sentence.

Worksheet 45

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.55

The men leapt and twisted and stamped raising the fine ochre-coloured sand in clouds of dust. They began once more to dance, leaping and kicking their shields with their heels and stabbing at the air with loud cries.

Vocabulary

1. Match the root word from the passage to the correct definition:

- | | |
|--------------------|---|
| a. leap | b <input type="checkbox"/> to turn and go around |
| b. twist | e <input type="checkbox"/> a yellowish-brown colour |
| c. stamp | a <input type="checkbox"/> jump, hop, spring |
| d. raise | g <input type="checkbox"/> the foot's back end |
| e. ochre | c <input type="checkbox"/> to beat or stomp feet |
| f. shields | h <input type="checkbox"/> cutting with a spear |
| g. heels | f <input type="checkbox"/> a wooden piece of armour |
| h. stabbing | d <input type="checkbox"/> lifting up, to rise |

Grammar

Using the passage above, complete the following grammar activities:

Sentences

A complete **sentence** is made from a **subject** and a **verb**.

e.g.: **John** (subject) **sings** (what he does/ verb).

The subject is a person or a thing. Action verbs tell what a person or thing **does**:

e.g.: **Amy paints. The dog pants. He sings.**

Being verbs such as '**is**' and '**are**' tell what the person or thing is (being):

e.g.: **I am hungry. The box is open. The boys are big.**

**Basic
Building
Block**

1. **Circle** all the **verbs** in the passage.
2. Add these **verbs** and an **adverb** (a word describing the action) to make new short sentences: e.g. **The men sing well. The men (subject) sing (verb) well (adverb describes how the men sang)**

leap, dance, stamp

- a. The men leap high_____.
- b. The boys dance quickly_____.
- c. The warriors stamp loudly_____.

3. Write in the missing being verb (**is, are, was, were, am**) for these sentences:
- a. Mary is/ was sleepy.
 - b. Boys were/ are rough.
 - c. He was tired yesterday.
 - d. I am a little boy.
4. Underline all the doing **verbs** in the passage ending with **-ing**.
5. Write these verbs **singing, crying, and falling** in the new sentences below. Add a new subject for each verb. e.g.: The men were dancing. (any suitable subjects and verbs)
- a. The boys were singing.
 - b. All the babies were crying.
 - c. Raindrops were falling.

Creative Writing

Choose your favourite movie or TV character. Write five sentences about that character with **verbs** describing what he/she **does**.

Worksheet 46

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.79

✓ ✓
 The Van Wyks went too. They went down into the thorn country where the grass between the thorn trees was rich and sweet, and they camped there beside one of the many little rivers near the Liebenbergs and the Bezuidenhouts.
 ✓ ✓

Vocabulary

1. Write the word from the passage that matches these **antonyms** (words with opposite meanings):
 - a. up – down _____
 - b. poor – rich _____
 - c. sour – sweet _____
 - d. large – little _____
 - e. far – near _____

Grammar

Using the passage above, complete the following grammar activities:

Proper Nouns

Proper nouns are names and are always written with a capital letter.

- **People** – e.g.: *Peter, Mr. Smith, Ouma Lilly*
- **Nationalities and languages** – e.g.: *Dutch, Afrikaans*
- **Continents, countries, cities, street & park names** – e.g.: *Africa, Botswana, Cape Town, Church Street, Central Park*
- **Rivers, mountains, deserts, lakes, ships** - e.g.: *Nile River, Atlas Mt., Kalahari Desert, Lake Malawi, QE11*
- **Months & days of the week** – e.g.: *May, Monday*
- **Titles of books** – e.g.: *Aesop’s Tales, plays – Winter’s Tale, songs – “Jesus Loves Me”, and films – Funny People*

Basic Building Block

1. Underline all the words in the passage with **capital letters**.
2. **Tick ✓** above the **proper nouns**.
3. Write two sentences with a name as a proper noun. Remember to use capital letters for these proper nouns: (*any suitable sentences with names*)

4. Write your own proper nouns. Remember to use capital letters for these proper nouns: (*any suitable proper nouns*)
- a. a country – Africa
 - b. a book title – Gulliver's Travels
 - c. a river – Orange River
 - d. a mountain – Drakensberg
 - e. a town – George
 - f. a religious holiday – Easter
 - g. a month – January
 - h. a day of the week – Sunday
 - i. a street name – Main Street
 - j. a city – Johannesburg
 - k. a film or DVD – Prince of Egypt
 - l. a language – English
 - m. a nationality – South African.
5. Nouns name everything you can **see**. Write five nouns here: (*any suitable nouns*)
a desk, a laptop, a book, a pen, and a coffee mug
6. Nouns name things **heard**, not seen, like music. Write five nouns here: (*any suitable nouns*)
wind, cold, light, heat, noise
7. Nouns name **thoughts or qualities** such as gentleness. Write three here: (*any suitable nouns*)
mercy, anger, fear, love

Worksheet 47

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.14

The smaller children were crying and the hens screeching and the sheep bleating and the dog barking, and the boxes and furniture were bumping and crashing against the sides.

Vocabulary

1. Match the word from the passage to the correct meaning:

- | | |
|---------------------|--|
| a. cry | b <input type="checkbox"/> shriek, scream |
| b. screech | d <input type="checkbox"/> the sound a dog makes |
| c. bleat | g <input type="checkbox"/> smash and break |
| d. barking | f <input type="checkbox"/> thump or bang against something |
| e. furniture | c <input type="checkbox"/> the sound a sheep makes |
| f. bump | e <input type="checkbox"/> things such as tables, chairs, and beds |
| g. crash | a <input type="checkbox"/> weep, sob, howl |

Grammar

Using the passage above, complete the following grammar activities:

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense – verbs often end with **-ed** e.g.: *John herded the oxen.*
– **was** or **had** before verbs e.g.: *John was herding/ had herded the oxen.*
- present tense – verbs often end with **-s** e.g.: *Lara milks the cow.*
– **is** or **are + -ing** e.g.: *Lara is milking the cow. They are calling me.*
- future tense – **will** or **shall** e.g.: *David will play with the boys. I shall join the group.*

There are different forms or families of verbs – ‘**go**’ is used as ‘**go, went and goes**’ and ‘**have**’ is also used as ‘**have, has and had**’.

1. Underline all the **verbs**.
2. Draw a **dot** ● above the words with **-ing** endings.
3. Write “**is**” before these verbs to make **present tense** sentences.
 - a. is bumping
 - b. is screeching

Basic Building Block

4. Change these verbs in the **present tense** with ‘-s’ endings instead of ‘-ing’ endings:

calling: calls bleating: bleats barking: barks

5. Write these **past tense** verbs in your own sentences: (*any suitable sentences*)
- a. **have sung** _____
 - b. **has fallen** _____
 - c. **had eaten** _____
6. Draw **boxes** around all the **nouns** (nouns name things).
7. Make five sentences with a **subject** (the noun) and its **verb**. Use the dictation for ideas. e.g.: *The boxes bump. Cows low. Dads shout. The chickens cackle.* (*any suitable sentences*)
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Worksheet 48

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.30

A creek fringed with bright green reeds ran past the barracks and as the family followed the wagon track beside it they came to an archway of huge overhanging trees.

Vocabulary

1. Match the word from the passage to the correct meaning:

- | | |
|-----------------------|--|
| a. creek | b <input type="checkbox"/> as a border along the edge |
| b. fringed | d <input type="checkbox"/> long-stalked plants that grow in water |
| c. bright | h <input type="checkbox"/> a door with a curved arch over it |
| d. reeds | a <input type="checkbox"/> a stream or little river |
| e. barracks | g <input type="checkbox"/> a path or trail |
| f. followed | e <input type="checkbox"/> an army camp or base where soldiers sleep |
| g. track | c <input type="checkbox"/> light, dazzling, clear |
| h. archway | i <input type="checkbox"/> drooping and draping over |
| i. overhanging | f <input type="checkbox"/> go along with, staying behind them |

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An **adjective** must always belong to a noun and describes the noun. e.g.: *The table (noun) is **round**. (adjective) - "round" is an adjective that describes the table*

Adjectives describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

**Basic
Building
Block**

1. Underline all the **adjectives** in the passage.
2. Draw an **arrow** ↓ above the **noun** each adjective describes.

3. Tick ✓ above **the two adjectives** that follow each other in the dictation
4. Here are four sentences about a river —

The river is wide. The river is deep. The river is fast. The river is long.

We should rather create one sentence by listing the adjectives with a comma between each adjective, and add 'and' before the last adjective.

e.g.: *The dress **is new, white, long and beautiful**.*

Write one sentence to describe the river instead of the four sentences above:

The river is wide, deep, fast, and long._____

5. Turn these four sentences into one sentence. Remember to use commas to separate the adjectives and add 'and' before the last adjective.
 - i. Her hair is **short**.
 - ii. Her hair is **curly**.
 - iii. Her hair is **thick**.
 - iv. Her hair is **brown**.

Her hair is short, curly, thick and brown._____

6. Write a new sentence with these adjectives, and punctuate as with sentences with several adjectives. (*any suitable sentence*)

large wide soft new

Worksheet 49

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.46

Several settlers had already built mud and wattle cottages here between the huge beautiful trees that grew on the lower slopes.

Vocabulary

1. Match the word from the passage that matches the definition:

- | | |
|--------------------|---|
| a. several | b <input type="checkbox"/> people who came to settle in a new country |
| b. settlers | d <input type="checkbox"/> small houses |
| c. wattle | a <input type="checkbox"/> quite a lot of |
| d. cottages | e <input type="checkbox"/> in the middle of |
| e. between | c <input type="checkbox"/> wood from wattle trees |

2. Write the word from the passage to match the **antonym** (words with opposite meanings) to:

- a. small – huge
- b. ugly – beautiful
- c. higher – lower

Grammar

Using the passage above, complete the following grammar activities:

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by

adding 's' e.g.: pot= pots, book= books, fan= fans, but there are several exceptions

- Words end with **sh** add **es** e.g.: *fish – fishes, dish - dishes*
- Change words ending in **y** to **i+es** e.g.: *baby – babies, lady -ladies*
- Word ending **ey** add **s** e.g.: *monkey– monkeys, donkey- donkeys*
- Word ending **o** add **es** e.g.: *potato – potatoes, tomato- tomatoes*
- Words end **z** add **z+es** e.g.: *quiz- quizzes*
- Words ending **-fe** change **f** to **v** e.g.: *wife – wives, life - lives*
- Spelling change e.g.: *Goose – geese, mouse – mice, man - men*
- No change e.g.: *sheep – sheep*

Basic Building Block

1. Underline all the **nouns** in the passage.
2. **Tick** ✓ above the plural **nouns** in the passage that end with 's'.

3. Give two singular and two plural nouns for: (*any suitable nouns*)
 - a. things in the house — a table, a couch, beds, cupboards
 - b. things in a shop — a trolley, a till, food, tins
 - c. things on a farm — a tractor, a shed, pigs, cows
4. Write these nouns in plural. (These nouns do not make plurals by adding an 's'.)
 - a. **box**: boxes
 - b. **glass**: glasses
 - c. **brush**: brushes
5. Change the 'f' to 'v' and add **es** to change this noun to plural:
calf: calves
Can you think of two more? halves, elf=elves, shelf=shelves
6. Nouns ending in 'y' changing to plural change to 'i' and 'es':
 - a. **lady**: ladies
 - b. **baby**: babies
 - c. **body**: bodies
7. Circle the word in the dictation that describes a **quantity** of nouns. Write the **antonym** (a word with opposite meaning): few
8. Draw a **dot** ● above all the **adjectives** in the dictation.

Worksheet 50

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 8 pg.90

People who aren't ever frightened can't really be brave, can they now? We must all do the best we can. That's what being brave means.

Vocabulary

1. Write the word from the passage that matches these **antonyms** (words with opposite meanings):
 - a. calm frightened
 - b. cowardly brave
 - c. worst best
2. Draw a box around the word in the passage that has '-ight'.
3. Learn these words: **light, night, right, fight, fright, bright, sight**

Grammar

Using the passage above, complete the following grammar activities:

Contractions

A contraction is two words joined together and an apostrophe inserted to replace any letter/s that are now missing in the two words and not to show where the two words are joined.

<i>I am = I'm</i>	<i>it is = it's</i>	<i>they are = they're</i>
<i>I had/ would = I'd</i>	<i>how is = how's</i>	<i>it will = it'll</i>
<i>was not = wasn't</i>	<i>is not = isn't</i>	<i>do not = don't</i>
<i>will not = won't</i>		

Basic Building Block

1. Underline all the **contractions** in the passage.
2. Write out the two words that make up the contraction above the underlined word. aren't = are not can't = can not
3. The verb and the subject must agree. If the subject is plural, the verb changes to plural. Write your own subjects to go with 'is' or 'are'. Write whether the subject is **singular (S)** or **plural (P)**. (*any suitable nouns*)
 - a. _____ is excited. (**S**)
 - b. _____ are playing. (**P**)
 - c. _____ are waving. (**P**)
 - d. _____ is sitting on the bench. (**S**)

4. Write **is** or **are** and add an **adjective** to describe these subjects: (*any suitable adjectives and 'is' for singular. 'are' for plural nouns*)

a. The tables are set._____

b. The wall is white._____

c. The crowds are noisy._____

d. People are excited._____

5. Write the plural of these nouns: Watch your spelling.

a. (Monkey) Monkeys _____ **are** very quick.

b. (Mouse) Mice _____ **are** a nuisance.

c. (Deer) Deer _____ **are** elegant.

d. (Baby) Babies _____ **are** cute.

Worksheet 51

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.9

Katy pulled on her brown cotton dress and homemade sandals. She swung her legs over the wagon box and jumped down.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------|---|
| a. cotton | d <input type="checkbox"/> clothing a woman would wear |
| b. swung | f <input type="checkbox"/> tug or drag something |
| c. homemade | a <input type="checkbox"/> fabric made with threads from a cotton plant |
| d. dress | e <input type="checkbox"/> open summer shoes |
| e. sandals | c <input type="checkbox"/> something made at home |
| f. pulled | b <input type="checkbox"/> to turn or move around |

Grammar

Using the passage above, complete the following grammar activities:

Singular

Singular means **one** of something. When there is more than one of something, it is called plural. Most plurals are formed by adding 's':

e.g.: **pot = pots** **book = books** **fan = fans** **flower = flowers**

Some words' spelling changes when changed to plural:

e.g.: **man = men** **mouse = mice** **goose = geese**

Basic Building Block

1. Underline all the **nouns** (words that name things) in the passage.
2. **Tick** ✓ above the 's' of all the **plural** nouns.
3. Write these nouns under singular or plural headings:

	<u>Singular</u>	<u>Plural</u>
bed	<i>bed</i>	<i>beds</i>
wagon	<i>wagon</i>	<i>wagons</i>
covers	<i>cover</i>	<i>covers</i>
ox	<i>ox</i>	<i>oxen</i>
box	<i>box</i>	<i>boxes</i>
shoe	<i>shoe</i>	<i>shoes</i>

4. Write your own subjects (nouns) to create simple sentences. Remember that 'is' refers to single nouns and 'are' refers to plural nouns:

- a. David _____ is excited.
- b. The men _____ are digging.
- c. Mom _____ is cooking.
- d. Children _____ are camping.
- e. The doctor _____ is in the tent.

Creative Writing

Write three sentences about three things you can see from your window. Use **adjectives** (words that describe a noun). e.g.: *The dog is muddy.* (any suitable sentences)

Worksheet 52Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg.20

Counters were piled high with blankets, men's hats, tins of condensed milk and bully beef. In front on the ground were shovels, picks, crowbars, and other digging equipment.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|----------------------|--|
| a. counters | b <input type="checkbox"/> heaped up |
| b. piled | c <input type="checkbox"/> tall, not low |
| c. high | a <input type="checkbox"/> worktops or stands in a shop |
| d. condensed | e <input type="checkbox"/> tinned meat |
| e. bully beef | d <input type="checkbox"/> compressed and reduced |
| f. shovels | h <input type="checkbox"/> an iron bar used to lever and open things |
| g. picks | f <input type="checkbox"/> a tool with a broad blade used for digging |
| h. crowbars | i <input type="checkbox"/> tools and apparatus |
| i. equipment | g <input type="checkbox"/> a tool used to pick and break up the ground |

Grammar

Using the passage above, complete the following grammar activities:

Plural

When there is more than one of something, it is called a plural. Most plurals are formed by

adding 's' e.g.: pot= pots, book= books, fan= fans, but there are several exceptions:

1. Words end with 'sh' add 'es' e.g.: *fish – fishes, dish – dishes*
2. Change words ending in 'y' to 'i' + 'es' e.g.: *baby – babies, lady – ladies*
3. Word ending 'ey' add 's' e.g.: *monkey – monkeys, donkey – donkeys*
4. Word ending 'o' add 'es' e.g.: *potato – potatoes, tomato – tomatoes*
5. Words end 'z' add 'z' + 'es' e.g.: *quiz – quizzes*
6. Words ending 'fe' change 'f' to 'v' e.g.: *wife – wives, life – lives*
7. Spelling change e.g.: *Goose – geese, mouse – mice, man – men*
8. No change e.g.: *sheep – sheep*

**Basic
Building
Block**

1. **Circle** all **singular nouns** in the passage.
2. **Underline** all the **plural nouns** in the passage.

3. **Tick** ✓ above all the plural nouns with ‘s’ endings in the passage.
4. Draw a **dot** ● above all the commas in the passage. Why are they used?
 - to break up the sentence into small parts
 - to show there is a list of items
 - to show that several sentences have been joined to form one sentence.
5. Draw a box around the **apostrophe** showing possession (‘s’) in the passage.
6. Give one singular and one plural noun for: (*any suitable nouns*)
 - a. things in the house — a kitchen, bedrooms
 - b. things on the beach — an umbrella, beach towels
 - c. things in a shop — a till, shelves
7. Apply this rule “Words that end with **sh** - add **es**” to change these singular nouns to plural:
 - a. **wish** = wishes
 - b. **ash** = ashes
 - c. **marsh** = marches
8. Apply this rule “change words ending in **y** – change the ‘y’ to ‘i’ and add ‘es’” to change these singular nouns to plural:
 - a. **bunny** = bunnies
 - b. **family** = families
 - c. **party** = parties
9. Apply the rule “some words change spelling e.g.: goose – **geese**” to change these singular nouns to plural:
 - a. **mice** = mice
 - b. **ox** = oxen
 - c. **sheep** = sheep

Creative Writing

Write a list of tools or equipment that you can find for a specific job that interests you. Now use these words in full sentences to write a paragraph with two to five sentences about one theme or idea. Please describe the tools in detail. rather than writing simple lists.

Worksheet 53Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.26

Katy was amazed at how easy it was to find a claim. The bend in the river was not far from the spot where she had fetched water that morning.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|------------------|---|
| a. amazed | b <input type="checkbox"/> simple or effortless |
| b. easy | d <input type="checkbox"/> a curve or corner |
| c. claim | f <input type="checkbox"/> to get or collect |
| d. bend | c <input type="checkbox"/> a piece of land for mining |
| e. spot | a <input type="checkbox"/> surprised, shocked, astonished |
| f. fetch | e <input type="checkbox"/> a place or position |

2. Write the **antonym** (words with the opposite meaning) in the passage for these words:

- difficult = easy
- to lose = find
- straight = curved
- evening = morning
- close to = far

Grammar

Using the passage above, complete the following grammar activities:

Verb Tenses

The tense of the verb tells you when an action occurs.

- past tense — verbs often end with **-ed** e.g.: John herded the oxen.
— **was** or **had** before verbs e.g.: John was herding/ had herded the oxen.
- present tense — verbs often end with **-s** e.g.: Lara milks the cow.
— **is** or **are + -ing** e.g.: Lara is milking the cow. They are calling me.
- future tense — **will** or **shall** e.g.: David will play with the boys. I shall join the group.

There are different forms or families of verbs — '**go**' is used as '**go, went and goes**', and '**have**' is also used as '**have, has and had**'.

**Basic
Building
Block**

1. Underline any tense verbs '**is**', '**was**', '**will**', '**had**' in the passage.

2. Draw an **arrow** ↓ above the **verbs** that go with the words 'is', 'was', 'had', or 'will'.

3. Write the verb 'will' to show the **future tense** for:

- a. Papa will buy a claim.
- b. Mama will bake some bread.
- c. Katy will fetch water.
- d. Mr van Wyk will pan for gold.

4. Write these verbs in sentences in the **past tense**: (Remember you can add **-ed** to the verb instead of using **was-ing**) (*any suitable sentences*)

walk: walked

wait: waited

wish: wished

5. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**: (*any suitable sentences*)

see: saw

make: made

do: did

stand: stood

fall: fell

Worksheet 54Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 5 pg.51

Mama made them tea at the wagon and insisted on giving him a loaf of bread.
 Sanna crept onto his knee and put her fat little arms around his neck.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------|--|
| a. wagon | c <input type="checkbox"/> a full bread |
| b. insisted | a <input type="checkbox"/> a long wooden cart |
| c. loaf | b <input type="checkbox"/> firmly require |
| d. around | e <input type="checkbox"/> quietly move |
| e. crept | g <input type="checkbox"/> small |
| f. knee | d <input type="checkbox"/> all round something |
| g. little | f <input type="checkbox"/> a joint where the leg bends |

Grammar

Using the passage above, complete the following grammar activities:

Subject + verb + Object

The noun that comes after a transitive verb (a verb that needs a noun to make sense) is called the **object**.

e.g.: *The boy cut his finger.*

- *The boy* (subject) *cut* (transitive verb) *his finger* (object)
- “*The boy cut*” —doesn’t make sense. Cut what?
- We need an object - *his finger* is the **object** that is *cut*.

**Basic
Building
Block**

1. Underline all the **nouns** (naming words) in the passage.
2. **Circle** all the **verbs** (doing words) in the passage.
3. **Tick** ✓ above each the nouns that are **objects** in each sentence.
4. Write in an **object** for each of these transitive verbs (verbs that need an object):

(any suitable nouns)

- a. He bought some sweets_____.
- b. I found a gold nugget_____.
- c. Dad gave the food to me_____.
- d. Ben fed the cattle_____.

5. Give a transitive **verb** and an **object** for these subjects e.g.: *The boys **helped***
(verb) ***their dads*** (object). (*any suitable complete sentences*)
- a. The men *carried their tools.*_____
 - b. Gold diggers *worked in the sun.*_____
 - c. All the children *played under the trees.*_____

Worksheet 55

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.36

✓
 "It doesn't look like a diamond, does it, Papa?" asked Maggie when her
 turn came to hold it.
 ✓
 "It's a rough diamond, Maggie. It still has to be cut and polished."

Vocabulary

- Match the word from the passage to the correct definition:

a. diamond	b <input type="checkbox"/> lumpy, uneven
b. rough	c <input type="checkbox"/> smooth and shiny
c. polished	d <input type="checkbox"/> a chance or opportunity
d. turn	a <input type="checkbox"/> a clear precious stone
- Write the word from the passage that ends with '-ough'. *rough* _____
- These words all have '-ough' which sounds like "uff": **tough, rough, enough**

Grammar

Using the passage above, complete the following grammar activities:

<u>Pronoun</u>	Basic Building Block
A pronoun is a word that replaces a common or proper noun. These are all pronouns:	
<u>singular:</u> he, him, his, she, her, hers, it, its, I, you, me	
<u>plural:</u> they, them, their, theirs, we, us, our	
A common noun or proper noun (person's name) must be used before a pronoun is used and is called an antecedent.	
e.g.: <i>The cat licks its paws.</i> (the cat is the antecedent of the pronoun its .)	
<i>The boy packs his bags.</i> (the boy is the antecedent of the pronoun his .)	

- Circle** all the **pronouns** in the passage.
- Draw a **box** around the **noun** that the pronoun stands for.

3. Write a pronoun to replace each of these nouns:
 - a. The chair is small. It is small.
 - b. The tent is big. It is big.
 - c. Papa likes to dig. He likes to dig.
 - d. Sally walks fast. She walks fast.
4. Write a noun in the place of the pronouns: (*any suitable noun*)
 - a. (They) The buildings/ horses/ men are very large.
 - b. (She) Harriet/ Mary/ The girl is gentle.
 - c. (It) The cottage/ the pearl is tiny.
5. Underline all the **contractions** (two words joined with an apostrophe).
6. **Tick** ✓ above the **apostrophe** in the contraction. Write out the two words
doesn't = does not, it's = it is
7. Write the correct contraction for these words:

they're	it's	you're	who's	we've
----------------	-------------	---------------	--------------	--------------

- a. you are = you're
- b. we have = we've
- c. it is = it's
- d. they are = they're

Worksheet 56

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 6 pg.53

When Mr Harris saw the diamond in Papa's hand, his eyes opened a little wider. He took it and, looking very important, slowly adjusted the glass in his eye.

Vocabulary

1. Match the word from the passage to the correct definition:

- | | |
|---------------------|--|
| a. wider | b <input type="checkbox"/> of great significance |
| b. important | c <input type="checkbox"/> get used to |
| c. adjusted | a <input type="checkbox"/> broader |

Grammar

Using the passage above, complete the following grammar activities:

**Basic
Building
Block**

Pronoun – Person

A pronoun is a word that replaces a common or proper noun.

There are three 'persons' of pronouns –

- First-person – I or **we** is speaking – e.g.: **I, me, mine, we, us, our, ours**
- Second person – whoever is being spoken to – e.g.: **you, your, yours**
- Third person – anyone/ anything being spoken about – e.g.: **he, him, his, she, her, hers, they, them, their, theirs, it, its**

1. Underline all the **pronouns** in the passage.
2. **Circle** the **proper noun** that the pronoun '**he**' stands for.
3. Use '**me**' or '**us**' to complete these sentences:
 - a. Mary saw me_____.
 - b. She came to see us_____.
 - c. He likes me/us_____.
 - d. They gave us_____ all new clothes.
 - e. They will team up with us_____.

4. Use 'I' or 'we' as subjects for these sentences:
- I/We play chess.
 - We are good players.
 - I am studying chess.
 - We are riding horses.
 - I am a confident rider.
 - We all love horses.
5. Use 'my' or 'our' pronouns to complete these sentences:
- Our Aunty is visiting us at our home.
 - She will sleep in my bed.
 - This is my first time camping.
 - We will use our tent.
 - I like my bed.
6. Tick ✓ above the **apostrophe** showing **possession** in the passage. What belongs to someone? hand belongs to Papa _____

Worksheet 57

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.60

Still in her night/dress, she went into her parents' tent. Papa was sitting at the table in his slippers, drinking coffee.

Vocabulary

1. Match the word from the passage to the correct definition:

a. nightdress	b <input type="checkbox"/> fathers and mothers
b. parents	c <input type="checkbox"/> a soft shoe to wear indoors
c. slippers	d <input type="checkbox"/> a drink made from roasted beans
d. coffee	a <input type="checkbox"/> a night gown

Grammar

Using the passage above, complete the following grammar activities:

Gender

Gender shows the difference between 'he', 'she', and 'it'.

- 'He' is masculine e.g.: **he, boy, bull, hero**
- 'She' is feminine e.g.: **she, girl, cow, and heroine**
- 'It' is neuter e.g.: *a thing without life such as it, desk, tree, cloud, sand*

Basic Building Block

1. Draw a blue box around all the masculine words in the passage.
2. Draw a pink box around all the feminine words in the passage.
3. Write these words in their correct gender:

bull, king, daisy, woman, stream, hen, queen, goose, pond, gander

<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>
<i>bull</i>	<i>woman</i>	<i>daisy</i>
<i>king</i>	<i>hen</i>	<i>stream</i>
<i>gander</i>	<i>queen</i>	<i>pond</i>

4. Change these masculine words into feminine by adding '**-ess**', e.g.: **lion + lioness**
- a. prince = princess
- b. host = hostess
5. Write '**he**', '**she**' or '**it**' to show the gender of these words:
- tree it peacock he aunt she
- emperor he chair it duck she
6. Draw a **slash** to separate the **compound** word (made up of two joined words) in the dictation.
7. Draw a **dot** ● above the apostrophe in the passage showing **possession**. What belongs to whom? the tent belongs to her parents

Worksheet 58

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 7 pg.62

“**But Papa!**” burst out Maggie at last. “What about the sugar farm?”

“**Oh,** all in good time, child. All in good time.”

Vocabulary

- Match the word from the passage to the correct definition:

a. burst	b <input type="checkbox"/> a sweetener made from cane
b. sugar	c <input type="checkbox"/> when the time is right
c. in good time	a <input type="checkbox"/> rushed, speak out
- Sugar** ends with ‘ar’. Learn these words that also end with ‘ar’: **bar, far, jar, scar, altar, lunar.**
- Write the **antonyms** (words with opposite meanings) from the passage for:

in - <u>out</u>	bad - <u>good</u>	adult - <u>child</u>
-----------------	-------------------	----------------------

Grammar

Using the passage above, complete the following grammar activities:

Interjection

Interjections are words used to show strong feelings or sudden emotions.
 e.g.: **Oh, ah, alas, wow, gee, O, My.**

They are most often used at the start of a sentence to express a sentiment such as surprise, anger, disgust, joy, impatience, excitement, or enthusiasm.

- Interjections that express strong emotion are followed with an exclamation mark. e.g.: **Oh no! I forgot to do my homework!**
- Mild interjections are set off from the sentence with a comma. e.g.: **Darn, it's raining again.**
- Questioning interjections are followed by a question mark. e.g.: **Huh? You want me to do what?**

Basic Building Block

- Circle the interjections** in the passage.
- Give your own interjections to begin these sentences:

Gosh! How how you frightened me!

Oh dear, my chick is dead!

Gee! That that-is wonderful!

3. Draw a **dot ●** above the **question mark** in the passage.
4. **Tick ✓** above the **exclamation** mark in the passage.

Dialogue

Dialogue is spoken conversation written with quotation marks:

e.g.: ²Dad said, ³ ¹"Come here."¹

⁵ ¹"Be careful!"⁶ shouted Mom², ¹ "It looks dangerous!"⁶

Here are six dialogue rules:

1. Any spoken words are written inside double quotation marks " "
2. Use tags (attributions)³ to show who is speaking.
3. Separate spoken and unspoken words with a comma³
4. Capitalize the first words of the spoken text.
5. Begin on a new line for each change in speakers.
6. Punctuation for spoken words is inside the quotation marks.

**Basic
Building
Block**

5. Draw a **box** in **red** around Maggie's spoken words.
6. Draw a **box** in **blue** around Papa's spoken words.

Welcome to this *The Policeman's Button* booklet.

There are a wide variety of activities. You can do them all or leave some out:

- An extract — Language Arts
- Direct and indirect speech and comic script
- Listening skills and narration
- Letter about the policeman
- Special Buttons treasure hunt and rubbings
- Prepare a special dinner
- Safety rules
- Create a peace treaty
- TV, movie or play script
- Book review

Enjoy!



Language Arts Chapter 1

1. Write the words in the box above the matching bold word in the passage:

<input type="checkbox"/> border line	<input type="checkbox"/> settlement	<input type="checkbox"/> tribes
<input type="checkbox"/> early settler	<input type="checkbox"/> fights	<input type="checkbox"/> cut off/alone
<input type="checkbox"/> defend	<input type="checkbox"/> cities	

In 1890 Natal was still a British **colony**. It was a place of rolling hills, where early settlers cut off/ alone cities settlement **settlers** lived on isolated farms, and **towns** were few. The **boundary** to the south was the Umtamvuna River. border line

Often fights **wars** broke out between different tribes **clans** there, and then the border farmers looked to the Natal Mounted Police to defend **protect** them and keep the peace.

2. **Circle** all the **capital letters** in the passage.
3. **Tick** ✓ all the **proper nouns** (people's names, places, nationalities, languages, special days, months, days of the week, names of rivers and mountains).
4. Underline all the **adjectives** (words that describe nouns) in the passage.

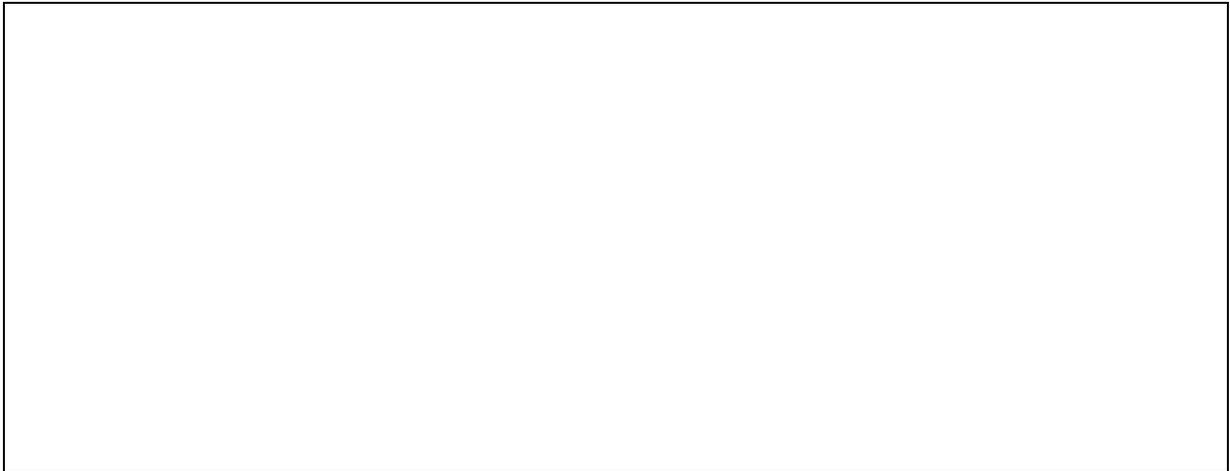


Direct and Indirect Speech pg. 5

1. Draw a comic strip of this scene and write the speech in speech bubbles. Draw the people in action poses, leaving space for the speech bubbles. Always write the speech first and then draw the bubble around the words. This way, you will have enough space for all the writing.

“Sakubona, nkosana! Sakubona, nkosana!” (*We see you, prince*)

Two workers were roughly piling hay into stacks beyond the cattle enclosure with pitchforks. Their voices carried clearly up the hill as they shouted a greeting. Richard waved in response.



2. **Now rewrite their speech in indirect speech:**
e.g.: “Hello!” shouted Lee. Lee shouted hello. (*Reported speech is always in past tense.*)
The two workers greeted Sakubona, nkosana! Sakubona, nkosana

3. **Create your own speech in these speech bubbles:**

Encourage your child to be creative!



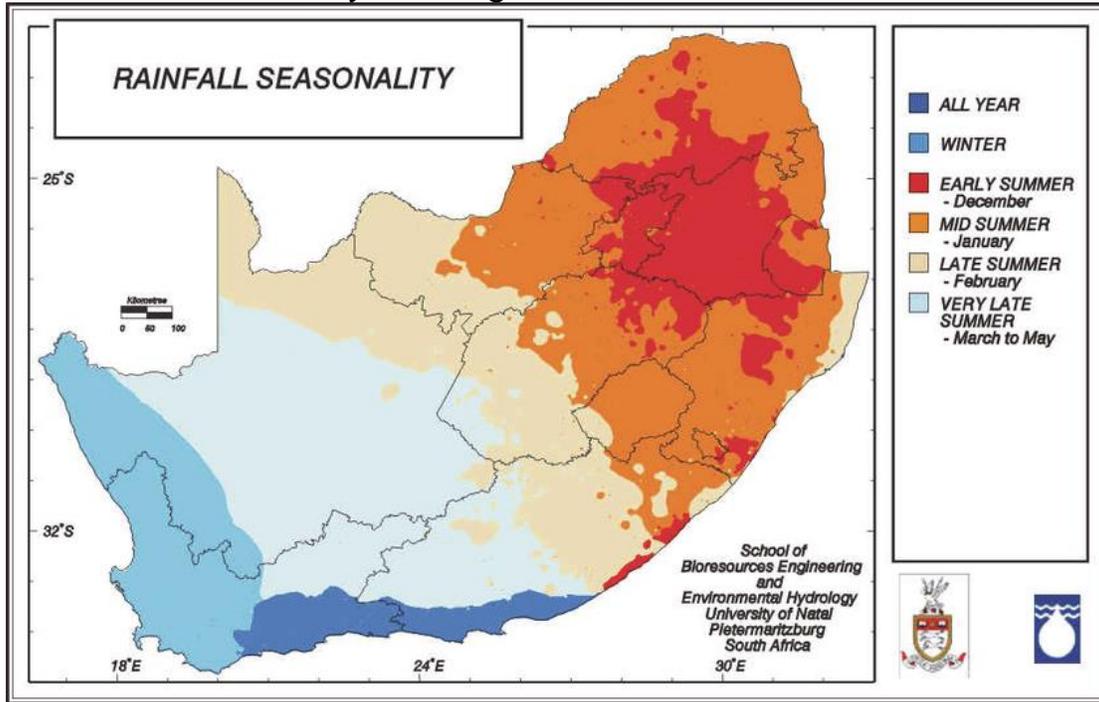
... he screamed in fright

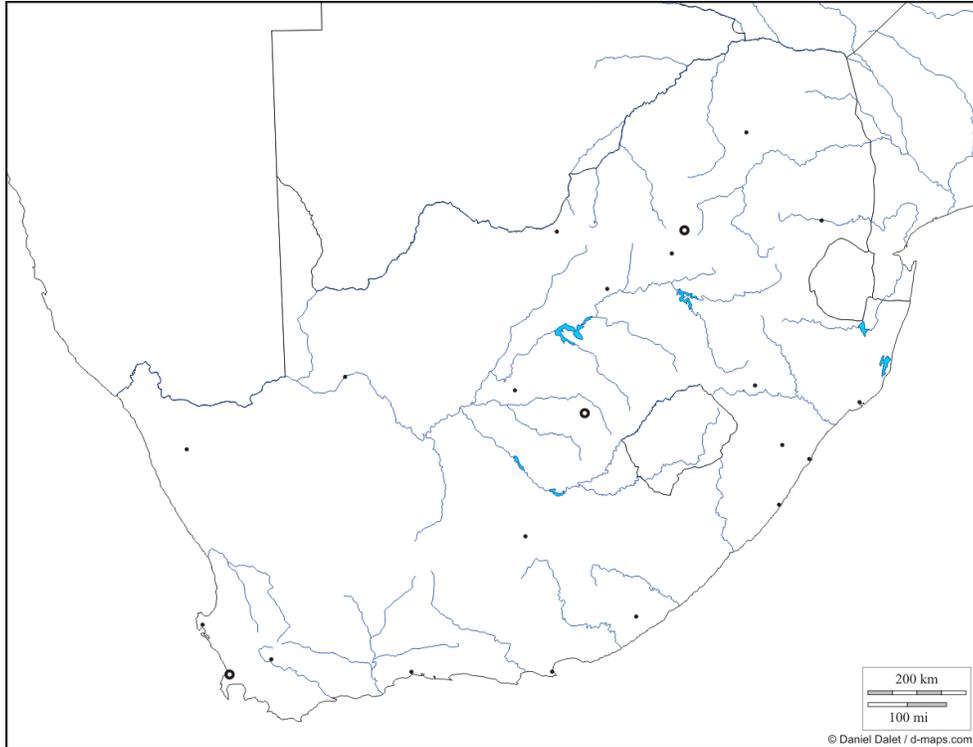


... she warned the children

Mapwork

Colour the areas of dry winter grasslands of South Africa on this map.





Map Key Colour the box for each area to represent the areas on the map

Winter rainfall	grassland	sea	
-----------------	-----------	-----	--

Number all nine provinces of South Africa on this map and write the names below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Answers The Policeman's Button Booklet



Listening Skills & Narration Trouble in Pondoland pg.6

Listen to the description of tribal fighting in Pondoland.

Use words from the word bank below to write three to four sentences describing the details of the fighting.

Sigcau	paramount chief of the amaMpondo
wage war	uncle Umhlangaso
borders	not submit to his authority
Natal	beat back to Umtamvuna River
Natal Mounted Police	rush to frontier

(use the original writing as your memo)

Write a letter Chapter 2



Duties at the Mounted Policemen's camp p.11 & 12

Seventy troopers came with Inspector Moore.

Read the description on page 11 & 12 and **write a letter to your best friend** telling them of the policemen as you were watching them and wanted to become a policeman! Remember to use correct letter format – don't use boxes – this is just to show the layout.

Parents could use this rubric to evaluate the letter:

- (5) *Informal letter layout as shown (no boxes, no labels, etc.)*
- (10) *The content – clear, descriptive full sentences. Some personal thoughts.*
- (3) *Punctuation – Capital letters for proper nouns and starting sentences*
- (2) *Spelling – names and details spelt correctly*
- (5) *Overall – is this letter interesting and personal?*
- Total: /25

Layout for an Informal letter

Sender's address No...Street.... Town Country Postal code	
Date 24 th September 2013	
<i>Dear Jimmy</i>	
<ul style="list-style-type: none">• You may have more than two paragraphs. The level of informality used will depend upon• Contracted forms can be used: <i>can't</i> instead of can not, <i>haven't</i> instead of have not etc.• You may also use a chatty tone / mild slang words.• Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references...	
<p>The way in which you close your letter will depend upon your relationship with the recipient <i>Best wishes / Kind regards / Yours truly / With love +Name</i></p>	

ed.

Special Buttons Treasure Hunt

Find and make rubbings with a soft pencil or wax crayons on thin paper of at least ten different buttons. Cut them out and paste them on this page.

Choose the most special button and describe where it is found and why you like it the most!



Preparing for a special dinner Chapter 3 pg.17 & 18

Read the description of what mother cooked, how the table was laid, and how the family dressed for their dinner with Inspector Moore.

- Plan a special meal – make notes of what food, side dishes, pudding, and drinks you would like to serve.
- Help shop for, prepare, and cook the food.
- Lay the table with a tablecloth, all the crockery and cutlery and glasses. You could add place name cards, candles and flowers.
- Dress formally for dinner.
- Learn how to politely welcome a special guest and make them feel special.

To record this special dinner, you could paste the menu, table name cards, table decorations, and photos of the event on this page.



Safety Rules pg.22 & 32

What had Richard's father instructed him to do? *(a summary of instructions)*



Make a list of your family's safety rules at night: *(a list should be in point form)*

TV script or play dialogue pg.39

Write the dialogue between Richard and Inspector Moore as a script for a play or TV movie.

Write a sentence for each actor. Write the spoken words only, with no apostrophes. You can also include actions or settings written in brackets to describe what is happening in the scene.

(The dialogue is only the spoken words but should include correct punctuation. Encourage creative dialogue that draws you into the scene.)

Here is a start ...

Inspector: *(On horseback, looking down at Richard)*

My men tell me that you want to be a policeman one day.

Richard: Yes, sir.



Inspector: _____

Richard: *(staring up)* _____

Richard: *(running down to the farmyard)* _____

Inspector: *(smiling and waving)* _____

Higgly: *(Shouting)*) _____



Book Review

Write a book review of *The Policeman's Button* telling us briefly what the story was about, the most exciting part of the story and what you enjoyed the most.

Once you have finished reading your chapter book, you should write a book review. You can use these topics and the template. A book review usually includes the following:

1. The **title, author's name**, and the illustrator or photographer's names

2. **Plot:** What happens in this story? Can you explain the main events – Beginning, middle, and end?

3. **Characters:** Who were the main characters? Who was your favourite character?

4. **Setting:** Where did this story take place?

5. **My opinion** of this book: What was your favourite or the most interesting part or why you did not enjoy this book & can you tell me why?

6. **Star rating:** How much did you like this book?

- ★ I did not like this book.
- ★ ★ Fine, but I wouldn't read it again.
- ★ ★ ★ Good. I enjoyed the book.
- ★ ★ ★ ★ Great! I liked this book a lot!
- ★ ★ ★ ★ ★ Excellent! Everyone should read it!

Worksheet 60

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg.7

Other **big** guns further round the **ring of** hills began to boom, and from the town came the **loud** **pom-pom-pom-pom** of an answering British **machine** gun, like an **angry** person banging on a door.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|-----------------------|---|
| a. other | c <input type="checkbox"/> the sound of a loud bang or explosion |
| b. further | a <input type="checkbox"/> more, extra, added |
| c. boom | d <input type="checkbox"/> noisy, deafening |
| d. loud | g <input type="checkbox"/> cross, mad, fuming |
| e. answering | b <input type="checkbox"/> broadly, expanded around, in addition |
| f. machine gun | i <input type="checkbox"/> beating, knocking on, thumping |
| g. angry | h <input type="checkbox"/> someone, an individual, a human being |
| h. person | e <input type="checkbox"/> replying, responding, rejoining |
| i. banging | f <input type="checkbox"/> an automatic gun that fires many bullets |

Grammar

Using the passage above, complete the following grammar activities:

Onomatopoeia

This is a "sound effect" word that sounds like the noise it describes.

e.g.: *whoosh, buzz, zap, boom, purr, gurgle, tinkle, and toot, boing, gargle, clap, zap, and pitter-patter.*

Basic Building Block

1. **Circle** the **onomatopoeia** or sound effect words in the dictation.
2. Write your own **onomatopoeia** words for these: (*any suitable sound effect words*)
 - a. The racing car zoomed around the track.
 - b. The firecrackers pop-popped/ whizzed as they burnt.
 - c. Those flies buzzed near my head!

3. Use these **onomatopoeia** words in your own sentences: (*any suitable sound effect words*)
 - a. **gong** _____
 - b. **zip** _____
 - c. **glug** _____
4. Underline the **simile** (comparison using 'like' or 'as') in the passage.
5. What is being compared to what? a gun's noise and a person knocking on the door.
6. Write your own simile for this comparison: (*any suitable simile*)

7. Draw **boxes** around all the **adjectives** (words describing a noun) in the passage.
8. **Tick ✓** the **proper noun** in the passage.

Grammar

Using the passage above, complete the following grammar activities:

Preposition

A preposition is a word/s to show **position** ("position" is the clue in the word). Prepositions can indicate direction, time, and place, and tell us **where, when** or **how** relate to a noun, pronoun, or noun phrase.

around, at, away from, behind, down, in, on, over, towards, through, under, up

To refer to a direction, use **to in into on and onto** e.g.:

- She drove **to** the store.
- Come right **in(to)** the house.
- Drive **on(to)** the grass and park the car there.
- The fruit is **on** the trees.
- Dad lay **under** the car.

**Basic
Building
Block**

1. Draw a **dot ●** above all the **prepositions** in the passage.
2. Underline the **object** of the preposition (the thing that he moved around, over, under, towards etc.) in the passage.
3. Write your own sentences using these **prepositions**: (any suitable sentences)

under – He hid **under** the bed.

around – She ran **around** the garden.

into – Put the food **into** the basket.
4. **Tick ✓** above all the **verbs** (action words) in the passage.
5. Draw a **box** around the **root** word found in "embankment".
6. Draw a **star ✨** above the **compound word** (a word made from two words) in the passage.

Worksheet 62

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg.19

"It ... it is I. Robert Baker."
 The Boer gasped with surprise to see a child. "Who is with you?" he
 shouted in English with a strong Dutch accent.
 "I am alone. I ... I ..." But Robert's voice cracked, and the words would
 not come out.

Vocabulary

1. Write the word from the passage that matches the definition:

a. gaped	b <input type="checkbox"/> shocked, alarmed, astounded
b. surprise	e <input type="checkbox"/> on your own
c. shouted	a <input type="checkbox"/> to catch your breath
d. accent	f <input type="checkbox"/> broke, loses its strength
e. alone	d <input type="checkbox"/> the way a person speaks or expresses their voice
f. cracked	c <input type="checkbox"/> screamed, yelled, called loudly

Grammar

Using the passage above, complete the following grammar activities:

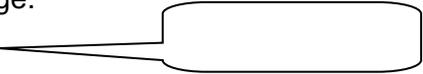
Ellipsis ...

An ellipsis is a punctuation mark that looks like 3 full stops ... in a row. Ellipses are commonly used to show **missing words or thoughts** from a from a passage. Ellipses might be used –

1. to build suspense and increase tension– e.g.: *Well, I didn't do it, but...*
2. show hesitation – e.g.: *I don't think... I can... do this.*
3. trail off into silence – e.g.: *Well, I tried to call you, but...*
4. word/s deliberately left out from a text – e.g.: *... Anyway, let's go on.*

**Basic
Building
Block**

1. Draw a **dot** ● above all the **ellipses** found in the passage.
2. Why are they used?

- to build suspense and increase tension
 - show fear and hesitation
 - trail off into silence
 - word/s deliberately left out from a text
3. Write a sentence and use an ellipsis to show that the speaker has missed words because they are – *(any suitable sentences using ellipsis)*
- a. scared: _____
- b. excited: _____
4. Draw an **arrow** ↓ above the **question mark**.
5. Underline the **question word**.
6. Write **three** other **question words**: what, where, when, and why
7. **Tick** ✓ above all the **capital letters** in the passage.
8. Draw a **box** around the **proper nouns** in the passage.
9. Draw '**speech bubbles**' around the spoken words. 
10. Draw a **star** ✨ above an **apostrophe** that shows **possession**.

Worksheet 63

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents. Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg. 25

→ "Bringing a prisoner!" shouted the Boer.

→ "By Jove!" spluttered the officer when he heard Robert's story. ✓

"By Jove!"

Vocabulary

1. Write the word from the passage that matches the definition:

a. prisoner	c <input type="checkbox"/> a soldier of rank
b. spluttered	a <input type="checkbox"/> someone held captive
c. officer	d <input type="checkbox"/> a description or statement
d. story	b <input type="checkbox"/> stammered, gasped

2. What do you think "By Jove!" means? **Tick** all the correct answers:
 - used to express surprise
 - used to express emphasis
 - used to express approval
 - used to express shock
 - used to call Jove

3. What does "**spluttered**" mean? to stammer or choke Can you think of another word to use instead? blustered (any suitable descriptive word)

Grammar

Using the passage above, complete the following grammar activities:

Exclamation Point !

An exclamation point (mark) ! is a punctuation mark that ends a sentence to show strong emotions or surprise –

e.g.: **Goodness me! It is gone! Get out! This is nonsense!**

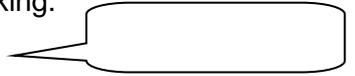
Basic Building Block

1. Draw a **dot** ● above all the **exclamation** points in the passage.

2. Write three of your own short sentences using **exclamation points**. (*any suitable sentences expressing shock, surprise, excitement, etc.*)

3. Draw an **arrow** → to show the beginning of each new person speaking.

4. Draw '**speech bubbles**' around the **direct speech** in the passage.



5. Punctuate these sentences with **quotation marks** “_” and use **exclamation points** to create direct speech:

a. **Get in Mom shouted.** “Get in!” Mom shouted.

b. **This is bad Ben moaned.** “This is bad!” Ben moaned.

c. **I passed he yelled.** “I passed!” he yelled.

6. **Tick** ✓ above each **apostrophe** that is used to show **possession** in the passage. What is being compared to what? the story belongs to Robert

Worksheet 64Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1 pg. 11

Paul felt ashamed. He had not meant to hurt him, but he did so want to ex/pe/ri/ence this adventure to the full.

Vocabulary

- Write the word from the passage that matches the definition:

a. ashamed	b <input type="checkbox"/> intend to, mean to
b. meant	d <input type="checkbox"/> to live through an event
c. hurt	a <input type="checkbox"/> embarrassed, feeling guilty
d. experience	e <input type="checkbox"/> a quest, journey or venture
e. adventure	f <input type="checkbox"/> completely, fully
f. to the full	c <input type="checkbox"/> pain, harm
- Write the **antonyms** (a word with the opposite meaning) from the passage for:
 - unashamed = ashamed
 - help = hurt
 - empty = full
- Draw slashes to separate the syllables in the 4-syllable word.
- How many words can you make with the letters in "adventure"?
ate, art, den, vat, tea, vet, darn, dean, near, vane, tear, read, reed
use a word search ~ <https://wordmaker.info/how-many/adventure.html>

Grammar

Using the passage above, complete the following grammar activities:

Sentence

A sentence is a group of words that has a noun (called the **subject**) and a verb (called the **predicate**) and expresses a complete thought.

Every sentence begins with a **capital letter** and ends with a **punctuation mark**.

e.g.: **Dad** (subject) **fixed** (verb) **the car** (the object).

**Basic
Building
Block**

- Draw a **box** around the **subject** (who) of the first sentence in the passage.
- Is the subject a **noun**, a **proper noun**, or a **common noun**?
- Underline the **verbs** in the passage.

4. Tick ✓ above all the **punctuation** marks.
5. Make two-word sentences (with subject and verb) e.g.: *Petru sings*.
 - a. Ben yells _____.
 - b. Jill dances _____.
 - c. The baby _____ cries.
 - d. The ducks _____ dives.

Pronoun

A pronoun is a word that replaces a common or proper noun. These are all pronouns:

singular: *he, him, his, she, her, hers, it, its, I, you, me*

plural: *they, them, their, theirs, we, us, our*

A common noun or proper noun (person's name) must be used before a pronoun is used and is called an antecedent.

e.g.: *The cat licks **its** paws.* (the **cat** = **antecedent** of the pronoun **its**.)

*The boy packs **his** bags.* (the **boy** = **antecedent** of the pronoun **his**.)

6. **Circle** all the **pronouns** in the passage.
7. Write a **pronoun** to complete these sentences:
 - a. Dad mowed the grass. He worked hard.
 - b. Mom looked for her handbag.
 - c. He lost his ball.
 - d. The cat eats its food.
 - e. The car stopped. There is no fuel in its tank.

Worksheet 65

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 2 pg. 12

They crossed a shallow khaki-coloured stream and passed through a stony valley dotted with silver-grey aloes.

Vocabulary

1. Write the word from the passage that matches the definition:

- | | |
|--------------------------|---|
| a. shallow | b <input type="checkbox"/> a light tan to nearly brown colour |
| b. khaki-coloured | e <input type="checkbox"/> to go through |
| c. stream | g <input type="checkbox"/> a low area between mountains |
| d. passed | d <input type="checkbox"/> across, go past |
| e. through | h <input type="checkbox"/> scattered, sprinkled, spotted |
| f. stony | a <input type="checkbox"/> low water level, not deep |
| g. valley | f <input type="checkbox"/> rocky, rough |
| h. dotted | c <input type="checkbox"/> a small river, creek |

2. Write a word found in the passage for **fleshy, spiny plants** aloes

3. These three words are very similar: **though, through, and thought**. Write each word in a sentence to show its meaning.

though = *even though; although = Though they were speaking in softly, he could hear them.*

through = *moving in one side and out of the other side = "She walked through the door into the bedroom."*

thought = *an idea produced by thinking = "Maggie thought about it."*

Grammar

Using the passage above, complete the following grammar activities:

Adjectives

An **adjective** must always belong to a noun and describes the noun. e.g.: The table (noun) is **round**. (adjective) - "round" is an adjective that describes the table
Adjectives describe the qualities or states of being of nouns, such as its size, colour, shape, and number.

e.g.: **blue** dress, **slow** train, **hot** food

If more than one adjective is used, put commas between the adjectives.

e.g.: **hot, spicy, delicious** food

Basic Building Block

1. **Underline** all the **adjectives** in the passage.
2. **Tick ✓** above the **nouns** these adjectives describe in the passage.
3. Adjectives make sentences more interesting. Here is an ordinary sentence:
e.g.: ***I read books.*** (*any suitable sentences with adjectives*)
 - a. Write the same sentence but add an adjective to describe the books.
I read gardening books.
 - b. Add two adjectives to describe the books:
I read exciting mystery books.
 - c. Can you use three adjectives? Use commas to separate the adjectives:
I read old, well-worn, antique books.

Article

There are 3 articles — ‘a’, ‘an’, and ‘the’

- ‘A’ is used before a noun beginning with a consonant e.g.: **a** dog
- ‘An’ is used before a noun beginning with a vowel
e.g.: **an** apple, **an** elephant, **an** interest, **an** owl, **an** umbrella

**Basic
Building
Block**

4. Write the correct **article** for these **nouns**: (Remember to use ‘an’ before nouns that begin with a vowel)
 - a. the dogs bark.
 - b. the/a cake rises.
 - c. an elephant walks.
 - d. a camel kneels.
 - e. the plants grows.
 - f. an egg breaks.

Worksheet 66

Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 3 pg. 22

He stood still and waited. Where was his father? Why did he not
reply?

Vocabulary

1. Write the **antonym** (a word with the opposite meaning) from the passage for:

- a. **sat** = stood _____
- b. **moving** = still _____
- c. **began** = waited _____
- d. **mother** = father _____
- e. **question** = reply _____

Grammar

Using the passage above, complete the following grammar activities:

**Basic
Building
Block**

Question mark ?

A question mark is a punctuation mark that is used at the end of a sentence or word asking a question.

Direct questions use these words: **how, who, what, why, where, whom & when.**

It is used to end a sentence instead of a full stop, so the next word begins a new sentence with a capital letter. e.g.: **Are you well?**

- 1. Draw a **dot ●** above all the **question marks**.
- 2. Underline the **question words**.
- 3. Here are some question words. Write your own questions using each word: (*any suitable questions*)

Who — Who is coming? _____

What — What is that? _____

Where — Where is the dog? _____

4. Here are some answers to unknown questions. Write the question that could be asked: e.g.: *You will go.* = *Will you go?*
- a. It is here. *Where is it?*
 - b. He will come tomorrow. *When will he come?*
 - c. Papa has it. *Who has it?*
5. Change the word order of these sentences to create questions without using question words: e.g.: *She is here.* = *Is she here?*
- a. That is the cat. *Is that the cat?*
 - b. The food is hot. *Is the food hot?*
 - c. We are lost! *Are we lost?*

Worksheet 67Copywork & narration

Read the extract below. Discuss and look up any new or difficult words. Narrate the extract, and retell it orally, as accurately as you can to your parents.

Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 4 pg.27

“I have hurt my leg, Kobus. Quickly, help me up,” said Papa. “I can't ... walk! I think my leg's ... broken.”

Vocabulary

1. Match the word from the passage to the correct definition:

- | | |
|-------------------|---|
| a. hurt | b <input type="checkbox"/> fast, speedily |
| b. quickly | d <input type="checkbox"/> smashed, cracked |
| c. help | a <input type="checkbox"/> injured, damaged |
| d. broken | c <input type="checkbox"/> aid, assist, and support |

2. Write the **antonym** (a word with the opposite meaning) from the passage for:

- a. arm = leg _____
- b. slowly = quickly _____
- c. can = can't _____
- d. know = think _____
- e. fixed = broken _____

3. How many words can you make with the letters “**broken**”?

nob, rob, robe, bone ~ <https://wordmaker.info/how-many/broken.html>

Grammar

Using the passage above, complete the following grammar activities:

Contraction

A contraction is a shortened form of two words joined to each other and letter/s from the second word are missing. When writing a contraction, no space is left between the words and the apostrophe is used in place of the missing letter/s.

e.g.: **don't** = do + not

(The apostrophe shows where the 'o' in 'not' is missing, and not to show where the two words join.)

can't = can + not

didn't = did + not

I've = I + have

It's = it + is

He's = he + is

That's = that + is

should've = should + have

**Basic
Building
Block**

1. Underline all the **contractions** in the passage.
2. Rewrite out the contractions and the two words: can't = can+not, leg's = leg+is
3. Write these words as **contractions**:
 - I will** = I'll _____
 - She has** = she's _____
 - They are** = they're _____
 - have not** = haven't _____
4. We use contractions in **informal** writing, but we should write these contractions out in full for more formal writing:
 - He **should've** left. He should have left. _____
 - I'm** sorry. I am sorry. _____
 - We're** happy. We are happy. _____
 - There **aren't** any books. There are not any books. _____
5. Draw a **dot ●** above the **ellipsis ...** in the passage.
6. Why is it used? Tick to show that Papa is —
 - unsure
 - sick
 - tired
 - confused
 - excited.
 - in pain