

Language Arts

Advanced



Footprints
on Our Land

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Introduction

Welcome to Footprints On Our Land Language Arts.

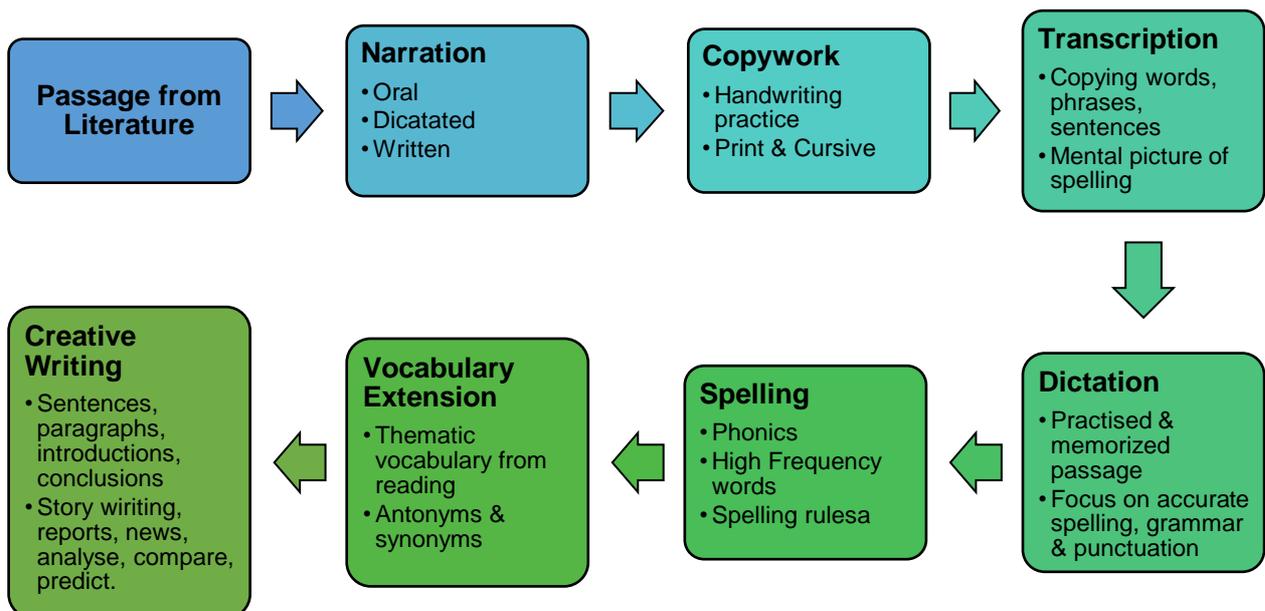
Footprints On Our Land is a wonderful **literature-based curriculum**; the content uses a selection of “**living books**”¹ that make the subject come alive, conveying ideas in a narrational, conversational tone, not textbook-type facts.

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.

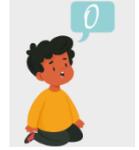
May you and your children enjoy this English learning experience and find it natural, rich, and rewarding!

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://simplycharlottemason.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 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

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>) | | |

Language Arts Grammar Guide

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*

Language Arts Grammar Guide

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)

Language Arts Grammar Guide

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.)*

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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.**

Language Arts Grammar Guide

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**’.

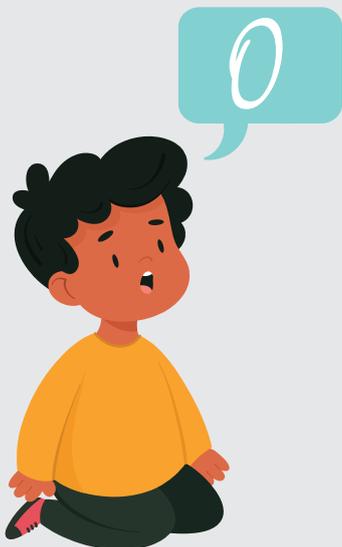
Teach Spelling



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

¹Ghamka glanced timidly at his father’s face. ²It was set like a stone, and his mobile mouth had hardened to a thin, bitter line. ³His eyes, usually sparkling with fire and life, were hooded and dull.

⁴A pitiful sound came from the bull, between a bellow and a moan, and Ghamka shrank back as the beast tried to struggle to his feet.

Vocabulary

1. Look up the meanings for and write out these words in alphabetical order:
timidly, mobile, hardened, bitter, usually, hooded, pitiful, bellow, shrank, struggle

2. Write your own **synonyms** (words with a similar meaning) for the following words:

timidly: _____; **pitiful** _____; **mobile** _____

bellow _____; **struggle** _____; **shrank** _____

Grammar

Using the passage above, complete the following grammar activities:

Clause

A clause is a part of a sentence or a group of words in a sentence that has a **subject** (the person or thing) and a **predicate** (verb or action word) and a **predicate** (verb).

All complete sentences have at least 1 clause.

e.g.: **He ate bananas.** ‘He’ is the subject, ‘ate’ is the verb, ‘bananas’ is the object

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Block**

3. Put **brackets** around the **clause** in the third sentence. Rewrite the sentence without the clause. _____

4. Tick ✓ if the examples below are **independent clauses** (makes sense on its own) or a **phrase** (does not have either a subject or a verb and cannot stand on its own)

- a. Sarah smiled **independent clause** **phrase**
- b. Needing help **independent clause** **phrase**
- c. He went in **independent clause** **phrase**
- d. Best friend **independent clause** **phrase**

Simile

A simile is a comparison made between two things to show similarity and uses the words '**like**' or '**as**' – e.g.:

He was **as** slippery **as** an eel. (*His is compared to eel.*)

The boy was **as** thin **as** a rake. (*His thinness is compared to a rake.*)

Cheetahs run **like** lightning. (*The cheetah's speed compared to lightning.*)

She slept **like** a log. (*Her sleeping is compared to a log.*)

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Block**

- 5. Underline the simile in the passage.
- 6. Write your own **simile** for the sound the bull made. Use '**like**' or '**as**' to make your comparison. _____

Suffix

A suffix is a letter or group of letters **added to the end of a word** to change its meaning or function, such as **-ly, -ed, -s, -ing, -ful**

e.g.: **-s:** hand – hands (**plural**)

-ed: fish – fished (**past tense**)

-ing: sing – singing (**continuing**)

**Basic
Building
Block**

- 7. Find and **tick** ✓ all the words ending in **-ly, -ed, -s, -ing, -ful**. Draw a **slash** between the root word to separate the suffixes.)
- 8. Add **suffixes** to these words to make sense in the sentences below:
 - a. The men were **sharpen**____ their spears.
 - b. **Run**_____ towards the clearing, the elephant crashed through the bush.
 - c. He **close**____ the box.
 - d. This is a **delight**_____ story.
 - e. The tide came in **slow**_____.

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

Sombre in the grey light, mountains reared to the left and right of the pass, peak after peak swathed in heavy cloud. Waterfalls dashed from rugged crags to swell the little river far below. Dark, ancient forest clothed the flanks of the mountains as far as the eye could see, and, far off, a faint lightening of the horizon heralded the sea.

Vocabulary

1. Use a dictionary to look up these words. Match the word to its **meaning** with an arrow:

- | | |
|-------------------|---|
| sombre * | * cover with wraps or bandages |
| swathed * | * boundary line where the earth and sky seem to meet |
| crags * | * the sides of something |
| flanks * | * announced, proclaimed, forerunner |
| heralded * | * dark, dismal, dull, gloomy |
| horizon * | * steep, rugged rock |

2. **Circle** the **antonyms** (words with the opposite meaning) in the passage for these words: **young, idled, whispered.**

Grammar

Personification

Personification is when you give an object or animal or human behaviours.
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.*

**Basic
Building
Block**

3. Underline all the phrases in the passage using **personification**.

4. Underline the personification in the sentences below:

e.g.: My alarm **clock yells** at me to get out of bed every morning.

- a. The avalanche devoured anything standing in its way.
 - b. The door protested as it opened slowly.
 - c. The moon played hide and seek with the clouds.
 - d. The stairs groaned as we walked on them.
 - e. The ivy wove its fingers around the fence.
 - f. The thunder was grumbling in the distance.
 - g. The cactus saluted those who drove past.
 - h. The wildfire ran through the forest at an amazing speed.
 - i. The moon smiled at the stars in the sky.
 - j. The leaves waved as we passed by.
5. Draw a **box** around each **clause** in the first sentence. They will have commas to separate them. **Tick ✓ above the independent clause** (can stand as a sentence on its own).
6. What kind of paragraph is this?
 Expository **Persuasive** **Descriptive** **Narrative**
7. Write '**adj**' above all the **adjectives** (words that describe a noun) used in this paragraph.

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. 21

1“This egg is your army,” the old man said. 2You must do this” – he pulled the egg apart.
3The captains looked at each other, tight-lipped. 4Surely, they thought, Abib did not mean that they should halve their fighting men. 5But Abib had not finished, and he gave them a sharp look. 6They looked down like shame-faced children.

Vocabulary

Please provide your own **synonym** (words with a similar meaning) for these words:

pulled - _____

looked - _____

halve - _____

finished - _____

Grammar

1. Draw a **tick** ✓ all the **hyphens**.
2. **Circle** the **compound** word which has a hyphen. (A compound word is formed when two words are combined to make a new word.)
3. Underline the adjectives used to describe the **man** in the 1st sentence, the **men** in the 4th sentence, the **look** in the 5th sentence, and the **children** in the last sentence.

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.: ***She is an early bird. Her eyes were diamonds. He is a shining star.***

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.*

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4. The last sentence uses an analogy (a comparison) to describe the men's expression. What type of analogy is it? Tick if it is a **simile** or a **metaphor**?
5. Rewrite the sentence with your own analogy.

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.

Chapter 14 pg. 85

The judges discussed the matter in low voices. Ghamka’s heart beat uncomfortably fast.

Suppose he was not accepted! He would be despised by the whole village as one who had to stay with the women because he was unworthy to rank as a man.

Vocabulary

1. Draw slashes through the following words to show the syllables.

discussed uncomfortably supposed despised accepted unworthy

Grammar

Prefix

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

The prefix ‘**un**’ means ‘**not**’ and it changes the word’s meaning to the negative, e.g.: **unimportant** (not important), **unpleasant** (not pleasant)

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Block**

2. ‘**un**’ is a **prefix**. Find and **circle** the 2 words in the passage that begin with ‘**un**’.
3. Draw a **slash** between the prefix and root word.
4. Rewrite these 2 words without their prefixes. _____
5. Can you think of another word that starts with the **prefix ‘un’** and write it in a sentence to show its meaning:

**Basic
Building
Block**

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

6. Put a **dot ●** above the **apostrophe** in the passage. What is the **apostrophe** used for?
- To show plural** **To show possession** **To show a contraction**
7. Draw a **tick ✓** above the **negative** word in the passage that is **not** a prefix.

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

“Oh, no!” said Luis, “it can’t be time yet! It’s that new teacher showing off,” he grumbled, wriggling into his shirt, tucking it into his breeches and pulling his wide waist-band tight to keep them up. Then he pulled on his dark blue regulation school smock, picked up his slate and scabbled for his slate pencil in the rough river grass. “I’m ready. Race you to the top!”

Vocabulary

1. **Match** the definitions for these **words** that appear in the passage. Join with a line/ arrow:

- | | |
|---------------|--|
| A. grumble | <input type="checkbox"/> fold, gather and to push into |
| B. wriggle | <input type="checkbox"/> a long duster shirt |
| C. tuck | <input type="checkbox"/> a chalk board made from stone |
| D. regulation | <input type="checkbox"/> moan, protest or complain |
| E. smock | <input type="checkbox"/> uneven, coarse, bumpy |
| F. slate | <input type="checkbox"/> to scabble, rush and dash |
| G. scramble | <input type="checkbox"/> directed by rules |
| H. rough | <input type="checkbox"/> to wiggle, squirm or twist |

Grammar

Using the passage above, complete the following grammar activities:

Contraction

A contraction is a shortened form of **two words joined** to each other where letters 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).

**Basic
Building
Bloc**

1. **Tick** ✓ above the three **contractions** in the passage. **Rewrite** the contractions in full: _____

This passage is a spoken dialogue. Let us look at the rules to writing dialogue:

<p>Dialogue</p> <p>Dialogue is spoken conversation written with quotation marks. e.g.: ²<u>Dad said</u>, ³ ¹"<u>Come here.</u>"¹ ⁵ ¹"⁴<u>Be careful!</u>⁶" ²<u>shouted Mom</u>, ¹ ¹"<u>It looks dangerous!</u>"⁶"</p> <p>Here are six dialogue rules:</p> <ol style="list-style-type: none"> 1. Any spoken words are written inside double quotation marks " " 2. Use <u>tags</u> (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. 	<p>Basic Building Block</p>
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2. **Underline** all the spoken **dialogue** in the passage that appears between **quotation marks**.
3. **Who** is speaking in this passage? _____
4. **Circle** the **exclamation marks** in the passage.
5. Is the **exclamation mark** **inside** or **outside** the apostrophe? **Tick**
6. Let's look at the **attribution** (who is speaking) in the first sentence: **Rewrite** the sentence –
 - a) with the attribution at the end: *Take care with the punctuation!*

 - b) with the attribution at the beginning.

Which seems to be more expressive? Why? (Discuss this with your mom)

<p>Suffix</p> <p>A suffix is a letter or group of letters added to the end of a word to change its meaning or function:</p> <p>e.g.: -s: hand – hands (plural) -ed: fish – fished (past tense) -ing: sing – singing (continuing)</p>	<p>Basic Building Block</p>
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7. Draw **boxes** around all the **verbs** with **-ed** or **-ing** in the passage. **Draw** a slash to separate the root word from the **suffixes**.
8. Draw squiggly lines under all the **adjectives** (that describe a noun)..

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 3

Luis stared and stared. Even in his dreams he had not known the caravels would be so beautiful. Built of gleaming golden wood, they rode the water like swans. From narrow bows, their shape curved to the proud, high stern with its prow that resembled a castle.

Vocabulary

1. Look up the terms used to describe the ship and write the **definitions** here:

bows - _____

stern - _____

prow - _____

caravel - _____

Grammar

Using the passage above, complete the following grammar activities:

Analogy

An analogy is the process of comparing two different aspects or things with similar qualities. Writers often use **similes** or **metaphors**:

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. She slept **like** a log.*

Metaphor

A metaphor compares two 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.***

**Basic
Building
Block**

2. The author uses two **analogies** : a **simile** (a comparison between 2 things using **like** or **as**) and a **metaphor** (comparing the qualities of 2 things). Double underline the **simile** and use a squiggly line to underline the **metaphor**.
3. **Circle** all the **adjectives**.
4. Draw a **tick** ✓ above all the words that **end with -ed**. The **-ed** suffix shows that the verbs are **present** / **past** / **future** tense.

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

Behind the castle loomed the jungle in many different shades of green, dense and impenetrable. The sun was going down in a haze of rose, mauve and flame, and soon the swift darkness of the tropical nightfall hid both the jungle and the castle with its parapets and towers.

Vocabulary

1. **Look up** the meanings and learn these spelling words:

castle	jungle	different	impenetrable
haze	mauve	tropical	parapets

2. Write your own **synonyms** (words with a similar meaning) for these words:

dense- _____
swift- _____

3. Draw a **circle** around **antonyms** (words with opposite meaning) in the passage for:

in front slow revealed desert clear

Grammar

Using the passage above, complete the following grammar activities:

<p>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</p>	<p>Basic Building Block</p>
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4. Draw a **box** around a **compound word** in the passage and **draw** a slash to separate the 2 words.

5. Can you create **compound words** by matching a suitable word from the 2nd column?

Write the compound word out in full in the 3rd column:

- | | | |
|-----------------|-----------------|-------|
| A. Table | 1. pit | _____ |
| B. Fire | 2. spoon | _____ |
| C. Snow | 3. top | _____ |
| D. Lap | 4. flake | _____ |
| E. Arm | 5. works | _____ |

Prefix

A prefix is a group of letters added to the **beginning** of a root word to change its meaning. These prefixes have the following meanings:

e.g.: **unimportant** (*not important*), **impossible** (*not possible*)

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function such as: **-s, -ed, -ing, -ly, -ment, -able, -ness**

e.g.: **-s**: *hand* – **hands** (*plural*) **-ed**: *fish* – **fished** (*past tense*)

-ing: *sing* – **singing** (*continuing*)

**Basic
Building
Block**

6. Underline all the words in the passage with **prefixes** and **suffixes**.
7. **Tick** ✓ above the **prefix or suffix** in each word.

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. 101 Tempest!

“Batten down the hatches!” shouted Dias. “All men not on watch get below! Rig safety lines! Secure the yard-arm! Move for your lives, men!”

The gale howled and whistled through the rigging like a thousand furies. Somehow Pinto managed to reach Luis. They held onto each other as the caravel shuddered up each mountainous wave before slamming down the other side.

Vocabulary

1. Dictionary exercise: Look up these **nautical terms** (words to do with sailing) and **match** them to the definitions with a line/ arrow:

- | | |
|---------------------------|----------------------------------|
| • Batten down | A. be on duty |
| • hatches | B. tie onto ropes |
| • Get below | C. opening on deck |
| • Rig safety lines | D. fasten down |
| • Yard-arm | E. go to cabins |
| • On watch | F. wooden arm across mast |

2. **Tick** ✓ above all the **verbs** (action or doing words) in the passage.

3. Underline the **simile** (a comparison using ‘like’ or ‘as’) in the passage.

4. Draw a **dot** ● above the **adjective** describing the waves. Write a **synonym** (word with a similar meaning) and an **antonym** (a word with the opposite meaning) to replace that adjective.

synonym: _____ antonym: _____

5. **Circle** all the **prepositions** in the passage (word/s to show **position**) 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.

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 5 pg.27

In the morning, the north-west wind continued with unabated force. Even the men had difficulty in standing as they viewed the damage done during the night, and Jannie had to bend right forward into the gale to keep his footing. The waves came almost up to the tents, crashing onto the sand and foaming and rushing up the beach as if they wanted to devour everything that stood in their path.

Vocabulary

1. Write the **synonyms** (words with similar meanings) found in the passage for:

persisting: _____

consume: _____

lean: _____

harm: _____

Grammar

Using the passage above, complete the following grammar activities:

Hyphen

A hyphen is a punctuation mark that looks like a short dash –.

Hyphens are used to join two words or parts of words together for several reasons –

- Join 2 or more words in compound **numbers** –
e.g.: **twenty-two**, **1-year-old**
- When **compass points** are used as directions
e.g.: **north-west**

**Basic
Building
Block**

2. Draw a **dot** ● above the hyphen.
3. **Write** these words with **hyphens** to show they are **compound numbers** and **directions**:
- I have twenty one pairs of red socks.
 - A six metre ladder will be tall enough.
 - The 7 year old boy lost his whistle.
 - The wind is blowing south east of the shore.
 - The station is north west of the park.
4. **Tick** ✓ above all **verbs ending with -ing** and draw **slashes /** to separate the root word from the **suffix**.

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)

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function such as **-s, -ed, -ing, -ly, -ment, -able, -ness**

e.g.: **-s**: hand – hands (plural) **-ed**: fish – fished (past tense)

-ing: sing – singing (continuing)

Basic Building Block

5. **Underline** the word in the first sentence that has a **prefix** and a **suffix**.
6. Write the **suffix** here and use it in another word. _____
7. The **prefix 'un-'** changes the meaning of the word to 'not'. **Add 'un-'** to the following words and use them in a sentence to show its new meaning:
 - a. **happy** - _____
 - b. **pleasant** - _____
 - c. **done** - _____

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.***

Basic Building Block

8. Draw a **box** around the personification in this passage. Can you write your **own personification** describing the way the waves came onto the beach –

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 8 pg.48

The next wave broke over him, curving down with a crash and churning the sand into a violent tumult. He was caught up in rushing, tumbling water. He was swirled around, as powerless as a baby. Foam billowed over his head. He did not know what was happening.

Vocabulary

- 1. Draw **boxes** around the **synonyms** (words with similar meanings) in the passage:

powerful destroyed flowed toppling stirring
whirled helpless

Grammar

Using the passage above, complete the following grammar activities:

- 2. Draw a **dot ●** above all **verbs** in the passage ending with **-ing**.
- 3. **Rewrite** these verbs **without an ending** and then again with the ending **-ed**:

_____ _____

Pronouns

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

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

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

e.g.: *Dad* loves to ride his bike. The *cat* licks her fur.

Basic Building Block

- 4. **Circle** all the **pronouns** in the passage.
- 5. A **simile** is a comparison between two things using the words 'like' or 'as'. **Underline** the simile in the passage.

Preposition

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

Basic Building Block

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

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 12 pg.74

One ... two ... three ... He tried to count so that he might know how much longer he must endure the beating, but after ten strokes he lost count. After what seemed like a dozen more, he almost lost consciousness. The world had become one vast pool of pain into which he was sinking deeper and deeper.

Vocabulary

1. **Match** the word from the passage to the correct **definition** with a line:

a. count -	<input type="checkbox"/> suffer, tolerate or withstand
b. endure -	<input type="checkbox"/> twelve, a lot
c. strokes -	<input type="checkbox"/> awareness, mindfulness
d. dozen -	<input type="checkbox"/> tally or calculate
e. consciousness -	<input type="checkbox"/> massive, huge, immense
f. vast -	<input type="checkbox"/> lashes, blows or hits
2. Break the word '**consciousness**' into **syllables** using slashes.
3. Write the **antonyms** (words with the opposite meaning) found in the passage:

surrender: _____	minuscule: _____
rising: _____	found: _____

Grammar

Using the passage above, complete the following grammar activities:

1. Draw **boxes** around all the **number words**. (Try to find all five!)
2. Look up these **number words** and write them out mathematically:

a. a dozen – _____	d. two million – _____
b. a decade – _____	e. a century – _____
c. a quarter – _____	

Metaphor

A metaphor compares two things, but it doesn't tell us that it is making a comparison, but doesn't use 'like' or 'as' like a simile.

Metaphors form word pictures in our minds like e.g.: ***He is a shining star.***

**Basic
Building
Block**

3. Underline the **metaphor** in the passage.
4. Write your own **metaphor** describing your experience of terrible pain:

5. **Circle** all the words with the **suffixes** (or endings) **-ly, -ed, er, -ing, -s, -ness, -er** in the passage.

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.

Chapter 16 pg.105

Still later in the afternoon, when neither Mr Haan nor Willem had returned to the station, a party of soldiers was sent out to look for them. The two men were found hiding in the bush near the fort, driven from the kloofs by the roaring of lions, which always began as evening approached.

Vocabulary

1. Write the following words in **alphabetical** order:
for, evening, approached, found, bush, fort, kloofs, lions, afternoon, party

2. Draw a **dot ●** above the word '**station**' in the passage.
3. '**Station**' ends with '**-tion**' that sounds like "*shun*". Write 3 other words with the same '**-tion**' ending. _____

Grammar

Using the passage above, complete the following grammar activities:

4. Underline the words '**neither ... nor**' in the passage.
5. Write a sentence of your own using '**neither nor**':

6. Just like '**neither ... nor**' always work together, so also is '**either ... or**'. Write a sentence of your own using '**either ... or**':

7. **Circle** the **collective** noun (a word that indicates a **group**) in the passage.
8. **Match** the **collective noun** to its animal:

pack, swarm, herd, shoal or school, colony, pride, flock

- a. a _____ of bees
- b. a _____ of fish
- c. a _____ of sheep
- d. a _____ of birds
- e. a _____ of lions
- f. a _____ of wolves
- g. a _____ of ants

A Clause

A clause is a part of a sentence or a **group of words** in a sentence that has a **subject** (something or someone) and a **predicate** (a verb or doing word)

A **comma** is often used to indicate the clauses.

- **An independent (main) clause** is a complete thought that can stand alone as a sentence.
- **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" cannot make sense and 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.

**Basic
Building
Block**

1. The first sentence has several **clauses** which are indicated by **commas**. Draw a **box** around each clause.
 9. Read each clause on its own to see whether they are **independent** (can stand alone) or **dependent** (cannot stand alone) and then write 'dep' or 'indep' above each clause to label them.
 10. **Rewrite** the first sentence without the middle clause.
-

Worksheet 13Copywork & 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

The *Dromedaris* dipped and tugged at her anchor chain. Perched perilously on the railings, like a finch on a twig, sat Job Boom. His sisters, Carola and Grietje, were gazing down the side at the ladder which was swinging over the grey water and at the man who was climbing it, the Honourable Director Roch, in his black velvet cloak.

Vocabulary

Match the words in the list to the correct **definitions**. Write the correct number in the box:

- | | |
|----------------------|--|
| 1. tugged | <input type="checkbox"/> sit balanced on something |
| 2. anchor | <input type="checkbox"/> fences, rails |
| 3. perched | <input type="checkbox"/> staring, watching and looking |
| 4. perilously | <input type="checkbox"/> a heavy hook used to secure a ship |
| 5. railings | <input type="checkbox"/> a series of bars between two lengths of wood |
| 6. gazing | <input type="checkbox"/> pulled, yanked, jerked |
| 7. ladder | <input type="checkbox"/> fabric that has a short, thick pile on one side |
| 8. velvet | <input type="checkbox"/> dangerously, worryingly, scarily |

Grammar

Using the passage above, complete the following grammar activities:

- Why is the word *Dromedaris* typed in italics? **Tick** the answer:
 - To show it is a proper noun
 - To show it is the name of a ship
 - Instead of being underlined
 - All the above
- When we write the names of ships and book titles, we do not use italics, but we underline the name or title instead. **Rewrite** the first sentence and underline the name of the ship.

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**

3. **Underline** the **simile** (a description using **like or as**) in the passage. Rewrite the sentence and use your **own** simile.

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)

**Basic
Building
Block**

4. **Tick ✓** above all the words that **end** with **-ed**. Words that end with **-ed** indicate that the verb has already happened = past tense.
5. **Write** the correct **suffix -ed or -ing** to the verbs in **bold** to indicate the correct tense. (Spelling changes in some words.)
- I was **sing**_____ on my way to the park.
 - Sam **walk**_____ to the park yesterday.
 - Dad **kiss**_____ mom goodbye this morning.
 - We **hope**_____ that the rain would stop.
 - He is **laugh**_____ at my jokes.
 - The mechanic is **fix**_____ our car right now.

Article

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

- 'a' is used before a noun beginning with a consonant
e.g.: **a** dog, **a** cup
- '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**

6. Draw a **dot ●** above all the articles '**a**', '**the**' or '**an**' in this passage.
7. Write the correct **articles** for these nouns:
- He climbed ___ **ladder**, carrying ___ **apple** and ___ loaf of bread in ___ **bag**, and ate them at ___ **top**.

Worksheet 14Copywork & 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. 35

There was no answer. Job stood behind a rock as if frozen to the spot, staring with dilated eyes at David, spreadeagled in the grass, his face downwards, his arms outstretched and blood hardening on his fair hair. Job tried to call, but his voice had gone.

Vocabulary

1. Write the **synonyms** (words with similar meanings) found in the dictation for:

pale - _____

widened - _____

ice-covered - _____

reply - _____

disappeared - _____

Grammar

Using the passage above, complete the following grammar activities:

Comma

The comma ',' is a punctuation mark and is mostly used to separate ideas in a sentence:

- To separate items in a list of three or more items, e.g.: *I will buy apples, bananas, and kiwis.*
- To separate phrases and or clauses, e.g.: *After a big dinner, we like to rest before swimming*

**Basic
Building
Block**

2. Draw a **dot ●** above all the **commas**. Tick why they are used.

To make a list of things

To create short sentences

To divide a very long sentence into phrases and clauses

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**.)

**Basic
Building
Block**

3. Draw **boxes** around all the **pronouns** in the passage.
4. **Underline** the **simile** (a description using **like** or **as**).

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**

5. Draw **slashes** to separate all the **compound words**. Rewrite them in full:

Worksheet 15Copywork & 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. 48

One by one, they recognized other animals. It was too much! The men were beside themselves with rage. Bringing back their own stolen cattle! Parading it before their very eyes!

Vocabulary

- Draw a **dot** ● above the **antonyms** (words with opposite meanings) in the passage for these words:
 - unknown**
 - returned**
 - calm**
 - skulking**
- Underline the **synonyms** (words with similar meanings) in the passage for: **identify, displaying, fury, pinched**

Grammar

Using the passage above, complete the following grammar activities:

Subject

The subject of a sentence is the **person, place, thing, or idea** that is doing or being, and 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.

e.g.: **The ship** sailed to port. **People** need to eat to survive.

**Basic
Building
Block**

- Look at each sentence and ask **who** or **what** did the verb (action) in that sentence. The answer is the **subject**. **Tick** ✓ above the subject in each sentence.
- Two sentences do NOT have a subject. (Writing sentences without a subject is poor form and should be avoided.) **Rewrite** these sentences and add suitable subjects:

- Circle** the **homophone** (a word that sounds the same but is not spelt the same) for ‘there’.
- Draw a **box** around the **compound word** and draw a **slash** to separate it into two separate words.

Worksheet 16Copywork & 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. 63

The rowers pulled in their oars and jumped out. Then a great, burly sailor lifted from the boat a very tall, gaunt man, whom he carried over the shallow water and the sand to the grass beyond. Two boys walked after them – one bigger than Job, the other smaller. The sailor set the tall man on his feet and he swayed weakly, steadying himself with a hand on the shoulder of each of the two boys.

Vocabulary

1. Tick the **antonyms** (words with opposite meanings) in the passage for **plump, deep, smaller, short**
2. **Match** the words below to the correct **meanings**. Write the letter in the :

a. oars	<input type="checkbox"/> thin, skinny, bony, scrawny
b. burly	<input type="checkbox"/> elsewhere, yonder
c. gaunt	<input type="checkbox"/> a strong, muscular, beefy person
d. shallow	<input type="checkbox"/> feebly, uncertainly, indecisively
e. beyond	<input type="checkbox"/> paddles or wooden blades to pull a boat
f. swayed	<input type="checkbox"/> fixing, supporting, strengthening
g. weakly	<input type="checkbox"/> a rocking, shifting movement
h. steadying	<input type="checkbox"/> water at a low level

Grammar

Using the passage above, complete the following grammar activities:

3. Draw a **dot** ● above the **verbs** (action or 'doing' words) in the passage.

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.

These are prepositions:

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**

4. **Circle** all the **prepositions**.
5. **Underline** all the **adjectives** (words that describe nouns) in the passage.

Degree of comparison

Degrees of comparison are adjective that compare one thing/person to another. Adjectives are used to compare, describe, quantify, modify or identify nouns/pronouns and have three degrees of comparison –
e.g.: Let's look at the adjective 'fast':

1. **Positive degree** – *The cat runs **fast***
2. **Comparative degree** – *The cat runs **faster** than a dog.* (-er ending - think of 'more' - compares 2 things)
3. **Superlative degree** – *The cat runs the **fastest** of all animals.* (-est ending – think of 'most' - compares several things)

**Basic
Building
Block**

6. Draw **boxes** around the **adjectives** that show **degrees of comparison** in the passage with the suffix **-er** and **-est**.
7. Add **-er** and **-est** to the words below. Remember that the spelling sometimes changes:

long: _____	big: _____
blue: _____	heavy: _____
8. **Write** the correct form of the adjectives in these sentences to show the **comparative degree**:
 - a. She is (**smart**) _____ than her sister.
 - b. I am (**old**) _____ than her.
 - c. This is the (**big**) _____ piece of cake!
 - d. The (**bright**) _____ light is shining.
 - e. The storm seems (**calm**) _____ now.

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 1 pg.5

Toma sat hunched up in the crevice between the granite boulders of the low hill, his head resting limply on his knees, his eyes closed. How long he had been there he did not know. He was aware only of a great silence of fear within himself. It felt as if all life had come to an end, as if his slender brown body had already become a part of the grey stone pressing around him.

Vocabulary

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

- | | |
|--------------------|---|
| a. hunched | <input type="checkbox"/> a very hard type of rock |
| b. crevice | <input type="checkbox"/> slim, small, lean body type |
| c. granite | <input type="checkbox"/> floppily, droopily, lifelessly |
| d. boulders | <input type="checkbox"/> sit bent over with a curved back |
| e. limply | <input type="checkbox"/> quiet stillness |
| f. knee | <input type="checkbox"/> large rocks, often round-shaped |
| g. silence | <input type="checkbox"/> a joint which bends the leg |
| h. slender | <input type="checkbox"/> a gap, crack or split in a rock |

2. **Underline** the synonyms in the dictation for **crack, shut, quietness, rocks, pushing**

3. Write your **own antonyms** for these words:

- | | |
|------------------------|----------------------|
| limp - _____ | fear - _____ |
| slender - _____ | great - _____ |

Grammar

Using the passage above, complete the following grammar activities:

1. Draw **boxes** around the **homonyms** in the passage of 'their' and 'no'.

<u>Adjectives</u>	Basic Building Block
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.: <i>blue dress, slow train, hot food</i>	

2. Tick ✓ above all the **adjectives** in the passage.
3. Write a **synonym** (a word with a similar meaning) as **adjectives** for these sentences:
 - a. (**Big**) _____ boulders fall down the mountains.
 - b. He watched the plane fly over the (**small**) _____ hill.
 - c. The air was filled with a (**loud**) _____ noise.
 - d. The boy's (**thin**) _____ body lay on the bed.
 - e. Lions lay on the (**hot**) _____ sand in the desert.

<u>Adverb</u>	Basic Building Block
An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with -ly e.g.: <i>The children ran quickly. The man walked slowly.</i>	

4. **Adverbs** usually end in **-ly**. Draw a dot ● above the **adverb** in the passage that ends **-ly**.
5. Write your own **adverbs** ending with **-ly** to describe these verbs:

eat _____	sit _____
wait _____	walk _____

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 4 pg. 33

Forcing himself to run on, he came to a dry river bed winding like a silver snake across the red sand. Here he buried one of the ostrich eggshells as his grandfather had instructed him and marked the place carefully with a small heap of pebbles.

Vocabulary

Match the words from your passage to the correct definition. Write the number in the box:

- | | |
|----------------------|---|
| 1. forcing | <input type="checkbox"/> dig and cover under some soil |
| 2. winding | <input type="checkbox"/> commanded, told or directed |
| 3. buried | <input type="checkbox"/> zigzagging, twisting and curving |
| 4. instructed | <input type="checkbox"/> a pile or stack of something |
| 5. heap | <input type="checkbox"/> pushing and driving himself |

Grammar

Using the passage above, complete the following grammar activities:

1. **Underline** the **simile** (a comparison using 'like' or 'as').
2. Rewrite the simile in your own words:

3. **Tick** ✓ above all the **adjectives** that describe nouns.
4. Draw a **dot** ● above the **adverb** that ends **-ly** in the passage.
5. Draw a **box** around all the **verbs** (action words) in the passage.
6. Rewrite these verbs and **add your own adverb** to each:

7. Draw a **star** ✨ above all the **prepositions** (showing a position) in the passage.

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.

**Basic
Building
Block**

1. Look at the first sentence in the passage. Draw an **arrow** ↓ above the **comma** in the sentence. The comma in this sentence indicates a phrase and clause.
8. Is "*Forcing himself to run on*" a **dependent** or **independent** clause?
9. Rewrite this clause as a complete sentence by adding a **subject**:

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 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:

- ___ 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 splattered the little crumbling clots into his hair and the wind sang in his ears.

He ran the length of the beach and back again, then up a sandhill and here his breath gave out, so that he flopped onto his back, arms spread wide, the sky pearl-grey above him, the air on his face cold and clean.

Vocabulary

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

- | | |
|----------------------|--|
| 1. through | <input type="checkbox"/> covers over, extended across |
| 2. tide | <input type="checkbox"/> lumps or globs |
| 3. spread | <input type="checkbox"/> splattered and sprinkled |
| 4. splattered | <input type="checkbox"/> sandy shoreline or coastline |
| 5. crumbling | <input type="checkbox"/> inhalation or lungful of air |
| 6. clots | <input type="checkbox"/> going into and across |
| 7. length | <input type="checkbox"/> fell down and slumped to the ground |
| 8. beach | <input type="checkbox"/> breaking into smaller pieces |
| 9. breath | <input type="checkbox"/> the surge of seawater that rises or falls |
| 10. flopped | <input type="checkbox"/> the stretch or distance to the end |

2. Circle the **synonyms** (words with the same meaning) for these words:
lumps, air, stretch, breeze

Grammar

Using the passage above, complete the following grammar activities:

- How many sentences are there in the passage? 1 2 3 4 5
- Draw a **dot** ● above all the **commas** in the passage.
- Draw **slashes** through all the words with **two syllables** (the basic sounds that make up words).
- Draw a **star** ✨ above the **compound words** (two words joined into one new word).
- Draw **boxes** around the **adjectives** (words that describe nouns).

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**

**Basic
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Block**

- 8. **Underline** the **independent clause** in the last sentence of the passage.
- 9. Rewrite the last sentence beginning a new sentence where each comma appears. (You'll have to add or leave out extra words!) Remember to punctuate.

Worksheet 21Copywork & 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

It was pitch dark and very cold. The everlasting Cape wind blew so hard, that it was all he could do to make his way in the face of it. He shouldered the garden tools, turned and saw the swaying pin-points of lights far out at sea, which told of a ship at bay.

Vocabulary

- Write a **synonym** (words with similar meanings) for:
 everlasting - _____ swaying - _____
- Match** the definitions below to the words from your passage. Write the number in the box:

1. pitch dark	<input type="checkbox"/> carried, bore upon his shoulders
2. everlasting	<input type="checkbox"/> small, specific points
3. shouldered	<input type="checkbox"/> swinging, rocking, shifting
4. swaying	<input type="checkbox"/> extremely dark
5. pin-points	<input type="checkbox"/> endless, unceasing, perpetual

Grammar

Using the passage above, complete the following grammar activities:

- Draw a **dot** ● above the **proper noun** in the passage.
- Circle** all the **adjectives** (words that describe nouns).
- Draw **boxes** around the **verbs** (action or being words).
- Rewrite the phrase "**shouldered the garden tools**" so that you include a **preposition**. _____
- Tick** ✓ above a **compound word**.
- Match** these separate words to form **compound words** and write them out:

a. rail	i. book	_____
b. foot	ii. times	_____
c. note	iii. ball	_____
d. snow	iv. road	_____
e. some	v. man	_____
- Draw an **arrow** ↓ above the **hyphen** in the **hyphenated** word in the passage.

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 8 pg.66

“Right now, watermelons sound pretty good to me,” he said.

His father insisted, “Carrots, cabbages and beans to eat with our meat come first.”

Vocabulary

1. Underline all the food names.
2. Rewrite these words in **alphabetical** order as a list using commas to separate each word: **watermelons, carrots, cabbages, beans, meat.**
3. Draw a **box** around the **homonyms** (words that sound the same but are spelt differently and have different meanings) in the passage for **meet, 1st, write, two, been**

Grammar

Using the passage above, complete the following grammar activities:

Attribution

Attribution is the identification of the speaker reported in written material, it is the phrase that tells who is speaking in a quote,

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*)
- When the attribution is in the middle of a quotation, attach it to the first part of the quotation, then follow the attribution with a comma and then continue the quotation as part of the attribution.
e.g.: ***"That's great!" Bert exclaimed, "I'm glad!"*** (*"Bert exclaimed" is the attribution*)
- If the quotation ends with the attribution, and the quotation 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. **Circle** the **attributions** (the words telling us who is speaking) in the passage.

5. **Rewrite** the attributions at **a different places**, in the middle of the first sentence, and at the beginning of the second sentence. Watch your punctuation!

6. Rewrite the word **'right'** beginning with these letters instead of **'r'**. Match their meanings with an arrow/ line.

l _____	seeing
m _____	firm
s _____	lamp
t _____	strength

7. Write a **paragraph** describing all the food items that you ate in your last main meal. Don't merely list the foods but include descriptive adjectives!

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 10 pg. 86

Claude interrupted her with a laugh. “So many Frenchmen at Olifants Hoek! There’ll be no more room for elephants. Better call it Fransch Hoek.”

Vocabulary

1. Draw a **dot** ● above the **synonyms** (words with the same meaning) in the passage for:
 * **cut in on someone talking** * **chuckle** * **lots of ...** * **space.**
2. Draw **slashes** to separate the **syllables** in these words:
interrupted **elephants** **Frenchmen**

Grammar

Using the passage above, complete the following grammar activities:

**Basic
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Block**

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*

3. **Underline** all the words with **capital** letters. **Tick** ✓ those words that are **proper nouns**.
4. **Arrange** these proper nouns under the correct headings in the columns:

May	Samuel	Toyota	Mr Min Polish	Paarl	Mrs Smithers
Pietersburg	Netflix	March	Dr Morley	August	Lesotho

<u>Person</u>	<u>Place</u>	<u>Month</u>	<u>Thing</u>

5. Draw a **box** around the **complete sentences** (those with a subject and a verb) in the passage. Add your own words above the fragment sentences to complete them.
6. **Circle** the **contraction** (two words joined together using an apostrophe).
7. Rewrite these words as **contractions**:

They are = _____ **They shall** = _____

We will = _____ **I am** = _____

You had = _____ **I have** = _____

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.

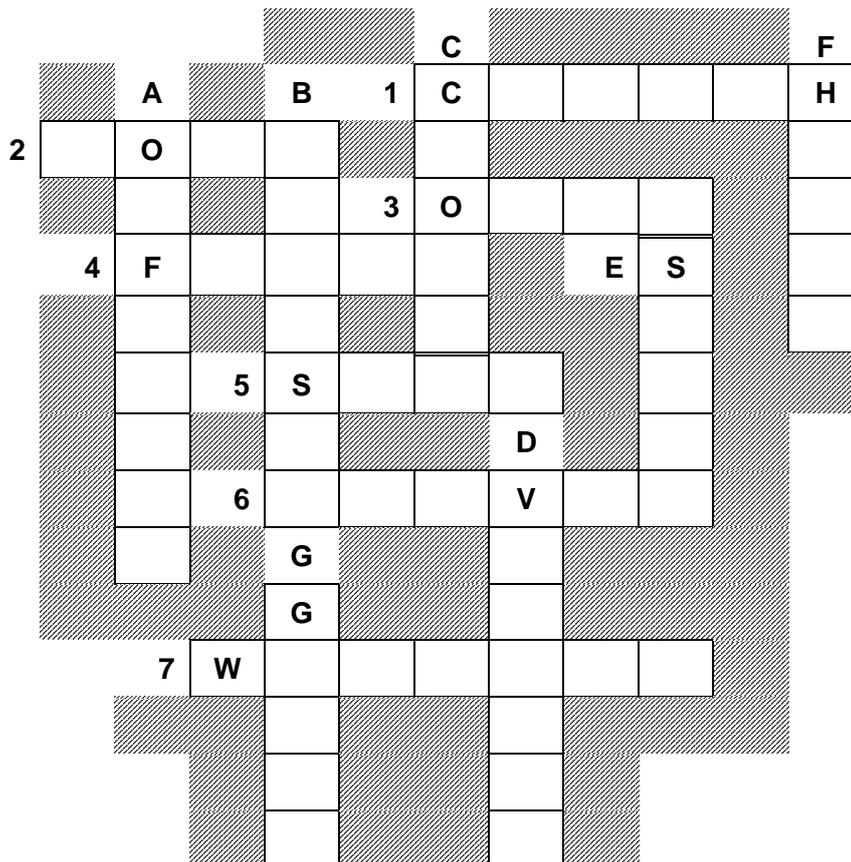
- Using the passage above, write down the food eaten for breakfast, lunch and supper. You can add extra food that would be available these days.

<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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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 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!”

“They would not dare mock this little beetle now!” he muttered to himself. “I, Shaka, am stronger and braver than any of those boastful weaklings!”

Vocabulary

1. Match the words below to the correct meaning. Write out the matching word:

	<u>Definitions</u>	<u>Matching word</u>
A. shouted	bolder, courageous	
B. running	fear, fright, horror	
C. away	yelled, screamed, called loudly	
D. terror	physically weak and frail	
E. dare	mumbled or murmured	
F. mock	proud, arrogant, bragging	
G. muttered	taunt, challenge, provoke someone	
H. braver	sprinting, dashing or jogging	
I. boastful	going, leaving	
J. weaklings	tease, scorn, taunt or ridicule	

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 all the **attributions** in the passage.

2. 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			

Write your own attributions for these quotes: (Check your punctuation is correct.)

- a. “She’s gone!” _____.
- b. _____, “Where is it?”
- c. “Oh no! This is awful!” _____.
- d. _____, “Please let me go.”
- e. “Help me!” _____.

3. **Circle** the **verb** in the attributions that describe **how** the person is speaking.
4. Rewrite the attribution for the 1st quotation **after** the 3rd sentence. (Watch your punctuation!)

5. Now move the attribution used in the last 2 sentences to the **end** of the quotation. (Watch your punctuation!)

6. Rewrite this quote with the attribution in the beginning and then again with it at the end of the quotation:

“I am strong and brave,” Shaka said, “I am not a coward!”

7. **Tick ✓** above the **antonyms** (words with opposite meanings) in the passage for

whispered, women, walking, large, cowardly, go, compliment

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.5-7

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.

Shaka became the hero, not only because of his great courage and skills as a warrior and leader, but also because he was the best composer of songs, the most agile dancer, and the wittiest teller of stories.

Vocabulary

Write the **synonym** (a word with similar meaning) in the passage for these definitions:

- a star or someone to be admired _____
- a musical creator _____
- nimble and active _____
- entertaining or humorous _____
- bravery and daring _____

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:

- Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
- Comparative degree – **The cat runs faster than dogs.**
(add **-er** when you compare two things with each other)
- 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**

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

3. Draw a **box** around the words that the 'more' and 'most' describe.
4. Fill in the degrees of comparison from **more** to **most**: (*Remember these spelling rules – double the last consonant in short vowel words e.g.: **sad – saddest**, – 'y' changes to 'i' e.g.: **ugly – ugliest***)
 - a. happy _____
 - b. brave _____
 - c. angry _____
 - d. bad (careful!) _____
5. Fill in these **degrees of comparison** by adding **-er** and **-est**: e.g.: *cold, colder, coldest*.
 - fast _____
 - strong _____
 - dark _____
 - strict _____
6. Create **comparisons** between these items: (You can use the word in brackets, or you can use your own ideas.)
 - a. This knife is _____ than the other knife. (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

Round his head he wore a circle of otter skin pierced with fiery red feathers, with a single blue crane feather in the middle.

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 these into the ground!” he bellowed.

Vocabulary

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

- | | |
|-----------------------|---|
| 1. pierced | <input type="checkbox"/> to be awkward, ungainly, heavy |
| 2. fiery | <input type="checkbox"/> things scattered or strewn around |
| 3. bellowed | <input type="checkbox"/> shouted, yelled, roared |
| 4. immediately | <input type="checkbox"/> stabbed, pricked, cut, speared |
| 5. littered | <input type="checkbox"/> blisteringly hot, flaming, scorching |
| 6. clumsy | <input type="checkbox"/> at once, instantly, straightaway |

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. Draw a **dot** ● above the **nouns** the adjectives describe.
3. **Tick** ✓ the **comma** used in the adjective list.

4. Rewrite all adjectives from your dictation below and write a **synonym** (a word with a similar meaning): e.g.: **lovely – pretty** (*Leave out the adjectives describing colour*)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____	warriors
_____	thorns
_____	land

6. Draw a **box** around the word in the dictation that has more than 4 syllables. Draw **slashes** to separate the syllables.
7. Draw an **arrow** ↓ above the **synonyms** (words with the same meaning) in the passage for:

centre, encircling, instantly, instructed, shouted

Worksheet 28

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.12

“When the sun rises, the Chief will rub his eyes and howl in fright like a jackal in a trap.”

“Take them away!” he commanded his guards,” and deal with these dogs as they deserve.

Twist off their necks like chickens.”

Vocabulary

Write the **synonym** (a word with similar meaning) found in the passage for:

- f. climbs _____
- g. yowl or wail _____
- h. turn or rotate _____
- i. justify _____
- j. ordered _____

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 girl was **as** thin **as** a rake.
Cheetahs run **like** lightning.*

Basic Building Block

1. **Underline** all the **similes** in the dictation.
2. **Circle** ‘like’ or ‘as’ in all the similes.
3. **Tick** ✓ above the 2 things that are being compared in each simile.
4. Choose 1 simile and rewrite it with your own simile.

5. Similes are often used to compare 2 things using “**as ... as**” e.g.: *as smooth as glass*. Write your own comparisons for these qualities:
 - **as small as** _____
 - **as fast as** _____
 - **as thick as** _____
 - **as hot as** _____
6. Using similes in your writing makes it creative and original. Write a paragraph describing Shaka dressed as a mighty chief and try to include two similes.

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.



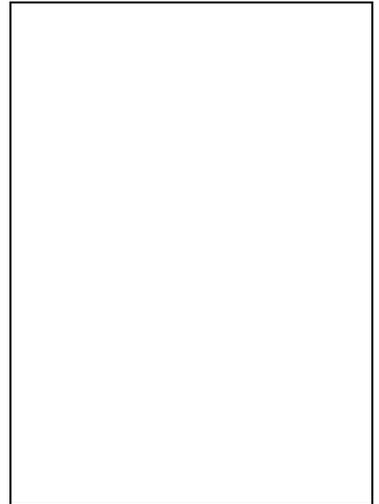
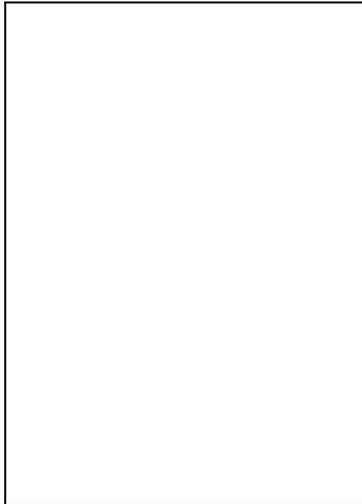
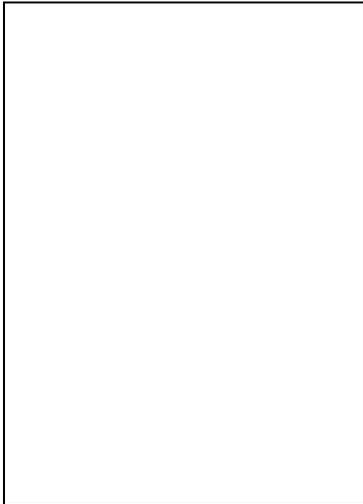
We have provided a basic template with headings for each important part of the story. We have supplied a vocabulary list to help you with your spelling. There are also some blank and lined columns to use if you need to write more or paste over any mistakes.

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

It [a pamphlet] had also said that a warlike tribe of black people called the Xhosa nation lived beyond the border to the north, and the few colonists who had farms in this part of South Africa were of Dutch descent because the Cape, until twenty years ago, had been a Dutch possession.

These people called themselves Boers. There were also some brown people called Hottentots, who were the servants of the Boers.

Vocabulary

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

- | | |
|----------------------|---|
| 1. warlike | <input type="checkbox"/> a family clan or kinfolk |
| 2. tribe | <input type="checkbox"/> of origin or ancestry |
| 3. nation | <input type="checkbox"/> settlers, conquerors of other lands |
| 4. border | <input type="checkbox"/> warring, military, hostile, aggressive |
| 5. colonists | <input type="checkbox"/> ownership, control |
| 6. descent | <input type="checkbox"/> people from the same country or state |
| 7. possession | <input type="checkbox"/> domestic workers |
| 8. servants | <input type="checkbox"/> a borderline, boundary, state line |

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. **Circle** all the words with **capital** letters.
2. **Tick** ✓ above those words with capital letters that are **proper** nouns.
3. Write the proper nouns from the dictation for the names of a:
 - a. **Country** - _____
 - b. **Nationality** - _____

4. Write two or three proper nouns of your own as examples for:

Language: _____

Day/Month: _____

Season: _____

Nationality: _____

River/ Mountain: _____

Country/ City: _____

5. 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						

6. Write your own sentence using at least three different types of proper nouns: _____

7. Underline all the **adjectives** (that describe nouns) in the passage.

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

a woodworking tool

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. None of the Turnbull party, however, was able to obtain a plough, but the officer in charge assured them that a supply would be available before the time for planting.

Vocabulary

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

1. _____ to get, gain, acquire
2. _____ to do with growing plants
3. _____ an official, military man, soldier of rank
4. _____ pay money, purchase
5. _____ forming or sculpting wood
6. _____ putting up and putting together something
7. _____ promised, pledged, convinced
8. _____ a pot used to heat water for tea or coffee
9. _____ a blade on a handle to chop things
10. _____ to be had, obtainable

Grammar

Using the passage above, complete the following grammar activities:

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 **the, a, or an** in front of them. e.g.: **an** apple, **the** boy, **a** ball

Basic Building Block

1. Underline all the **common** nouns in the passage.
2. Draw a **dot** ● above the articles '**the**', '**a**', or '**an**'.
3. Draw an **arrow** ↓ the word that follows '**an**'. Why is '**an**' used?

<input type="checkbox"/> To look special	<input type="checkbox"/> The word after it starts with a vowel
<input type="checkbox"/> To show it is in a list	<input type="checkbox"/> To show the word is a noun

- 4. This passage has a list of things. Lists often have commas. Draw a **star** ✨ above all the **commas** in the passage
- 5. Can you make up your own list of gardening tools? Notice that the list with commas ends with '**and**' the last thing.

- 6. Rewrite this list of kitchen items in alphabetical order:

kettle, zinc, spoon, pot, pan, knife, grater, fork, bowl, mug, dish, board, ladle

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

playthings	tools	clothes	furniture	hair
-------------------	--------------	----------------	------------------	-------------

- a. **pasta, cheese, and meat** - _____
- b. **brush, comb, and shampoo** - _____
- c. **ball, bat, and hoop** - _____
- d. **trousers, shorts, and jeans** - _____
- e. **screwdriver, spanner, and hammer** - _____
- f. **chair, table, and couch** - _____

- 5. Write a list of common nouns that belong to these groups and add '**a**', '**an**' before each noun, and add '**and**' before the last item. Remember to use commas after each item.

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

Mr. Thompson, Frederick and Matthew bathed in the river and to Matthew it was very exciting to strip off his clothes and splash himself all over in the icy water. 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. **Write** the word from the passage that matches the definition:

- a. _____ to undress
- b. _____ warm, flushed, blazing
- c. _____ washed in water
- d. _____ splatter, get water on
- e. _____ meet or bring together
- f. _____ tickle, prickling, itching

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.

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**

- 1. Draw **boxes** around all the **prepositions** in the passage.
 - 2. Rewrite the last sentence using your own prepositions.
-

3. Write these prepositions in your own sentences:

under: _____

over: _____

up: _____

4. Tick ✓ above all the capital letters. Apart from 'After', why are these capital letters used? They are –

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

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

Prepositional phrases have a preposition and the **object of the preposition**
object of the prepositions (the object that the preposition refers to)
e.g.: **under the tree** = *the tree is the object of the preposition*

**Basic
Building
Block**

6. Draw a **star** ✨ above the **objects of prepositions** in the passage.

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 7 pg. 51

Matthew ran all the way back around the hill. He collected his books and whistled to the cattle, hurrying them along with his herding stick. And all the while he was thinking about Jeremiah. He realized that it was not a game for a servant to run away from his master.

Vocabulary

Write the word from the passage that matches the definition:

1. _____ going quickly, making haste
2. _____ gathered, bring together
3. _____ understood, recognized
4. _____ go in a circle
5. _____ shepherding

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**

4. **Circle** all the **verbs** in the dictation.
5. Verbs tell us the tense (the when) of the action. Endings such as **-ed** tell us it is **past** tense, **-ing** endings tell us it is present continuing tense, and some verbs are spelt differently. Separate all the **-ed** and **-ing** endings with a slash.
6. **Tick** ✓ above all the **prepositions** (words that show position) in the passage. Underline the **object** of the prepositions (the object that the preposition refers to).

7. Fill in this verb table using the -ing and -ed endings to show different tenses:

Present Tense	Present continuing Ends -ing	Past Tense Ends – ed or changes
collect	collecting	collected
sort		
pack		
mix		
splash		

8. When some verbs change to **past tense**, they change in spelling instead of -ed endings, e.g.: **run = ran, swim= swam**

Write the correct form of the verb in brackets to express the action that has happened (past tense):

- The boys (**fight**) _____ with each other.
- We (**eat**) _____ healthy food.
- The boat (**sinks**) _____ in the storm.

9. Add 'will be ... -ing' or 'shall' before the verb to show **future tense**, e.g.: *We **will be staying** at home. Oupa **shall stay** with us.*

Write the verbs in brackets in future tense by adding 'will be ...-ing' or 'shall/ will':

- They _____ **playing** at our house tomorrow.
- Dad _____ **fixing** his car later.
- I _____ **stay** here tonight.
- They _____ **join** us on Friday.

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

**Basic
Building
Block**

10. Choose the correct **auxiliary verb** to complete the sentences:

- He (**is/ was**) _____ **talking**. (past tense)
- I (**is/ was**) _____ **eating**. (past tense)
- I (**have/ has**) _____ **slept**. (past tense)
- They (**may/ do**) _____ make the tea. (future tense)
- We (**was/ shall be**) _____ **running**. (future tense)

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	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. Everywhere men and women were shouting and running. And the drivers were screaming at the oxen and shouting, "Trek! Trek!" and flicking their whips so that the long thongs curled out with sharp cracks over the backs of the teams.

Vocabulary

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

- | | |
|----------|---|
| a. _____ | <input type="checkbox"/> to flip or strike a whip |
| b. _____ | <input type="checkbox"/> squeaking, groaning |
| c. _____ | <input type="checkbox"/> struggling, with great effort, labouring |
| d. _____ | <input type="checkbox"/> men who handle the oxen |
| e. _____ | <input type="checkbox"/> jerking, bumping, joggling |
| f. _____ | <input type="checkbox"/> strings or thin straps made from leather |
| g. _____ | <input type="checkbox"/> coarse, grating, not smooth |
| h. _____ | <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 verb ending with **-ing**.
3. Draw a **dot** ● above the words that help show the tense of the verbs e.g.: **was, is, were, had, been, has**
4. What tenses are the verbs in the dictation? **past** **present** **future**
5. Write these verbs in your own short sentences in the past tense:
 - a. **were calling** _____
 - b. **were baking** _____
 - c. **had folded** _____

6. Some verbs change spelling as the tenses change. Fill in the missing verbs:

	<u>Present</u>	<u>Past</u>	<u>Future</u>
e.g.	<i>sing</i>	<i>sang</i>	<i>will sing</i>
	think		
		fought	
			will feed
Watch out!	is		

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

7. Draw a **box** around the coordinating conjunction '**and**' that joins several sentences in the passage. Underline the two sentences that the conjunction '**and**' join. Make sure that if you remove '**and**', both sentences still can stand on their own.
8. Join these simple sentences into a **compound sentence**. You may need to leave out some words in the second sentence:
 - a. The chef made a cake. He worked late into the night.

 - b. The ship hit the rocks. It sank to the bottom of the sea.

 - c. Jane likes swimming. Fred likes to play tennis.

 - d. It is very hot. We do not stay in the sun.

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. Then while the first wagon was being rolled onto the raft and lashed down the men began driving the herds into the water, some still on their horses, others swimming strongly beside the oxen.

Vocabulary

1. **Write** the word from the passage that matches the definition:
 - a. _____ to lessen a load, reduce the weight
 - b. _____ oxen unfastened from the yoke
 - c. _____ tied and fastened with ropes
 - d. _____ an open area of land
 - e. _____ not wide, small in width
 - f. _____ unpacked, taken down off
 - g. _____ packs or groups of cattle
 - h. _____ to be ready and willing to
2. Draw a **box** around the **antonyms** (words with opposite meanings) in the passage for:

weakly wide short drowning 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:
 - a. He climbed _____ the box.
 - b. They ran _____ the woods.
 - c. The stuff spread _____ the floor.
3. Draw a **dot ●** above the two words 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 five words with the prefix **-un**:

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?” He stepped forward and the horseman’s face was illuminated in the flickering light.

“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. _____ lit up, floodlit, well-lit
 - c. _____ quivering, wavering, shaky
 - d. _____ screamed, yelled
 - e. _____ someone who chases and kills prey
2. Write the synonyms found in the dictation for ~

lit up _____ **shimmering** _____
rider _____ **joined** _____

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** 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. You can change the word order. Remember to use your punctuation marks. e.g.: **He will catch fish.** Will he catch fish? What will you catch? When will he catch fish?
- You are famous. _____
 - This is ugly. _____
 - 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:

- Statements** – sentences which state facts, e.g.: **It is very hot.**
- Questions** – sentences which ask for an answer, e.g.: **Are you hot?**
- 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!**
- Exclamations** – sentences which express a strong feeling of emotion.
e.g.: **My goodness, it is hot!**
- 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. Write what type of sentence it is:
- Fruit is healthy food_ _____
 - Get out of the house_ _____
 - Where is the parcel_ _____
 - Many happy returns for your birthday_ _____
 - Gosh, that is shocking_ _____

Worksheet 38Copywork & 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

But instead of rushing straight down on the camp, the Matabele stopped just out of range of the guns as if they were surprised that the wagons were fortified. They pointed to the bushes with excited gestures, then slowly and cautiously they began to spread out to surround the trekkers.

Vocabulary

- Write the word from the passage that matches the definition:
 - _____ in its place of
 - _____ an array, a collection or group of
 - _____ astonished, amazed, startled
 - _____ defended, protected, safeguarded
 - _____ signals using body language
 - _____ carefully, watchfully, vigilantly
 - _____ to enclose, encircle or enfold
- Tick ✓ the **synonyms** in the passage for these words –

upright signals astonished strengthened limits carefully

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**

- Circle** all the **adverbs** in the passage ending with **-ly**.
- Draw an **arrow** ↓ to the **verb** the adverb describes.

3. Write your own **adverbs** for these verbs. (You can use more than one.)
 - a. He swam _____.
 - b. They gathered _____.
 - c. It rushed forward _____.
 - d. She sang _____.
4. Add **-ly** to these words and then use these adverbs in your own sentences –
 - a. **playful** - _____
 - b. **aggressive** - _____
 - c. **loyal** - _____
5. Let us look at how adverbs say more about this sentence – **Ben returned**. Select the correct reason why each adverb is used:
 - a. Ben returned home. where why how when
 - b. Ben returned quickly. where why how when
 - c. Ben returned yesterday. where why how when
 - d. Ben returned to eat. where why how when
6. Add these **adverbs of degree** ‘**too**’, ‘**very**’, or ‘**rather**’ to these sentences:
 - a. It was _____ hot to play tennis.
 - b. Tom got up _____ early this morning.
 - c. He painted the gate _____ carelessly.
 - d. 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.

4. Rewrite the attribution for the first quotation **after** the second sentence. (Watch your punctuation!)

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! I can't believe it!" _____.
 - d. _____, "Please ... help ... me."
 - e. "Shh! Be quiet! The baby is asleep," _____.
2. 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 grumbled loudly, "_____."
 - b. _____, he grumbled loudly.

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**

- a. 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.***
- b. "I feel cold," she said. _____
- c. "Dad will fix it," Jim said. _____
- d. Mom said, "I hope you enjoy the cake."

- e. Change the reported speech to **direct speech**. Change the past tense to present tense. e.g.: ***Mr Smith asked if he had come. Mr Smith asked, "Has he come?"***
- f. Dad asked Max to clean his room. _____
- g. Sue asked if he had seen her book. _____
- h. He said he would 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

When Bongiseni awoke at last, the sun was already high in the sky. He gazed at it stupidly, wondering what it was. It 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. wake up - _____
 - b. watched staring - _____
 - c. foolishly - _____
 - d. bigger - _____
 - e. full up - _____
 - f. less big - _____
 - g. minuscule, minute - _____
 - h. 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
comfortable		
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.
4. Draw a box around the **adverb** in the passage **ending -ly**. Draw an **arrow** ↓ above the verb the adverb describes.

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

The white creature was young, with the youth and strength of a man who has reached the age when he may marry. And more than this, his nose was like a blob of pale clay, his face, though not beautiful, was kindly and not at all frightening, and in his blue eyes was a merry twinkle as if he guessed Bongisneni’s thoughts.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. _____ scary, alarming, terrifying
 - b. _____ young person
 - c. _____ a person, living being, human being
 - d. _____ a dot, globule, or particle
 - e. _____ get married
 - f. _____ happy, jolly, joyous

2. Draw a **dot ●** above the **antonyms** (words with the opposite meaning) in the passage for **old, weak, ugly, cruelly, knew, reassuring**

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**

5. Underline the **phrase** in the passage that describes "**his face**".
6. Now rewrite that sentence starting with "**His face ...**" but leave out the phrase "though not beautiful":

7. Let's look at a complex sentence from your passage:

And more than this, his nose was like a blob of pale clay, his face, though not beautiful, was kindly and not at all frightening.

8. Draw an **arrow** ↓ above all the **commas** in the sentence above.
9. How many **dependent phrases** (cannot stand alone as a sentence) are there? ____
10. Draw a **box** around the phrase describing his **nose**. Is this a **dependent** or an **independent clause**?
11. Underline the **opening phrase**. Is this a **dependent** or an **independent clause**?

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.

Then the white animals climbed down from the vessel into another smaller vessel like a shell and they came to the shore.”

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. _____ a container or receptacle
 - b. _____ peaceful
 - c. _____ a bowl
 - d. _____ a casing for some sea life

2. Write the **antonym** (words with opposite meanings) in the passage for:
 - a. went - _____
 - b. bottom - _____
 - c. up - _____
 - d. bigger - _____
 - e. 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** all the **similes** in the passage.
2. Draw a **dot ●** above ‘like’ or ‘as’ in all the similes.
3. **Tick ✓** the two things that are being compared with each other in 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** - _____
 - _____ **like a hot coal**
6. Using similes in your writing makes it creative and original. Write a description of Bongiseni as seen through the white man’s eyes.

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**

- Draw a **star** ✨ above the **comma** that separates the interjection at the beginning of the sentence in the passage.
- Draw a **box** around the **interjection**.
- Add a comma after the **interjection** at the beginning of each of these sentences:
 - Hi how are you?
 - Yes we will be attending the concert.
 - Oh so that's what happened!
 - 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 traveling 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:
 - straight _____
 - least _____
 - unimportant _____
 - forest _____
- 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**.
- Tick ✓ above the **number of adjectives**.

1. 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.
2. 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 _____, _____ wagon.
 - b. A _____, _____ garden.
 - c. The _____, _____ antelope.
 - d. A _____, _____ ocean.
 - e. The _____, _____ place.

Creative Writing

Cut and paste any advertisement that has several adjectives. Highlight the adjectives and write your own **synonyms** (words with the same meaning) above the adjectives.

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 the bold 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.
- Use your own name as the subject for these sentences:

_____ is happy. _____ goes to bed.

4. Now write your own suitable **subject** for these sentences: (Remember sentences and names begin with capital letters! Use the correct attribute where necessary. e.g., **A, An** or **The**)
 - a. _____ has a long trunk.
 - b. _____ are broken down.
 - c. _____ played a championship game.
5. Write a **verb** and add an **adverb** (a verb that describes the verb) to create full sentences for the subjects below:
 - a. My father _____.
 - b. Honey and jam _____.
 - c. That spoilt child _____.
6. Find a word anywhere in the dictation with **more than three syllables**. (sound parts that make up words) Draw slashes to divide the syllables.
7. **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. Supply the missing being verb (**is, are, was, were, am**) for these sentences:
- The baby _____ sleepy.
 - Boys _____ rough.
 - She _____ thirsty after the race.
 - I _____ 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.*
- _____ were _____.
 - _____ were _____.
 - _____ were _____.
6. Circle the verbs in these sentences. Tick if it is a **being** or **doing** verb.
- | | | |
|----------------------------|--------------------------------|--------------------------------|
| a. He went away. | <input type="checkbox"/> being | <input type="checkbox"/> doing |
| b. You are my cousin. | <input type="checkbox"/> being | <input type="checkbox"/> doing |
| c. They prayed at bedtime. | <input type="checkbox"/> being | <input type="checkbox"/> doing |
| d. She took her book. | <input type="checkbox"/> being | <input type="checkbox"/> doing |

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 to 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 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. The tarpaulin was lifted off and light and air came streaming in.

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**’.

**Basic
Building
Block**

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

4. Write **“is”** before these verbs to make **present tense** sentences.
 - a. _____ bumping.
 - b. _____ screeching.
 - c. _____ wailing.
5. Change these verbs in the **present tense** with **‘-s’** endings instead of **‘-ing’** endings:
crying: _____ frothing: _____ quivering: _____
6. Write these **past tense** verbs in your own sentences:
 - a. **have sung** _____
 - b. **has prayed** _____
 - c. **had spoken** _____
7. Draw **boxes** around all the **nouns** (nouns name things).
8. 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.

Alice looked. The store was a long building under huge 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

- 7. Write a new sentence with these adjectives, add one more, and punctuate as we did in the sentence with several adjectives.

new shiny real classic expensive

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. Brightly coloured birds of every colour went flapping away in fright as they approached and monkeys peered down at them from the branches.

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 car — _____
 - b. things in a shop — _____
 - c. things in a hospital — _____
4. Write these nouns in plural. (These nouns do not make plurals by adding an 's'.)
 - a. **box**: _____
 - b. **glass**: _____
 - c. **brush**: _____
 - d. **kiss**: _____
 - e. **bush**: _____
 - f. **fox**: _____
5. Change the 'f' to 'v' and add **es** to change this noun to plural:
 - a. **calf**: _____
 - b. **half**: _____
 - c. **leaf**: _____
 - d. **wolf**: _____
6. Nouns ending in 'y' changing to plural change to 'i' and 'es':
 - a. **lady**: _____
 - b. **baby**: _____
 - c. **body**: _____
 - d. **army**: _____
 - e. **jelly**: _____
 - f. **puppy**: _____
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. It means doing what you know you should even when you're afraid.

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 ladies _____
 - b. The knife _____
 - c. The thieves _____
 - d. The tables _____
 - e. The wall _____
 - f. The crowds _____
 - g. 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. (Donkey) _____ **are** very stubborn.
 - e. (Fly) _____ **are** a nuisance.

Worksheet 51Copywork & 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. She could see Pappie's oxen grazing placidly on the thick grass. Mama was busy over the open fire, stirring her big black three-legged pot.

Vocabulary

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

- | | |
|--------------------|---|
| a. cotton | <input type="checkbox"/> calmly, peacefully |
| b. swung | <input type="checkbox"/> hard at work |
| c. homemade | <input type="checkbox"/> fabric made with threads from a cotton plant |
| d. placidly | <input type="checkbox"/> open summer shoes |
| e. sandals | <input type="checkbox"/> something made at home |
| f. busy | <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. Draw a **dot** ● above the **apostrophy** that shows **possession** in the passage.
What belongs to whom? _____

4. Write these nouns in plural:

- | | |
|----------------|---------------|
| cover - _____ | path - _____ |
| dress - _____ | team - _____ |
| bucket - _____ | cliff - _____ |
| ox - _____ | man - _____ |

5. Make three new sentences about three **single** things to be seen from your window. Use **is** and an **adjective** (a word that describes the noun):
e.g.: *The dog is muddy.*

6. Make three new sentences about three different **plural** things and use '**are**' and an **adjective** (a word that describes the noun) e.g.: *The **books are** new.*

7. 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. _____ are in the river
- f. _____ 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 hospital — _____
 - b. things on the beach — _____
 - c. things in a shop — _____
 - d. things in a kitchen - _____
7. Apply this rule "Words that end with **sh** - add **es**" to change these singular nouns to plural:
 - a. **wish** = _____
 - b. **ash** = _____
 - c. **marsh** = _____
 - d. **dish** = _____
 - e. **dash** = _____
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** = _____
 - d. **pony** = _____
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. They moved the wagon nearer and Pappie pitched a tent where he and Mama could sleep beside it.

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. pitched | <input type="checkbox"/> close to |
| d. claim | <input type="checkbox"/> to get or collect |
| e. bend | <input type="checkbox"/> a piece of land for mining |
| f. spot | <input type="checkbox"/> surprised, shocked, astonished |
| g. fetches | <input type="checkbox"/> a place or position |
| h. nearer | <input type="checkbox"/> to put up, erect, or set up |

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. Draw circles around **verbs** in the passage ending with **-ed**.
4. 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.
5. 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: _____

talk: _____
6. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**:

see: _____

make: _____

do: _____

stand: _____

fall: _____

7. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**:

think: _____

make: _____

do: _____

stand: _____

catch: _____

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. Katy saw Tom every week after that. He came down on Saturday mornings.

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 made _____.
 - c. Mom gave _____.

d. Peter built _____.

5. Give a transitive **verb** and an object for these subjects

e.g.: *The boys* **helped** (verb) **their dads** (object).

- a. The storekeeper _____
- b. Gold diggers _____
- c. All the women _____

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 1 pg.9, 13

Maggie sat on the long wooden box at the back of the wagon, swinging her legs as it lurched and jolted over the rough rutted road. Every now and then she could hear the whip as Papa flicked it, its long lash curling and cracking above the backs of the oxen like a pistol shot in the hot dry air.

Vocabulary

1. Match the word from the passage to the correct definition:

- | | |
|--------------------|---|
| a. lurched | <input type="checkbox"/> shaken by a sudden jerk |
| b. jolted | <input type="checkbox"/> furrowed and uneven ridges |
| c. rough | <input type="checkbox"/> rocked or tilted |
| d. rutted | <input type="checkbox"/> to flip with a sudden strike |
| e. flicked | <input type="checkbox"/> bumpy, not smooth |
| f. lash | <input type="checkbox"/> twisting, coiling |
| g. curling | <input type="checkbox"/> whip belt |
| h. cracking | <input type="checkbox"/> bulls used to work |
| i. pistol | <input type="checkbox"/> a sound of a sudden crack |
| j. oxen | <input type="checkbox"/> a gun or firearm |

2. Find the **antonyms** (words with opposite meanings) in the passage for:

smooth - _____ front - _____ short - _____

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.

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**

1. **Circle** all the **verbs** (action/ doing words) in the passage.

2. **Draw** boxes around all the **prepositions** (words indicating a position) in the passage.

3. Underline the **object** following the preposition. e.g.: *She fell **off** the box.*

4. Complete the following sentences and add your own preposition and object:

a. The oxen ran _____

b. The children played _____

c. Sunflowers grow _____

d. Please put the box _____

e. He hid _____

5. Write three sentences using any three of these prepositions:

to, by, with, under, through, near, over, into

6. Find the **simile** (a comparison using **like** or **as**) in the passage and write it out below:

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 2 pg.20

“This is a surprising town, Ellie,” he said, sounding determinedly cheerful. Papa looked up at Mama and took her arm to help her down. Quickly then, clutching her skirts, Mama alighted and so did Paul.

Vocabulary

1. Match the word from the passage to the correct definition:

a. surprising	<input type="checkbox"/> firmly, resolutely, unwaveringly
b. determinedly	<input type="checkbox"/> swiftly, hastily, rapidly
c. cheerful	<input type="checkbox"/> astonishing, shocking
d. quickly	<input type="checkbox"/> grasping, grabbing, grabbing
e. clutching	<input type="checkbox"/> to get off
f. alighted	<input type="checkbox"/> smiling, merry, joyful

2. Draw slashes to separate the 4-syllable word in the passage.

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 the **adverb** ending with **-ly** in the passage.
2. Add **-ly** to these words to change them into adverbs:

loud = _____	nice = _____	quick = _____
graceful = _____	clear = _____	quiet = _____
soft = _____	fluid = _____	accurate = _____
3. Chose any three of these new adverbs above and use them to complete these sentences:
 - a. The choir sang _____.
 - b. The stream flowed _____.
 - c. The skaters moved _____.

4. Describe how Mama and Paul 'alighted' or got down from the wagon in your own sentences using adverbs ending **-ly**.

5. Number adjectives can be changed into adverbs by adding **-ly**. e.g.: **firstly**
Change the number into an adverb, add a comma, and complete the sentence:

- a. Second__ he will _____.
- b. Third__ I want you to _____.
- c. Last__ you must _____.

Worksheet 57Copywork & 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 really 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. It doesn't look like much now."

Vocabulary

1. 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 |

2. Write the word from the passage that ends with '-ough'. _____

3. 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**

1. **Circle** all the **pronouns** in the passage.
2. Draw a **box** around the **noun** that the pronoun stands for.

3. Write a pronoun to replace each of these nouns:

The desk is small. ____ is small.

The elephant is huge. ____ is huge.

Papa likes music. ____ likes music.

Susan walks quickly. ____ walks quickly.

4. Now put your own noun in the place of the pronouns:

(They) _____ are very aggressive.

(She) _____ is timid.

(It) _____ is dainty.

5. Underline all the **contractions** (two words joined with an apostrophe).

6. **Tick** ✓ above the **apostrophe** in the contraction Write out the three contractions in full: _____

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 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 6 pg.53

The diamond buyer glanced up. He was a biggish man with a large pale face. 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. buyer | <input type="checkbox"/> get used to |
| b. wider | <input type="checkbox"/> of great significance |
| c. important | <input type="checkbox"/> someone purchasing something |
| d. adjusted | <input type="checkbox"/> broader |
| e. biggish | <input type="checkbox"/> fair, colourless, light |
| f. pale | <input type="checkbox"/> rather large |

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? _____

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.

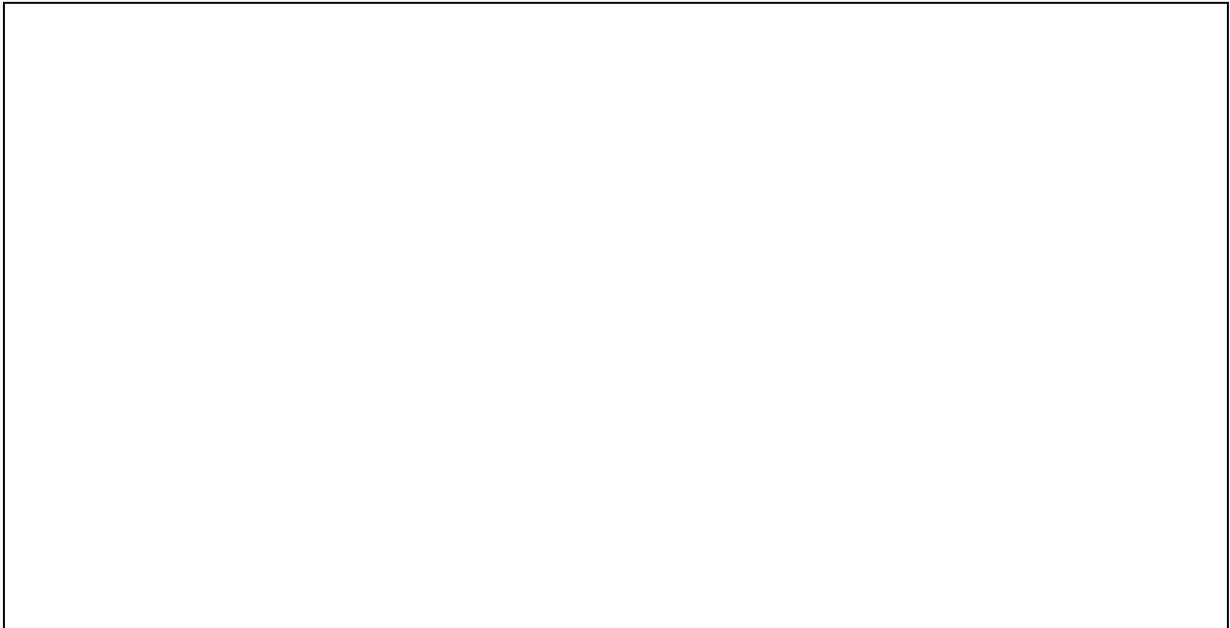


Direct and Indirect Speech pg. 5

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*)

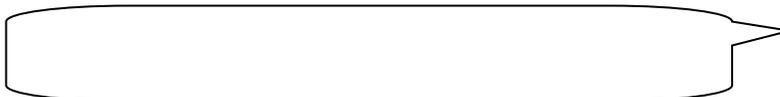
Two workers were roughly piling hay into stacks beyond the cattle enclosure with pitchforks. Their voices carried clearly up the hill as they shouted a greeting. Richard waved in response.

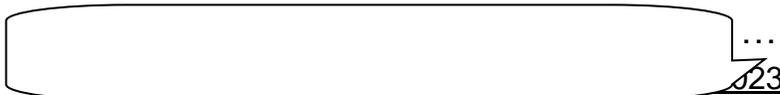


2. **Now rewrite their speech in indirect speech:**

e.g.: “Hello!” shouted Lee. *Lee shouted hello. (Reported speech is always in past tense.)*

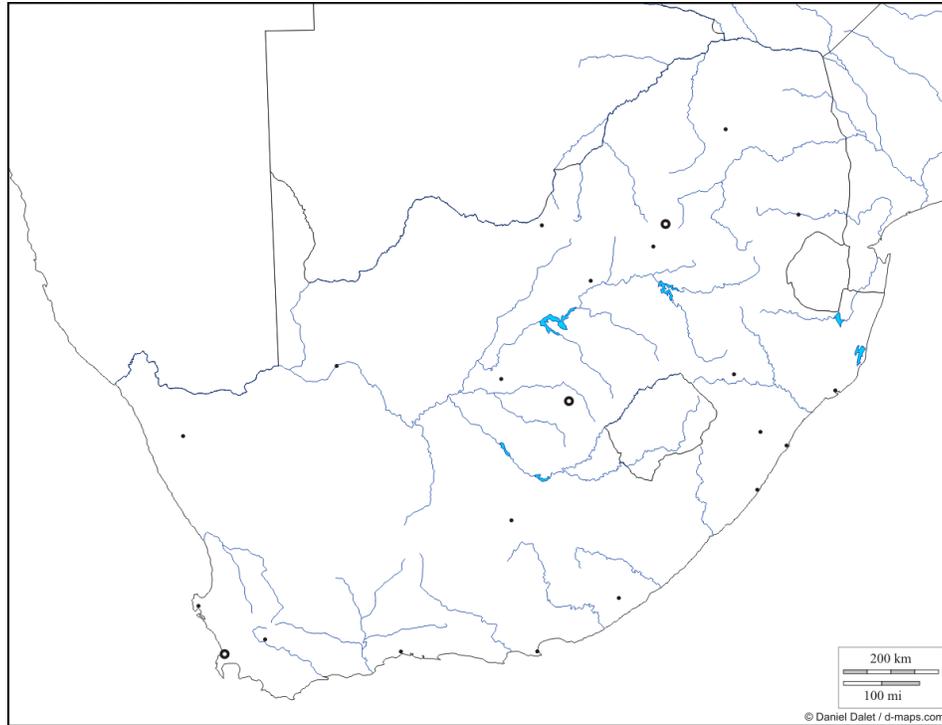
3. **Create your own speech in these speech bubbles:**

 ... 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 60Copywork & 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** (sound effect words) in the passage.
2. Write your own **onomatopoeia** words for these:
 - a. The huge truck _____ along the road.
 - b. The fish _____ as they fried in the hot oil.
 - c. Those annoying insects _____ around my head!

3. Use these **onomatopoeia** words in your own sentences:

a. **tick** _____

b. **pop** _____

c. **screech** _____

d. **gong** _____

e. **zip** _____

f. **glug** _____

4. Underline the **simile** (comparison using 'like' or 'as') in this passage. Write your own simile for this comparison:

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 61Copywork & 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. It was all right. No one had heard him.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. **clamber** a bank, mound, or wall
 - b. **embankment** the land, soil, or field
 - c. **tiptoes** to crawl, scramble or climb
 - d. **ground** a building used to treat sick or injured people
 - e. **safely** to walk on the toes to walk quietly
 - f. **hospital** to hear, to pay attention to
 - g. **listen** unharmed
 - h. **listened to** understood, got to know from listening
 - i. **heard** all was correct, all was fine
 - j. **right** heeded, use your ears
2. Break these long words into **syllables** (the basic sounds that make up a word) using a slash: **clambered** **embankment** **tiptoes**
3. Write the **synonyms** (words with the same meaning) in the dictation for:
 - a. **climb** - _____
 - b. **“safe and sound”** - _____
 - c. **mound** - _____
 - d. **sickbay** - _____
4. Write the antonyms (words with opposite meanings) for:
 - a. **down** - _____
 - b. **in front** - _____
 - c. **started** - _____

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**

5. Draw a **dot ●** above all the **prepositions** in the passage.
6. Underline the **object** of the preposition (the thing that he moved around, over, under, towards etc.) in the passage.
7. Write your own sentences using these **prepositions**:
 - a. **under** - _____
 - b. **around** - _____
 - c. **into** - _____
 - d. **towards** - _____
 - e. **through** - _____
 - f. **beyond** - _____
8. **Tick ✓** above all the **verbs** (action words) in the passage.
9. Draw a **box** around the **root** word found in "**embankment**".
10. 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. **gaped** shocked, alarmed, astounded
 - b. **surprise** on your own
 - c. **shouted** to catch your breath
 - d. **accent** broke, loses its strength
 - e. **alone** the way a person speaks or expresses their voice
 - f. **cracked** 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: _____
 - c. forgetful: _____
 - d. confused: _____
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 as a tall British officer appeared, challenging them, from behind a wall of orange stones.

"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
 - challenging** to show up, to be seen
 - appeared** daring, confronting, facing up to them
 - 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 my tests he yelled with delight

d. Oh no the doctor gasped.

e. He screamed I've got my new bike

f. The lifeguard yelled Get out Shark

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

Suddenly 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**
 - b. **meant**
 - c. **hurt**
 - d. **experience**
 - e. **adventure**
 - f. **to the full**

 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*.
- Ben _____.
 - Jill _____.
 - _____ cries.
 - _____ dives.
 - Babies_____.
 - Doctors_____.
 - _____ spins.
 - _____ glides.

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:
- Dad mowed the grass. _____ worked hard.
 - Mom looked for _____ handbag.
 - He lost _____ ball.
 - The cat eats _____ food.
 - 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. A large, pied crow was gliding in the sky above.

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 build houses.***

a. Write the same sentence but add an adjective to describe the houses.

b. Add two adjectives to describe the houses:

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. ____ umbrella opens.
- e. ____ plants grow.
- f. ____ egg breaks.
- g. ____ lions roar.
- h. ____ candle melts
- i. ____ fire crackles.

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?
 “Paul! Is that you? And Kobus!” He sounded astonished and joyful at the same time.

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** = _____
 - f. **unimpressed** = _____
 - g. **sad** = _____

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** — _____
- What** — _____
- Where** — _____
- Why** — _____
- When** — _____

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. _____
 - d. The postman was here. _____
 - e. She will come today. _____
 - f. Oupa 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! _____
 - d. That is the problem. _____
 - e. The bread is stale. _____
 - f. They are the winners. _____

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.”

Kobus said, “They have gone up over the top. But we cannot stay here.”

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. Circle the words in the last two sentences that **could** be contracted. Write those contractions out: _____
4. Write these words as **contractions**:
 - a. **I will** = _____
 - b. **She has** = _____
 - c. **They are** = _____
 - d. **have not** = _____
5. We use contractions in **informal** writing, but we should write these contractions out in full for more formal writing:
 - e. You **should've** joined us. _____
 - f. **I'm** sorry. _____
 - g. **We're** comfortable. _____
 - h. There **aren't** any snacks. _____
 - i. They **would've** left. _____
 - j. **I've** longed for this. _____
 - k. **We're** really lost. _____
 - l. There **aren't** any places open. _____
6. Draw a **dot ●** above the **ellipsis ...** in the passage.
7. 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

1 Ghamka glanc/ed timid/ly at his father's face. 2 It was set like a stone, and his mobile mouth had harden/ed to a thin, bitter line. 3 His eyes, (usual/ly sparkl/ing with fire and life,) were hood/ed and dull.

4 A piti/ful sound came from the bull, between a bellow and a moan, and Ghamka shrank back as the beast tri/ed to struggle to his feet.

Vocabulary

1. Look up the meanings for and write out these words in alphabetical order:

timidly, mobile, hardened, bitter, usually, hooded, pitiful, bellow, shrank, struggle

bellow, bitter, hardened, hooded, mobile, pitiful, shrank, struggle, timidly, usually

2. Write your own **synonyms** (words with a similar meaning) for the following words:

timidly: *shyly, fearfully* ; **pitiful** *poor, unfortunate* **mobile** *moving* _____

bellow *yell, shout, roar* ; **struggle** *work hard, wriggle*; **shrank** *get smaller* _____

Grammar

Using the passage above, complete the following grammar activities:

Clause

A clause is a part of a sentence or a group of words in a sentence that has a **subject** (the person or thing) and a **predicate** (verb or action word).

All complete sentences have at least 1 clause.

e.g.: **He ate bananas.** 'He' is the subject, 'ate' is the verb, 'bananas' is the object

**Basic
Building
Block**

3. Put **brackets** around the **clause** in the third sentence. Rewrite the sentence without the clause. His eyes were hooded and dull.

4. Tick ✓ if the examples below are **independent clauses** (makes sense on its own) or a **phrase** (does not have either a subject or a verb and cannot stand on its own)

- a. Sarah smiled **independent clause** **phrase**
- b. Needing help **independent clause** **phrase**
- c. He went in **independent clause** **phrase**
- d. Best friend **independent clause** **phrase**

Simile

A simile is a comparison made between two things to show similarity and uses the words ‘**like**’ or ‘**as**’ – e.g.:

He was **as** slippery **as** an eel. (*His is compared to eel.*)

The boy was **as** thin **as** a rake. (*His thinness is compared to a rake.*)

Cheetahs run **like** lightning. (*The cheetah’s speed compared to lightning.*)

She slept **like** a log. (*Her sleeping is compared to a log.*)

**Basic
Building
Block**

- 5. Underline the simile in the passage.
- 6. Write your own **simile** for the sound the bull made. Use ‘**like**’ or ‘**as**’ to make your comparison. The bull bellowed like a ... lion roaring. (or something similar)

Suffix

A suffix is a letter or group of letters **added to the end of a word** to change its meaning or function, such as **-ly, -ed, -s, -ing, -ful**

e.g.:

- s:** hand – hands (*plural*)
- ed:** fish – fished (*past tense*)
- ing:** sing – singing (*continuing*)

**Basic
Building
Block**

- 7. A **suffix** is a letter or group of letters added to the end of a word to change its meaning or function. Find and **tick** ✓ all the words ending in **-ly, -ed, -s, -ing, -ful**. Draw a **slash** between the root word to separate the suffixes.)
- 8. Add **suffixes** to these words to make sense in the sentences below:
 - a. The men were **sharpening** their spears.
 - b. **Running** towards the clearing, the elephant crashed through the bush.
 - c. He **closed** the box.
 - d. This is a **delightful** story.
 - e. The tide came in **slowly**.

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.

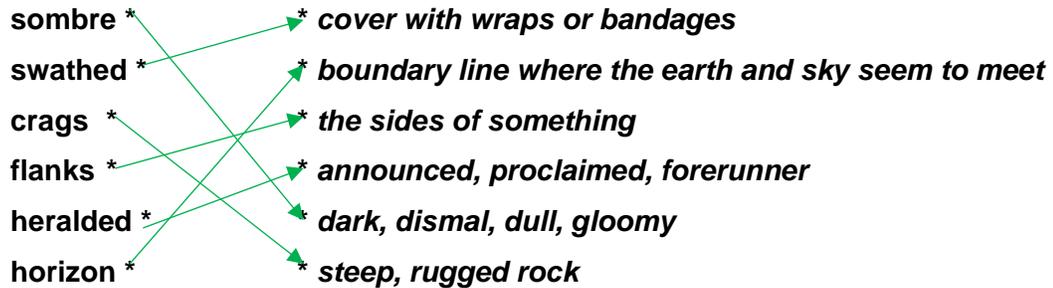
Copy the extract in your most careful handwriting, paying attention to all the punctuation and spelling. Practise this every day in preparation for a dictation test. (Younger children can copy just the first section of the passage.)

Chapter 1

adj	✓	
Sombre	mountains reared to the left and right of the pass,	peak after
adj	adj	adj
peak	swathed in heavy cloud.	Waterfalls dashed from rugged crags to swell the little
adj	adj	adj
Dark,	ancient forest clothed the flanks	of the mountains as far as the eye
adj	adj	adj
could see, and, far off, a faint lightening of the horizon heralded the sea.		

Vocabulary

- Use a dictionary to look up these words. Match the word to its **meaning** with an arrow:



- Circle the antonyms** (words with the opposite meaning) in the passage for these words: **young, idled, whispered.**

Grammar

Personification

Personification is when you give an object or animal or human behaviours.
 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.*

**Basic
Building
Block**

- Underline all the phrases in the passage using **personification**.

4. Underline the personification in the sentences below:
e.g.: My alarm **clock yells** at me to get out of bed every morning.
- a. The avalanche devoured anything standing in its way.
 - b. The door protested as it opened slowly.
 - c. The moon played hide and seek with the clouds.
 - d. The stairs groaned as we walked on them.
 - e. The ivy wove its fingers around the fence.
 - f. The thunder was grumbling in the distance.
 - g. The cactus saluted those who drove past.
 - h. The wildfire ran through the forest at an amazing speed.
 - i. The moon smiled at the stars in the sky.
 - j. The leaves waved as we passed by.
5. Draw a **box** around each **clause** in the first sentence. They will have commas to separate them. **Tick ✓ above the independent clause** (can stand as a sentence on its own).
6. What kind of paragraph is this?
 Expository **Persuasive** **Descriptive** **Narrative**
7. Write '**adj**' above all the **adjectives** (words that describe a noun) used in this paragraph.

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. 21

1“This egg is your army,” the old man said. 2You must do this” – he pulled the egg apart. 3The captains looked at each other, tight-lipped. 4Surely, they thought, Abib did not mean that they should halve their fighting men. 5But Abib had not finished, and he gave them a sharp look. 6They looked down like shame-faced children.

Vocabulary

Please provide your own synonym (words with a similar meaning) for these words:

- pulled - tugged
looked - stared/ gazed
halve - divide
finished - ended/ completed

Grammar

- 1. Draw a tick all the hyphens. (You should find 3.)
2. Circle the 2 compound words which has a hyphen. (A compound word is formed when two words are combined to make a new word.)
3. Underline the adjectives used to describe the man in the 1st sentence, the men in the 4th sentence, the look in the 5th sentence, and the children in the last sentence.

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.: She is an early bird. Her eyes were diamonds. He is a shining star.

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.

Basic Building Block

- 4. The last sentence uses an analogy (a comparison) to describe the men's expression. What type of analogy is it? Tick if it is a [x] simile or a [] metaphor?
5. Rewrite the sentence with your own analogy. any suitable description using the words 'like' or 'as'

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.

Chapter 14 pg. 85

The judges discussed the matter in low voices. Ghamka's heart beat un/comfortably fast. Suppose he was not accepted! He would be despised by the whole village as one who had to stay with the women because he was un/worthy to rank as a man.

Vocabulary

1. Draw slashes through the following words to show the syllables.

dis/cussed un/com/fort/ably sup/posed des/pised ac/cepted un/worth/y

Grammar

Prefix

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

The prefix '**un**' means '**not**' and it changes the word's meaning to the negative, e.g.: **unimportant** (not important), **unpleasant** (not pleasant)

**Basic
Building
Block**

2. '**un**' is a **prefix**. Find and **circle** the 2 words in the passage that begin with '**un**'.
3. Draw a **slash** between the prefix and root word.
4. Rewrite these 2 words without their prefixes. comfortably, worthy
5. Can you think of another word that starts with the **prefix 'un'** and write it in a sentence to show its meaning: Any sentence using words such as "unable, unafraid, unappealing, unaware, uncomfortable, uncommon, unconvinced, undo".

**Basic
Building
Block**

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

6. Put a **dot** ● above the **apostrophe** in the passage. What is the **apostrophe** used for?

- To show plural To show possession To show a contraction

7. Draw a **tick** ✓ above the **negative** word in the passage that is **not** a prefix.

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

“Oh, no!” said Luis, “it can’t be time yet! It’s that new teacher showing off,” he grumbled, wriggling into his shirt, tucking it into his breeches and pulling his wide waist-band tight to keep them up. Then he pulled on his dark blue regulation school smock, picked up his slate and scrambled for his slate pencil in the rough river grass. “I’m ready. Race you to the top!”

Vocabulary

1. **Match** the definitions for these **words** that appear in the passage. Join with a line/ arrow:

- | | | |
|---------------|---|---------------------------------|
| A. grumble | → | ☐ fold, gather and to push into |
| B. wriggle | → | ☐ a long duster shirt |
| C. tuck | → | ☐ a chalk board made from stone |
| D. regulation | → | ☐ moan, protest or complain |
| E. smock | → | ☐ uneven, coarse, bumpy |
| F. slate | → | ☐ to scramble, rush and dash |
| G. scramble | → | ☐ directed by rules |
| H. rough | → | ☐ to wiggle, squirm or twist |

Grammar

Using the passage above, complete the following grammar activities:

Contraction

A contraction is a shortened form of **two words joined** to each other where letters 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).

Basic Building Bloc

1. **Tick** ✓ above the three **contractions** in the passage. **Rewrite** the contractions in full: can’t = can not / It’s = it is / I’m = I am

This passage is a spoken dialogue. Let us look at the rules to writing dialogue:

<p>Dialogue</p> <p>Dialogue is spoken conversation written with quotation marks. e.g.: ²<u>Dad said</u>, ³ ¹"<u>Come here.</u>"¹ ⁵ ¹"⁴<u>Be careful!</u>"⁶ <u>shouted Mom</u>², ¹ "<u>It looks dangerous!</u>"⁶"</p> <p>Here are six dialogue rules:</p> <ol style="list-style-type: none"> 1. Any spoken words are written inside double quotation marks " " 2. Use <u>tags</u> (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. 	<p>Basic Building Block</p>
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2. Underline all the spoken **dialogue** in the passage that appears between **quotation marks**.
3. **Who** is speaking in this passage? Luis_____
4. **Circle** the **exclamation marks** in the passage.
5. Is the **exclamation mark** **inside** or **outside** the apostrophe? **Tick**
 - a) Let's look at the **attribution** (who is speaking) in the first sentence: **Rewrite** the sentence –
 - b) with the attribution at the end: *Take care with the punctuation!*
"Oh, no! It can't be time yet!" said Luis.
 - c) with the attribution at the beginning. *Take care with the punctuation!*
Luis said, "Oh, no! It can't be time yet!"

Which seems to be more expressive? Why? (Discuss this with your mom)

<p>Suffix</p> <p>A suffix is a letter or group of letters added to the end of a word to change its meaning or function:</p> <p>e.g.: -s: hand – hands (plural) -ed: fish – fished (past tense) -ing: sing – singing (continuing)</p>	<p>Basic Building Block</p>
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6. Draw **boxes** around all the **verbs** with **-ed** or **-ing** in the passage. **Draw** a slash to separate the root word from the **suffixes**.
7. Put a **dot** ● above all the **adjectives** (that describe a noun).

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 3

✓ ✓
 Luis stared and stared. Even in his dreams he had not known the caravels would be so beautiful. Built of gleaming golden wood, they rode the water like swans. From narrow bows, their shape curved to the proud, high stern with its pro that resembled a castle.

Vocabulary

1. Look up the terms used to describe the ship and write the **definitions** here:

bows – front pointed part of the ship

stern – the rear of back of the ship

pro - front pointed part of the ship

caravel - a small 15th and 16th century ship usually with three masts

Grammar

Using the passage above, complete the following grammar activities:

<p><u>Analogy</u></p> <p>An analogy is the process of comparing two different aspects or things with similar qualities. Writers often use similes or metaphors:</p> <p><u>Simile</u></p> <p>A simile is a comparison that uses the words 'like' or 'as' to compare two things: e.g.: <i>He was as slippery as an eel. She slept like a log.</i></p> <p><u>Metaphor</u></p> <p>A metaphor compares two things, but it doesn't tell us that it is making a comparison. Metaphors form word pictures in our minds. e.g.: <i>Her eyes were diamonds. He is a shining star.</i></p>	<p>Basic Building Block</p>
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- The author uses two **analogies** : a **simile** (a comparison between 2 things using **like** or **as**) and a **metaphor** (comparing the qualities of 2 things). Double underline the **simile** and use a squiggly line to underline the **metaphor**.
- Circle** all the **adjectives**.
- Draw a **tick** ✓ above all the words that **end with -ed**. The **-ed** suffix shows that the verbs are **present** / **past** / **future** tense.

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

Behind the castle loomed the jungle in many different shades of green, dense and impenetrable. The sun was going down in a haze of rose, mauve and flame, and soon the swift darkness of the tropical night/fall hid both the jungle and the castle with its parapets and towers.

Vocabulary

1. Look up the meanings and learn these spelling words:

castle	jungle	different	impenetrable
haze	mauve	tropical	parapets

2. Write your own **synonyms** (words with a similar meaning) for these words:

dense- *impenetrable/ deep/ compact*

swift- *quick/ instant/ sudden*

3. Draw a **circle** around **antonyms** (words with opposite meaning) in the passage for:

in front slow revealed desert clear

Grammar

Using the passage above, complete the following grammar activities:

<p>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</p>	<p>Basic Building Block</p>
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4. Draw a **box** around a **compound word** in the passage and **draw** a slash to separate the 2 words.

5. Can you create **compound words** by matching a suitable word from the 2nd column?

Write the compound word out in full in the 3rd column:

A. Table	1. pit	<u>Tablespoon</u>
B. Fire	2. spoon	<u>Fireworks</u>
C. Snow	3. top	<u>Snowflake</u>
D. Lap	4. flake	<u>Laptop</u>
E. Arm	5. works	<u>Armpit</u>

Prefix

A prefix is a group of letters added to the **beginning** of a root word to change its meaning. These prefixes have the following meanings:

e.g.: **unimportant** (*not important*), **impossible** (*not possible*)

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function such as: **-s, -ed, -ing, -ly, -ment, -able, -ness**

e.g.: **-s**: *hand* – **hands** (*plural*) **-ed**: *fish* – **fished** (*past tense*)

-ing: *sing* – **singing** (*continuing*)

**Basic
Building
Block**

6. Underline all the words in the passage with **prefixes** and **suffixes**.
7. **Tick** ✓ above the **prefix or suffix** in each word.

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. 101 Tempest!

✓ down ✓ "Batten down the hatches!" shouted Dias. "All men not on watch get below! Rig safety lines! Secure the yard-arm! Move for your lives, men!"
 ✓ ✓
 The gale howled and whistled through the rigging like a thousand furies. Somehow
 ✓ ✓
 Pinto managed to reach Luis. They held onto each other as the caravel shuddered up
 ✓
 each mountainous wave before slamming down the other side.

Vocabulary

1. **Dictionary exercise:** Look up these **nautical terms** (words to do with sailing) and **match** them to the definitions with a line/ arrow:

- | | | |
|---------------------------|---|----------------------------------|
| • Batten down | → | A. be on duty |
| • hatches | → | B. tie onto ropes |
| • Get below | → | C. opening on deck |
| • Rig safety lines | → | D. fasten down |
| • Yard-arm | → | E. go to cabins |
| • On watch | → | F. wooden arm across mast |

2. **Tick** ✓ above all the **verbs** (action or doing words) in the passage.
3. **Underline** the **simile** (a comparison using 'like' or 'as') in the passage.
4. Draw a **dot** ● above the **adjective** describing the waves. Write a **synonym** (word with a similar meaning) and an **antonym** (a word with the opposite meaning) to replace that adjective.

synonym: *huge/ enormous/ massive* **antonym:** *flat/ small*

5. **Circle** all the **prepositions** in the passage (word/s to show **position**) 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.

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.: *unimportant* (not important), *impossible* (not possible)

Suffix

A suffix is a letter or group of letters added to the **end** of a word to change its meaning or function such as **-s, -ed, -ing, -ly, -ment, -able, -ness**

e.g.: **-s**: hand – *hands* (plural) **-ed**: fish – *fished* (past tense)

-ing: sing – *singing* (continuing)

Basic Building Block

5. **Underline** the word in the first sentence that has a **prefix** and a **suffix**.
6. Write the **suffix** here and use it in another word. **-ed**: *kissed/ folded, etc.*
7. The **prefix 'un-'** changes the meaning of the word to 'not'. **Add 'un-'** to the following words and use them in a sentence to show its new meaning:
 - a. **happy** – *unhappy* (any suitable sentences) _____
 - b. **pleasant** - *unpleasant* _____
 - c. **done** - *undone* _____

Personification

Personification is when you give an object animal or human behaviors.

e.g.: *Lightning danced across the sky. The wind howled in the night.*

Basic Building Block

8. Draw a **box** around the personification in this passage. Can you write your **own personification** describing the way the waves came onto the beach –

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 8 pg.48

The next wave broke over him, curving down with a crash and churning the sand into a violent tumult. He was caught up in rushing, tumbling water. He was swirled around, as powerless as a baby. Foam billowed over his head. He did not know what was happening.

Vocabulary

1. Draw **boxes** around the **synonyms** (words with similar meanings) in the passage:

powerful	destroyed	flowed	toppling	stirring
whirled	helpless			

Grammar

Using the passage above, complete the following grammar activities:

2. Draw a **dot** ● above all **verbs** in the passage ending with **-ing**.
3. **Rewrite** these verbs **without an ending** and then again with the ending **-ed**:

curve _____ curved _____
churn _____ churned _____
rush _____ rushed _____
happen _____ happened _____

Pronouns

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

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

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

e.g.: **Dad** loves to ride **his** bike. The **cat** licks **her** fur.

Basic Building Block

4. **Circle** all the **pronouns** in the passage.
5. A **simile** is a comparison between two things using the words 'like' or 'as'. **Underline** the simile in the passage.

Preposition

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

Basic Building Block

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

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 12 pg.74

One ... two ... three ... He tried to count so that he might know how much longer he must endure the beating, but after ten strokes he lost count. After what seemed like a dozen more, he almost lost consciousness. The world had become one vast pool of pain into which he was sinking deeper and deeper.

Vocabulary

1. **Match** the word from the passage to the correct **definition** with a line:

a. count -	<input type="checkbox"/>	suffer, tolerate or withstand
b. endure -	<input type="checkbox"/>	twelve, a lot
c. strokes -	<input type="checkbox"/>	awareness, mindfulness
d. dozen -	<input type="checkbox"/>	tally or calculate
e. consciousness -	<input type="checkbox"/>	massive, huge, immense
f. vast -	<input type="checkbox"/>	lashes, blows or hits
2. Break the word '**con/scious/ness**' into **syllables** using slashes.
3. Write the **antonyms** (words with the opposite meaning) found in the passage:

surrender: <u>endure</u>	minuscule: <u>vast</u>
rising: <u>sinking</u>	found: <u>lost</u>

Grammar

Using the passage above, complete the following grammar activities:

1. Draw **boxes** around all the **number words**. (Try to find all five!)
2. Look up these **number words** and write them out mathematically:

a. a dozen - <u>12</u>	d. two million - <u>2 000 000</u>
b. a decade - <u>10 years</u>	e. a century - <u>100 years</u>
c. a quarter - <u>¼</u>	

Metaphor

A metaphor compares two things, but it doesn't tell us that it is making a comparison, but doesn't use 'like' or 'as' like a simile.

Metaphors form word pictures in our minds like e.g.: **He is a shining star.**

**Basic
Building
Block**

3. Underline the **metaphor** in the passage.
4. Write your own **metaphor** describing your experience of terrible pain:
any suitable description
5. **Circle** all the words with the **suffixes** (or endings) **-ly, -ed, er, -ing, -s, -ness, -er** in the passage.

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.

Chapter 16 pg.105

<i>dep</i>	<i>dep</i>
Still later in the afternoon,	when <u>neither Mr Haan nor Willem</u> had returned to the station,
<i>indep</i>	
a <u>party</u> of soldiers was sent out to look for them.	The two men were found hiding in the bush near the fort, driven from the kloofs by the roaring of lions, which always began as evening approached.

Vocabulary

- Write the following words in **alphabetical** order:
for, evening, approached, found, bush, fort, kloofs, lions, afternoon, party
afternoon, approached, bush, evening, for, fort, found, kloofs, lions, party
- Draw a **dot** ● above the word '**station**' in the passage.
- '**Station**' ends with '**-tion**' that sounds like "*shun*". Write 3 other words with the same '**-tion**' ending. nation, permission, mansion, electrician, politician

Grammar

Using the passage above, complete the following grammar activities:

- Underline the words '**neither ... nor**' in the passage.
- Write a sentence of your own using '**neither nor**':
any suitable sentence
Just like '**neither ... nor**' always work together, so also is '**either ... or**'. Write a sentence of your own using '**either ... or**':
any suitable sentence
- Circle** the **collective** noun (a word that indicates a **group**) in the passage.
- Match** the **collective noun** to its animal:

pack, swarm, herd, shoal or school, colony, pride, flock

- a swarm _____ of bees
- a shoal or school of fish
- a herd _____ of sheep
- a flock _____ of birds
- a pride _____ of lions
- a pack _____ of wolves
- a colony _____ of ants

A Clause

A clause is a part of a sentence or a **group of words** in a sentence that has a **subject** (something or someone) and a **predicate** (a verb or doing word)

A **comma** is often used to indicate the clauses.

- **An independent (main) clause** is a complete thought that can stand alone as a sentence.
- **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” cannot make sense and 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.

**Basic
Building
Block**

1. The first sentence has several **clauses** which are indicated by **commas**. Draw a **box** around each clause.
8. Read each clause on its own to see whether they are **independent** (can stand alone) or **dependent** (cannot stand alone) and then write ‘**dep**’ or ‘**indep**’ above each clause to label them.
9. **Rewrite** the first sentence without the middle clause.
Still later in the afternoon, a party of soldiers was sent out to look for them.

Worksheet 13Copywork & 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

The *Dromedaris* dipped and tugged at her anchor chain. Perched perilously on the railings, like a finch on a twig, sat Job Boom. His sisters, Carola and Grietje, were gazing down the side at the ladder which was swinging over the grey water and at the man who was climbing it, the Honourable Director Roch, in his black velvet cloak.

Vocabulary

Match the words in the list to the correct **definitions**. Write the correct number in the box:

- | | |
|----------------------|---|
| 1. tugged | ⑤ sit balanced on something |
| 2. anchor | ⑤ fences, rails |
| 3. perched | ⑥ staring, watching and looking |
| 4. perilously | ② a heavy hook used to secure a ship |
| 5. railings | ⑦ a series of bars between two lengths of wood |
| 6. gazing | ① pulled, yanked, jerked |
| 7. ladder | ③ fabric that has a short, thick pile on one side |
| 8. velvet | ④ dangerously, worryingly, scarily |

Grammar

Using the passage above, complete the following grammar activities:

- Why is the word *Dromedaris* typed in italics? Tick the answer:
 - To show it is a proper noun
 - To show it is the name of a ship
 - Instead of being underlined
 - All the above
- When we write the names of ships and book titles, we do not use italics, but we underline the name or title instead. **Rewrite** the first sentence and underline the name of the ship.

The *Dromedaris* dipped and tugged at her anchor chain. _____

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**

- Underline the **simile** (a description using **like or as**) in the passage. Rewrite the sentence and use your **own** simile.

Perched perilously on the railings, like a any suitable comparison, sat Job Boom. _____

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)

**Basic
Building
Block**

4. **Tick ✓** above all the words that **end** with **-ed**. Words that end with **-ed** indicate that the verb has already happened = past tense.
5. **Write** the correct **suffix -ed or -ing** to the verbs in bold to indicate the correct tense. (Spelling changes in some words.)
 - a. I was **singing** on my way to the park.
 - b. Sam **walked** to the park yesterday.
 - c. Dad **kissed** mom goodbye this morning.
 - d. We **hoped** that the rain would stop.
 - e. He is **laughing** at my jokes.
 - f. The mechanic is **fixing** our car right now.

Article

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

- ‘**a**’ is used before a noun beginning with a consonant
e.g.: **a** dog, **a** cup
- ‘**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**

6. Draw a **dot ●** above all the articles ‘**a**’, ‘**the**’ or ‘**an**’ in this passage.
7. Write the correct **articles** for these nouns:
He climbed the ladder, carrying an apple and a loaf of bread in a bag, and ate them at the top.

Worksheet 14Copywork & 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. 35

There was no answer. Job stood behind a rock as if frozen to the spot, staring with dilated eyes at David, spread/eagled in the grass, his face downwards, his arms out/stretched and blood hardening on his fair hair. Job tried to call, but his voice had gone.

Vocabulary

1. Write the **synonyms** (words with similar meanings) found in the dictation for:

pale - fair

widened - outstretched

ice-covered - frozen

reply - answer

disappeared - gone

Grammar

Using the passage above, complete the following grammar activities:

Comma

The comma ',' is a punctuation mark and is mostly used to separate ideas in a sentence:

- To separate items in a list of three or more items, e.g.: *I will buy apples, bananas, and kiwis.*
- To separate phrases and or clauses, e.g.: *After a big dinner, we like to rest before swimming*

**Basic
Building
Block**

2. Draw a **dot** ● above all the **commas**. Tick why they are used.

To make a list of things (*the list of actions*)

To create short sentences

To divide a very long sentence into phrases and clauses

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**.)

**Basic
Building
Block**

3. Draw **boxes** around all the **pronouns** in the passage.
4. **Underline** the **simile** (a description using **like** or **as**).

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**

5. Draw **slashes** to separate all the **compound words**. Rewrite them in full:

spreadeagled = spread + eagled _____

outstretched = out + stretched _____

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 5 pg. 48

One by one, they recognized other animals. It was too much! The men were be/side them/selves with rage. Bringing back their own stolen cattle! Parading it before their very eyes!

Vocabulary

- Draw a **dot** ● above the **antonyms** (words with opposite meanings) in the passage for these words:
 - unknown**
 - returned**
 - calm**
 - skulking**
- Underline the **synonyms** (words with similar meanings) in the passage for: **identify, displaying, fury, pinched**

Grammar

Using the passage above, complete the following grammar activities:

Subject	Basic Building Block
The subject of a sentence is the person, place, thing, or idea that is doing or being, and 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. e.g.: The ship sailed to port. People need to eat to survive.	

- Look at each sentence and ask **who** or **what** did the verb (action) in that sentence. The answer is the **subject**. Tick ✓ above the subject in each sentence.
- Two sentences do NOT have a subject. (Writing sentences without a subject is poor form and should be avoided.) **Rewrite** these sentences and add suitable subjects:
They were bringing back their own stolen cattle!
They were parading it before their very eyes!
- Circle** the **homophone** (a word that sounds the same but is not spelt the same) for ‘there’.
- Draw a **box** around the **compound word** and draw a **slash** to separate it into two separate words.

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 7 pg. 63

The rowers pulled in their oars and jumped out. Then a great, burly sailor lifted from the boat a very tall, gaunt man, whom he carried over the shallow water and the sand to the grass beyond. Two boys walked after them – one bigger than Job, the other smaller. The sailor set the tall man on his feet and he swayed weakly, steadying himself with a hand on the shoulder of each of the two boys.

Vocabulary

1. Tick ✓ the **antonyms** (words with opposite meanings) in the passage for **plump, deep, smaller, short**
2. **Match** the words below to the correct **meanings**. Write the letter in the □:

1. oars	Ⓒ thin, skinny, bony, scrawny
2. burly	Ⓔ elsewhere, yonder
3. gaunt	Ⓓ a strong, muscular, beefy person
4. shallow	Ⓙ feebly, uncertainly, indecisively
5. beyond	Ⓐ paddles or wooden blades to pull a boat
6. swayed	Ⓕ fixing, supporting, strengthening
7. weakly	Ⓗ a rocking, shifting movement
8. steadying	Ⓖ water at a low level

Grammar

Using the passage above, complete the following grammar activities:

3. Draw a **dot** ● above the **verbs** (action or 'doing' words) in the passage.

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.

These are prepositions:
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**

4. **Circle** all the **prepositions**.
5. **Underline** all the **adjectives** (words that describe nouns) in the passage.

Degree of comparison

Degrees of comparison are adjective that compare one thing/person to another. Adjectives are used to compare, describe, quantify, modify or identify nouns/pronouns and have three degrees of comparison –
e.g.: Let's look at the adjective 'fast':

1. **Positive degree** – *The cat runs **fast***
2. **Comparative degree** – *The cat runs **faster** than a dog.* (-er ending - think of 'more' - compares 2 things)
3. **Superlative degree** – *The cat runs the **fastest** of all animals.* (-est ending – think of 'most' - compares several things)

**Basic
Building
Block**

6. Draw **boxes** around the **adjectives** that show **degrees of comparison** in the passage with the suffix **-er** and **-est**.
7. Add **-er** and **-est** to the words below. Remember that the spelling sometimes changes:

long: longer longest

big: bigger biggest

blue: bluer bluest

heavy: heavier heaviest

8. **Write** the correct form of the adjectives in these sentences to show the **comparative degree**:

1. She is (**smart**) smarter than her sister.
2. I am (**old**) older than her.
3. This is the (**big**) biggest piece of cake!
4. The (**bright**) brightest light is shining.
5. The storm seems (**calm**) calmest now.

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 1 pg.5

Toma sat hunched up in the crevice between the granite boulders of the low hill, his head resting limply on his knees, his eyes closed. How long he had been there he did not know. He was aware only of a great silence of fear within himself. It felt as if all life had come to an end, as if his slender brown body had already become a part of the grey stone pressing around him.

Vocabulary

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

- | | |
|--------------------|-------------------------------------|
| a. hunched | c. a very hard type of rock |
| b. crevice | g. slim, small, lean body type |
| c. granite | e. floppily, droopily, lifelessly |
| d. boulders | a. sit bent over with a curved back |
| e. limply | g. quiet stillness |
| f. knee | d. large rocks, often round shaped |
| g. silence | f. a joint which bends the leg |
| h. slender | b. a gap, crack or split in a rock |

2. **Underline** the synonyms in the dictation for **crack, shut, quietness, rocks, pushing**

3. Write your **own antonyms** for these words:

- | | |
|----------------------------|-------------------------------|
| limp - <u>still</u> _____ | fear - <u>assurance</u> _____ |
| slender - <u>fat</u> _____ | great - <u>small</u> _____ |

Grammar

Using the passage above, complete the following grammar activities:

1. Draw **boxes** around the **homonyms** in the passage of 'their' and 'no'.

<p>Adjectives</p> <p>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.: <i>blue dress, slow train, hot food</i></p>	<p>Basic Building Block</p>
--	------------------------------------

2. Tick ✓ above all the **adjectives** in the passage.
3. Write a **synonym** (a word with a similar meaning) as **adjectives** for these sentences:
- (**Big**) Huge/ large/ massive boulders fall down the mountains.
 - He watched the plane fly over the (**small**) low/ little hill.
 - The air was filled with a (**loud**) deafening/ noisy/ thunderous noise.
 - The boy's (**thin**) slim/ slender/ lean/ slight body lay on the bed.
 - Lions lay on the (**hot**) boiling/ searing/ sizzling sand in the desert.

<p>Adverb</p> <p>An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with -ly e.g.: <i>The children ran quickly. The man walked slowly.</i></p>	<p>Basic Building Block</p>
--	------------------------------------

4. **Adverbs** usually end in **-ly**. Draw a dot ● above the **adverb** in the passage that ends **-ly**.
5. Write your own **adverbs** ending with **-ly** to describe these verbs:
- eat slowly, quickly sit tensely/ erectly/ patiently
 wait patiently/ quietly walk slowly/ quickly/ energetically

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 4 pg. 33

Forcing himself to run on, he came to a dry river bed winding like a silver snake
 across the red sand. Here he buried one of the ostrich eggshells as his grandfather
 had instructed him and marked the place carefully with a small heap of pebbles.

Vocabulary

Match the words from your passage to the correct definition. Write the number in the box:

- | | |
|----------------------|------------------------------------|
| 1. forcing | ③ dig and cover under some soil |
| 2. winding | ④ commanded, told or directed |
| 3. buried | ② zigzagging, twisting and curving |
| 4. instructed | ⑤ a pile or stack of something |
| 5. heap | ① pushing and driving himself |

Grammar

Using the passage above, complete the following grammar activities:

- Underline** the **simile** (a comparison using 'like' or 'as').
- Rewrite the simile in your own words:
(any suitable comparison)
- Tick** ✓ above all the **adjectives** that describe nouns.
- Draw a **dot** ● above the **adverb** that ends **-ly** in the passage.
- Draw a **box** around all the **verbs** (action words) in the passage.
- Rewrite these verbs and **add your own adverb** to each:
ran **quickly** came **slowly** winding **tightly**
buried **deeply** instructed **sternly** marked **carefully**
- Draw a **star** ✨ above all the **prepositions** (showing a position) in the passage.

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.

**Basic
Building
Block**

1. Look at the first sentence in the passage. Draw an **arrow** ↓ above the **comma** in the sentence. The comma in this sentence indicates a phrase and clause.
8. Is "*Forcing himself to run on*" a **dependent** or **independent** clause?
9. Rewrite this clause as a complete sentence by adding a **subject**:
He was forcing himself to run on.

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!

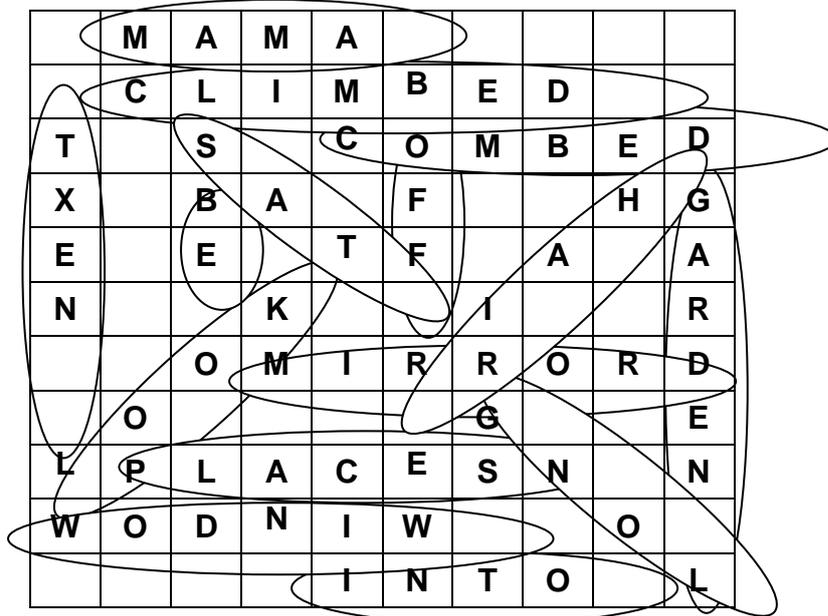
D. Draw a Tea Set Still Life (pg.11) An Art Activity

- ❖ 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> In 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

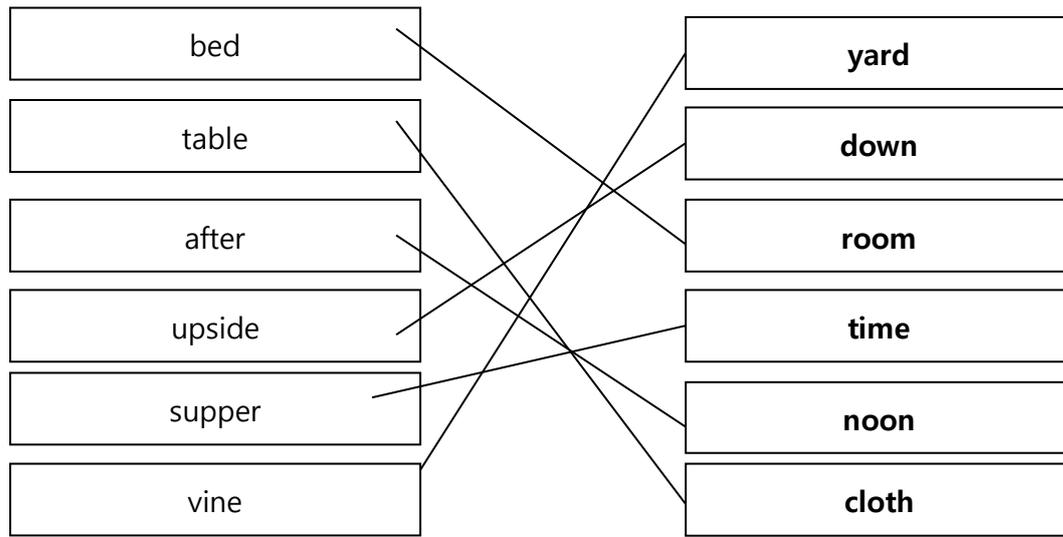
Choose a synonym from the box that best describes the objects listed below:

- 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
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Y	O	U
"	^	>

T	H	A	T
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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 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 lay/er of wa/ter the low tide had spread over the sand, that his feet spat/tered the litt/le crumb/ling clots into his hair and the wind sang in his ears.

He ran the length of the beach and back a/gain, then up a sand/hill and here his breath gave out, so that he flopped on/to his back, arms spread wide, the sky pearl-grey a/bove him, the air on his face cold and clean.

Vocabulary

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

- | | |
|---------------------|---|
| 1. through | ③ covers over, extended across |
| 2. tide | ⑥ lumps or globs |
| 3. spread | ④ splattered and sprinkled |
| 4. spattered | ③ sandy shoreline or coastline |
| 5. crumbling | ⑨ inhalation or lungful of air |
| 6. clots | ① going into and across |
| 7. length | ⑩ fell down and slumped to the ground |
| 8. beach | ⑤ breaking into smaller pieces |
| 9. breath | ② the surge of seawater that rises or falls |
| 10. flopped | ⑦ the stretch or distance to the end |

2. Circle the **synonyms** (words with the same meaning) for these words:

lumps, air, stretch, breeze

Grammar

Using the passage above, complete the following grammar activities:

- How many sentences are there in the passage? 1 2 3 4 5
- Draw a **dot** ● above all the **commas** in the passage.
- Draw **slashes** through all the words with **two syllables** (the basic sounds that create words).
- Draw a **star** ✨ above the **compound word** (where two words joined into one new word).
- Draw **boxes** around the **adjectives** (words that describe nouns).

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**

**Basic
Building
Block**

8. **Underline** the **independent clause** in the last sentence of the passage.
9. Rewrite the last sentence beginning a new sentence where each comma appears. (You'll have to add or leave out extra words!) Remember to punctuate.

He ran the length of the beach and back again. Then he ran up a sandhill and here his breath gave out. He flopped onto his back. His arms lay spread wide. The sky was pearl-grey above him. The air on his face was cold and clean. _____

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.22

It was pitch dark and very cold. The ✓ everlasting Cape wind blew ● so hard, that it was all he could do to make his way in the face of it. He shouldered the garden tools, turned and saw the ↓ swaying pin-points of lights far out at sea, which told of a ship at bay.

Vocabulary

1. Write a **synonym** (words with similar meanings) for:

everlasting – never-ending, perpetual swaying – swinging

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

- | | |
|-----------------------|------------------------------------|
| 1. pitch dark | ③ carried, bore upon his shoulders |
| 2. everlasting | ⑤ small, specific points |
| 3. shouldered | ④ swinging, rocking, shifting |
| 4. swaying | ① extremely dark |
| 5. pin-points | ② endless, unceasing, perpetual |

Grammar

Using the passage above, complete the following grammar activities:

- Draw a **dot ●** above the **proper noun** in the passage.
- Circle** all the **adjectives** (words that describe nouns).
- Draw **boxes** around the **verbs** (action or being words).
- Rewrite the phrase “**shouldered the garden tools**” so that you include a **preposition**. He shouldered the garden tools on his back.
- Tick ✓** above a **compound word**.
- Match** these separate words to form **compound words** and write them out:

a. rail	i. book	<u>railroad</u>
b. foot	ii. times	<u>football</u>
c. note	iii. ball	<u>notebook</u>
d. snow	iv. road	<u>snowman</u>
e. some	v. man	<u>sometimes</u>
- Draw an **arrow ↘** above the **hyphen** in the **hyphenated** word in the passage.

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 8 pg.66

"Right now, watermelons sound pretty good to me," he said.

His father insisted, "Carrots, cabbages and beans to eat with our meat come first."

Vocabulary

1. Underline all the food names.
2. Rewrite these words in **alphabetical** order as a list using commas to separate each word: **watermelons, carrots, cabbages, beans, meat.**
beans, cabbages, carrots, meat, watermelons
3. Draw a **box** around the **homonyms** (words that sound the same but are spelt differently and have different meanings) in the passage for **meet, 1st, write, two, been**

Grammar

Using the passage above, complete the following grammar activities:

Attribution

Attribution is the identification of the speaker reported in written material, it is the phrase that tells who is speaking in a quote,

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)
- When the attribution is in the middle of a quotation, attach it to the first part of the quotation, then follow the attribution with a comma and then continue the quotation as part of the attribution.
e.g.: "That's great!" **Bert exclaimed**, "I'm glad!" ('Bert exclaimed' is the attribution)
- If the quotation ends with the attribution, and the quotation 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**

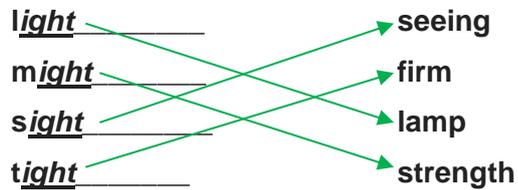
4. **Circle** the **attributions** (the words telling us who is speaking) in the passage.

5. **Rewrite** the attributions at a **different place**, in the middle of the first sentence, and at the beginning of the second sentence. Watch your punctuation!

"Right now, he said, "Watermelons sound pretty good to me." _____

"Carrots, cabbages and beans to eat with our meat come first," his father insisted.

Rewrite the word '**right**' beginning with these letters instead of r. Match their meanings with an arrow/ line.



6. Write a **paragraph** describing all the food items that you ate in your last main meal. Don't merely list the foods but include descriptive adjectives!

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 10 pg. 86

● ● *There are* ● ✓
 Claude interrupted her with a laugh. "So many Frenchmen at Olifants Hoek! (There'l) be no
● *We had* ✓
 more room for elephants. Better call it Fransch Hoek."

Vocabulary

1. Draw a **dot** ● above the **synonyms** (words with the same meaning) in the passage for:

- * cut in on someone talking
- * chuckle
- * lots of ...
- * space.

2. Draw **slashes** to separate the **syllables** in these words:

in/ter/rup/ted e/le/phants French/men

Grammar

Using the passage above, complete the following grammar activities:

Basic Building Block

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*

3. **Underline** all the words with **capital** letters. **Tick** ✓ those words that are **proper nouns**.

4. **Arrange** these proper nouns under the correct headings in the columns:

May	Samuel	Toyota	Mr Min Polish	Paarl	Mrs Smithers
Pietersburg	Netflix	March	Dr Morley	August	Lesotho

<u>Person</u>	<u>Place</u>	<u>Month</u>	<u>Thing</u>
<i>Samuel</i>	<i>Pietersburg</i>	<i>May</i>	<i>Netflix</i>
<i>Dr Morley</i>	<i>Paarl</i>	<i>March</i>	<i>Toyota</i>
<i>Mrs Smithers</i>	<i>Lesotho</i>	<i>August</i>	<i>Mr Min Polish</i>

5. Draw a **box** around the **complete sentences** (those with a subject and a verb) in the passage. Add your own words above the fragment sentences to complete them.
6. **Circle** the **contraction** (two words joined together using an apostrophe).
7. Rewrite these words as **contractions**:

They are = they're **They shall** = they'll

We will = we'll **I am** = I'm

You had = you'd **I have** = I've

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

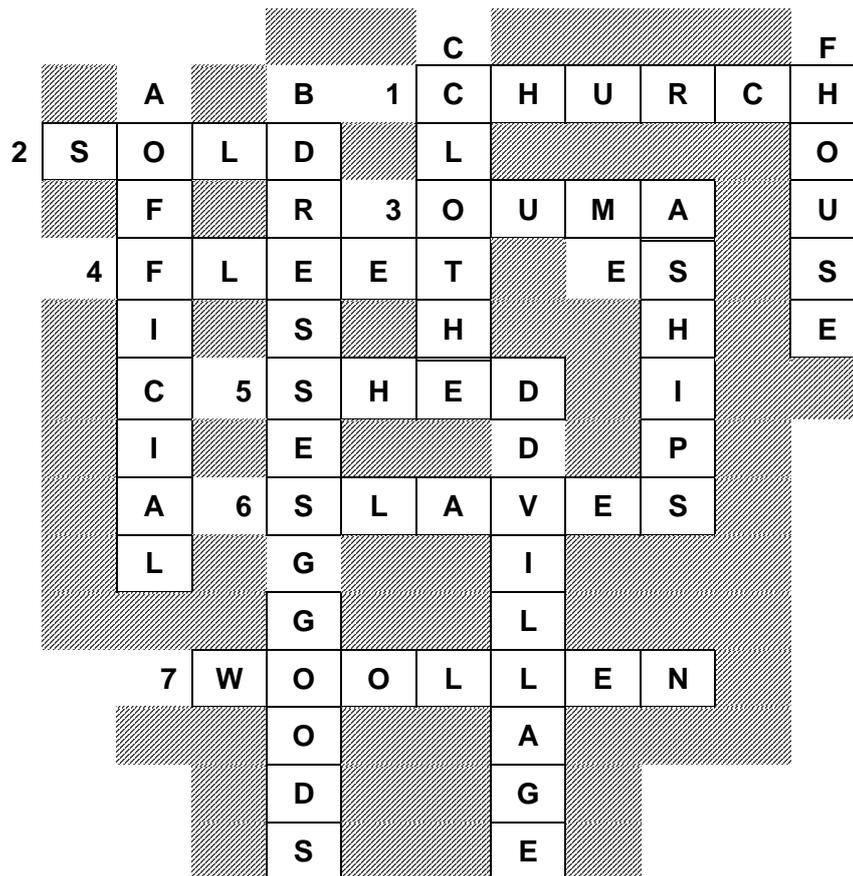
9 short trousers

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.

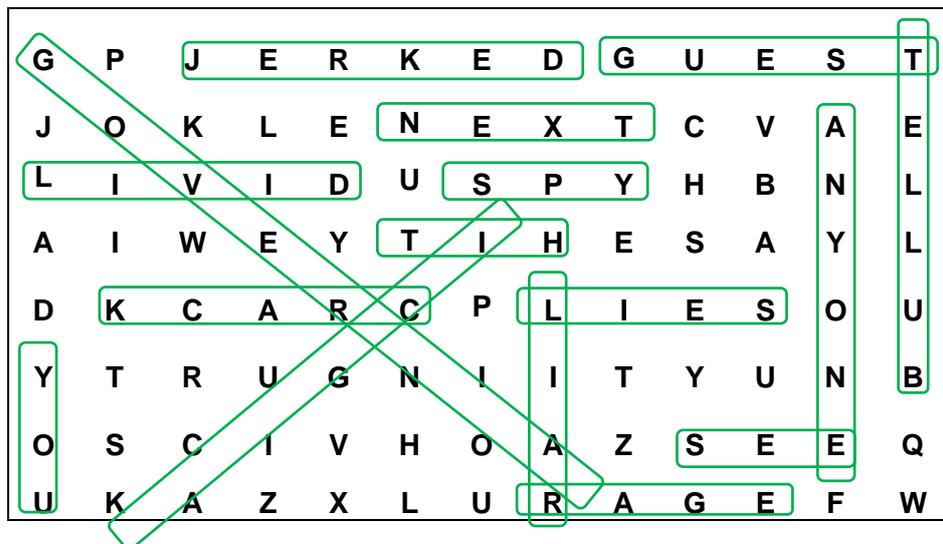
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
)	(*	&	^	%	\$	#	@	!	?	>	<	"	:	}	{	[]	+	-	0	9	8	7	6

T	H	E				G	O	V	E	R	N	O	R		A	N	D		H	I	S			
+	#	^				\$:	0	^	["	:	[)	"	&		#	@]			
O	F	F	I	C	I	A	L	S				O	W	N		F	A	R	M	S,				
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S	E	L	L			G	O	O	D	S,			M	E	A	T,			W	I	N	E		
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T	O					T	H	E				S	H	I	P	S.		W	E		H	A	V	E				
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N	O	T				B	E	E	N			P	A	I	D			F	O	R			O	U	R			
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9	^					<)	7				"	:	+				^	0	^	"		%	@]	#		
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H	A	V	E			N	O					W	A	Y				O	F				M	A	K	I	N	G
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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!”

“They would not dare mock this little beetle now!” he muttered to himself. “I, Shaka, am stronger and braver than any of those boastful weaklings!”

Vocabulary

1. **Match** the words below to the correct meaning. Write out the matching word:

	Definitions	Matching word
A. shouted	bolder, courageous	braver
B. running	fear, fright, horror	terror
C. away	yelled, screamed, called loudly	shouted
D. terror	physically weak and frail	weaklings
E. dare	mumbled or murmured	muttered
F. mock	proud, arrogant, bragging	boastful
G. muttered	taunt, challenge, provoke someone	dare
H. braver	sprinting, dashing or jogging	running
I. boastful	going, leaving	away
J. weaklings	tease, scorn, taunt or ridicule	mock

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 all the **attributions** in the passage.
2. 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			

Write your own attributions for these quotes: (Check your punctuation is correct.) (*any suitable verbs*)

- a. "She's gone!" she whispered/ mumbled/ wailed.
 - b. He asked/ demanded, "Where is it?"
 - c. "Oh no! This is awful!" he yelled/ grumbled.
 - d. She pleaded/ begged, "Please let me go."
 - e. "Help me!" he cried/ pleaded.
3. **Circle the verb** in the attributions that describe **how** the person is speaking.
4. Rewrite the attribution for the 1st quotation **after** the 3rd sentence. (Watch your punctuation!)
- "Let us call the men! They will come and kill the leopard! Run, Shaka, run!" the boys shouted.
5. Now move the attribution used in the last 2 sentences to the **end** of the quotation. (Watch your punctuation!)
- "They would not dare mock this little beetle now. I, Shaka, am stronger and braver than any of those boastful weaklings!" he muttered to himself.
6. Rewrite this quote with the attribution in the beginning and then again with it at the end of the quotation:
- "I am strong and brave," Shaka said, "I am not a coward!"**
Shaka said, "I am strong and brave. I am not a coward!"
"I am strong and brave. I am not a coward!" Shaka said.
7. **Tick ✓** above the **antonyms** (words with opposite meanings) in the passage for **whispered, women, walking, large, cowardly, go, compliment**

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.5-7

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.

Shaka became the hero, not only because of his great courage and skills as a warrior and leader, but also because he was the best composer of songs, the most agile dancer, and the wittiest teller of stories.

Vocabulary

Write the **synonym** (a word with similar meaning) in the passage for these definitions:

- a star or someone to be admired hero _____
- a musical creator composer _____
- nimble and active agile _____
- entertaining or humorous wittiest _____
- bravery and daring fearless/ courage _____

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:

- Positive degree – **The cat runs fast.** (a normal adjective describing that thing)
- Comparative degree – **The cat runs faster than dogs.**
(add **-er** when you compare two things with each other)
- 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**

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

3. Draw a **box** around the words that the 'more' and 'most' describe.
4. Fill in the degrees of comparison from **more** to **most**: (*Remember these spelling rules – double the last consonant in short vowel words e.g.: sad – **saddest**, – 'y' changes to 'i' e.g.: ugly – **ugliest***)
- happy happier _____ happiest _____
 - brave braver _____ bravest _____
 - angry angrier _____ angriest _____
 - bad (careful!) worse _____ worst _____
5. Fill in these **degrees of comparison** by adding **-er** and **-est**: e.g.: cold, colder, coldest.
- | | | |
|--------|-----------------------|------------------------|
| fast | <u>faster</u> _____ | <u>fastest</u> _____ |
| strong | <u>stronger</u> _____ | <u>strongest</u> _____ |
| dark | <u>darker</u> _____ | <u>darkest</u> _____ |
| strict | <u>stricter</u> _____ | <u>strictest</u> _____ |
6. Create **comparisons** between these items: (You can use the word in brackets, or you can use your own ideas.) (*Any suitable comparison.*)
- This spear is sharper _____ than the other spear. (sharp + -er)
 - My drum is louder _____ than yours. (loud + -er)
 - This man is the tallest _____ of all. (tall + -est)
 - Our home is the most expensive _____ on the street. (expensive - *no change because 'most' expresses the superlative degree*)
 - She is more talented _____ than the other dancers. (talented - *no change because 'more' expresses comparative degree*)

Worksheet 27

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.10

Round his head he wore a circle of otter skin pierced with fiery red feathers, with a single blue crane feather in the middle.

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 these into the ground!” he bellowed.

Vocabulary

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

- | | |
|-----------------------|---|
| 1. pierced | 6 <input type="checkbox"/> to be awkward, ungainly, heavy |
| 2. fiery | 5 <input type="checkbox"/> things scattered or strewn around |
| 3. bellowed | 3 <input type="checkbox"/> shouted, yelled, roared |
| 4. immediately | 1 <input type="checkbox"/> stabbed, pricked, cut, speared |
| 5. littered | 2 <input type="checkbox"/> blisteringly hot, flaming, scorching |
| 6. clumsy | 4 <input type="checkbox"/> at once, instantly, straightaway |

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. Draw a **dot** ● above the **nouns** the adjectives describe.
3. **Tick** ✓ the **comma** used in the adjective list.

4. Rewrite all adjectives from your dictation below and write a **synonym** (a word with a similar meaning): e.g.: **lovely – pretty** (*Leave out the adjectives describing colour*)

fiery _____ burning _____

single _____ one _____

small _____ little _____

sharp _____ pointy _____

clumsy _____ awkward _____

5. 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

6. Draw a **box** around the word in the dictation that has more than 4 syllables. Draw **slashes** to separate the syllables.
7. Draw an **arrow** ↓ above the **synonyms** (words with the same meaning) in the passage for:

centre, encircling, instantly, instructed, shouted

Worksheet 28

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.12

“When the sun rises, the Chief will rub his eyes and howl in fright like a jackal in a trap.”

“Take them away!” he commanded his guards,” and deal with these dogs as they deserve.

Twist off their necks like chickens.”

Vocabulary

Write the **synonym** (a word with similar meaning) found in the passage for:

- a. climbs rises
- b. yowl or wail howl
- c. turn or rotate twist
- d. justify deserve
- e. ordered commanded

Grammar

Using the passage above, complete the following grammar activities:

<p>Simile</p> <p>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 girl was as thin as a rake. Cheetahs run like lightning.</p>	<p>Basic Building Block</p>
--	------------------------------------

1. Underline all the **similes** in the dictation.
2. **Circle** ‘like’ or ‘as’ in all the similes.
3. **Tick** ✓ above the 2 things that are being compared in each simile.
4. Choose 1 simile and rewrite it with your own simile. (any suitable comparison)

5. Similes are often used to compare 2 things using “**as ... as**” e.g.: as smooth as
6. glass. Write your own comparisons for these qualities: (any suitable comparison)
 - **as small as** an ant/ a pin head
 - **as fast as** lightning/ a sprinter/ cheetah
 - **as thick as** soup/ cement/
 - **as hot as** coal/ the sun/ lava
7. Using similes in your writing makes it creative and original. Write a paragraph describing Shaka dressed as a mighty chief and try to include two similes.

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

It [a pamphlet] had also said that a warlike tribe of black people called the Xhosa nation lived beyond the border to the north, and the few colonists who had farms in this part of South Africa were of Dutch descent because the Cape, until twenty years ago, had been a Dutch possession.

These people called themselves Boers. There were also some brown people called Hottentots, who were the servants of the Boers.

Vocabulary

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

- | | |
|----------------------|---|
| 1. warlike | 2 <input type="checkbox"/> a family clan or kinfolk |
| 2. tribe | 6 <input type="checkbox"/> of origin or ancestry |
| 3. nation | 5 <input type="checkbox"/> settlers, conquerors of other lands |
| 4. border | 1 <input type="checkbox"/> warring, military, hostile, aggressive |
| 5. colonists | 7 <input type="checkbox"/> ownership, control |
| 6. descent | 3 <input type="checkbox"/> people from the same country or state |
| 7. possession | 8 <input type="checkbox"/> domestic workers |
| 8. servants | 4 <input type="checkbox"/> a borderline, boundary, state line |

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. **Circle** all the words with **capital** letters.

2. Tick ✓ above those words with capital letters that are **proper** nouns.
3. Write the proper nouns from the dictation for the names of a:
 - a. **Country** - Cape, South Africa
 - b. **Nationality** – Boers, Hottentots, Xhosa
4. Write two or three proper nouns of your own as examples for: *(any suitable proper nouns. Remember capital letters!)*

Language: _____

Day/Month: _____

Season: _____

Nationality: _____

River/ Mountain: _____

Country/ City: _____

5. 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		✗				

6. Write your own sentence using at least three different types of proper nouns:
(any suitable sentence.) _____

7. Underline all the **adjectives** (that describe nouns) in the passage.

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

a woodworking tool

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. None of the Turnbull party, however, was able to obtain a plough, but the officer in charge assured them that a supply would be available before the time for planting.

Vocabulary

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

1. obtain _____ to get, gain, acquire
2. gardening _____ to do with growing plants
3. officer _____ an official, military man, soldier of rank
4. bought _____ pay money, purchase
5. shaping _____ forming or sculpting wood
6. building _____ putting up and putting together something
7. assured _____ promised, pledged, convinced
8. kettle _____ a pot used to heat water for tea or coffee
9. axe _____ a blade on a handle to chop things
10. available _____ to be had, obtainable

Grammar

Using the passage above, complete the following grammar activities:

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 **the, a, or an** in front of them. e.g.: **an** apple, **the** boy, **a** ball

Basic Building Block

1. Underline all the **common** nouns in the passage.
2. Draw a **dot** ● above the articles '**the, a, or 'an'**'.
3. Draw an arrow ↓ the word that follows '**an**'. Why is '**an**' used?

<input type="checkbox"/> To look special	<input checked="" type="checkbox"/> The word after it starts with a vowel
<input type="checkbox"/> To show it is in a list	<input type="checkbox"/> To show the word is a noun

4. This passage has a list of things. Lists often have commas. Draw a **star** ✨ above all the **commas** in the passage
5. Can you make up your own list of gardening tools? Notice that the list with commas ends with '**and**' the last thing. (*any suitable list with correct punctuation*)

6. Rewrite this list of kitchen items in alphabetical order:

kettle, zinc, spoon, pot, pan, knife, grater, fork, bowl, mug, dish, board, ladle

board, bowl, dish, fork, grater, kettle, knife, ladle, mug, pan, pot, spoon, zinc

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

playthings tools clothes furniture hair

- a. **pasta, cheese, and meat** - food
 - b. **brush, comb, and shampoo** - hair
 - c. **ball, bat, and hoop** - playthings
 - d. **trousers, shorts, and jeans** - clothes
 - e. **screwdriver, spanner, and hammer** - tools
 - f. **chair, table, and couch** - furniture
5. Write a list of common nouns that belong to these groups, add '**a**', and '**an**' before each noun, and add '**and**' before the last item. Remember to use commas after each item. (*any suitable nouns with correct punctuation*)
 - a. **fruit:** an apple, a pear, and a banana
 - b. **clothes:** socks, a belt, and a dress
 - c. **a party:** a punch of balloons, a cake, and gifts
 - d. **beach:** an umbrella, a towel, and a picnic basket
 - e. **garden:** a fork, a spade, and a wheelbarrow

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

Mr Thompson, Frederick and Matthew bathed in the river and to Matthew it was very exciting to strip off his clothes and splash himself all over in the icy water. 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

- Write the word from the passage that matches the definition:
 - strip _____ to undress
 - glowing _____ warm, flushed, blazing
 - bathed _____ washed in water
 - splash _____ splatter, get water on
 - gathered _____ meet or bring together
 - tingling _____ tickle, prickling, itching

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.
 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

- Draw **boxes** around all the **prepositions** in the passage.
- Rewrite the last sentence using your own prepositions. Papa sat (on) near/on/ under a fallen log with the Bible (on) near, next to his knees.

3. Write these prepositions in your own sentences: (*any suitable prepositions*)

under: _____

over: _____

up: _____

4. Tick ✓ above all the capital letters. Apart from 'After', why are these capital letters used? They are –

proper nouns

common nouns

important words

to make words pretty.

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

Prepositional phrases have a preposition and the **object of the preposition**
object of the prepositions (the object that the preposition refers to)
e.g.: **under the tree** = *the tree is the object of the preposition*

**Basic
Building
Block**

6. Draw a **star** ✨ above the **objects of prepositions** in the passage.

Worksheet 33

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. 51

Matthew ran all the way back around the hill. He collect/ed his books and whistle/d to the cattle, hurry/ing them along with his herding stick. And all the while he was think/ing about Jeremiah. He realiz/ed that it was not a game for a servant to run away from his master.

Vocabulary

Write the word from the passage that matches the definition:

1. hurrying going quickly, making haste
2. collected gathered, bring together
3. realized understood, recognized
4. around go in a circle
5. herding shepherding

Grammar

Using the passage above, complete the following grammar activities:

Verb	Basic Building Block
A verb is a doing/ action or being word.	
<u>Action verbs</u> express actions: e.g.: eat, swim, run, smile, cry, build, fly	
<u>Being verbs</u> express a state of being: e.g.: <i>Kim is angry. The lettuce is green. Foxes are sly. My parents will be angry</i>	

4. **Circle** all the **verbs** in the dictation.
5. Verbs tell us the tense (the when) of the action. Endings such as **-ed** tell us it is **past** tense, **-ing** endings tell us it is present continuing tense, and some verbs are spelt differently. Separate all the **-ed** and **-ing** endings with a slash.
6. **Tick** ✓ above all the **prepositions** (words that show position) in the passage. Underline the **object** of the prepositions (the object that the preposition refers to).

7. Fill in this verb table using the -ing and -ed endings to show different tenses:

Present Tense	Present continuing Ends -ing	Past Tense Ends – ed or changes
collect	collecting	collected
sort	<i>sorting</i>	<i>sorted</i>
pack	<i>packing</i>	<i>packed</i>
mix	<i>mixing</i>	<i>mixed</i>
splash	<i>splashing</i>	<i>splashed</i>

8. When some verbs change to **past tense**, they change in spelling instead of -ed endings, e.g.: **run = ran, swim= swam**

Write the correct form of the verb in brackets to express the action that has happened (past tense):

- The boys (**fight**) fought with each other.
- We (**eat**) ate healthy food.
- The boat (**sinks**) sank in the storm.

9. Add 'will be ... -ing' or 'shall' before the verb to show **future tense**, e.g.: *We **will be staying** at home. Oupa **shall stay** with us.*

Write the verbs in brackets in future tense by adding 'will be ...-ing' or 'shall/ will':

- They will be **playing** at our house tomorrow.
- Dad will be **fixing** his car later.
- I shall/ will **stay** here tonight.
- They shall/ will **join** us on Friday.

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

**Basic
Building
Block**

10. Choose the correct **auxiliary verb** to complete the sentences:

- He (**is/ was**) was **talking**. (past tense)
- I (**is/ was**) was **eating**. (past tense)
- I (**have/ has**) have **slept**. (past tense)
- They (**may/ do**) may make the tea. (future tense)
- We (**was/ shall be**) shall be **running**. (future tense)

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 35

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

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. Everywhere men and women were shouting and running. And the drivers were screaming at the oxen and shouting, "Trek! Trek!" and flicking their whips so that the long thongs curled out with sharp cracks over the backs of the teams.

Vocabulary

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

- | | |
|---------------------------|---|
| a. <u>flicking</u> _____ | <input type="checkbox"/> to flip or strike a whip |
| b. <u>creaking</u> _____ | <input type="checkbox"/> squeaking, groaning |
| c. <u>straining</u> _____ | <input type="checkbox"/> struggling, with great effort, labouring |
| d. <u>drivers</u> _____ | <input type="checkbox"/> men who handle the oxen |
| e. <u>jolting</u> _____ | <input type="checkbox"/> jerking, bumping, joggling |
| f. <u>thongs</u> _____ | <input type="checkbox"/> strings or thin straps made from leather |
| g. <u>rough</u> _____ | <input type="checkbox"/> coarse, grating, not smooth |
| h. <u>yokes</u> _____ | <input type="checkbox"/> wooden braces fitting over oxen necks |

Grammar

Using the passage above, complete the following grammar activities:

<p>Verb Tenses</p> <p>The tense of the verb tells you when an action occurs.</p> <ul style="list-style-type: none"> • <u>past tense</u> <ul style="list-style-type: none"> ○ verbs often end with -ed e.g.: <i>John <u>herded</u> the oxen.</i> ○ was or had before verbs e.g.: <i>John <u>was herding</u>/ <u>had herded</u> the oxen.</i> • <u>present tense</u> <ul style="list-style-type: none"> ○ verbs often end with -s e.g.: <i>Lara <u>milks</u> the cow.</i> ○ is or are + -ing e.g.: <i>Lara <u>is milking</u> the cow. They <u>are calling</u> me.</i> • <u>future tense</u> <ul style="list-style-type: none"> ○ will or shall e.g.: <i>David <u>will play</u> with the boys. I <u>shall join</u> the group.</i> 	<p>Basic Building Block</p>
--	------------------------------------

1. Underline all the **verbs** (action words) in the passage.

2. Tick ✓ above the verb ending with **-ing**.
3. Draw a **dot ●** above the words that help show the tense of the verbs e.g.: **was, is, were, had, been, has**
4. What tenses are the verbs in the dictation? **past** **present** **future**
5. Write these verbs in your own short sentences in the past tense: *any suitable sentences*
 - a. **were calling** _____
 - b. **were baking** _____
 - c. **had folded** _____
6. Some verbs change spelling as the tenses change. Fill in the missing verbs:

	<u>Present</u>	<u>Past</u>	<u>Future</u>
e.g.	<i>sing</i>	<i>sang</i>	<i>will sing</i>
	think	<i>thought</i>	<i>will think</i>
	<i>fight</i>	fought	<i>will fight</i>
	<i>feed</i>	<i>fed</i>	will feed
	is	<i>was</i>	<i>will be</i>

Watch out!

Compound Sentence

A compound sentence is made up of two or more simple sentences that have been joined by a coordinating conjunction such as **'and'**

e.g.: *Jill saw the snake **and** she ran away.*

Basic Building Block

7. Draw a **box** around the coordinating conjunction **'and'** that joins several sentences in the passage. Underline the two sentences that the conjunction **'and'** join. Make sure that if you remove **'and'**, both sentences still can stand on their own.
8. Join these simple sentences into a **compound sentence**. You may need to leave out some words in the second sentence:
 - a. The chef made a cake. He worked late into the night.
*The chef made a cake **and** he worked late into the night.*_____
 - b. The ship hit the rocks. It sank to the bottom of the sea.
*The ship hit the rocks **and** it sank to the bottom of the sea.*_____
 - c. Jane likes swimming. Fred likes to play tennis.
*Jane likes swimming **and** Fred likes to play tennis.*_____
 - d. It is very hot. We do not stay in the sun.
*It is very hot **and** we do not stay in the sun.*_____

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. Then while the first wagon was being rolled onto the raft and lashed down the men began driving the herds into the water, some still on their horses, others swimming strongly beside the oxen.

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. lighten _____ to lessen a load, reduce the weight
 - b. unyoked _____ oxen unfastened from the yoke
 - c. lashed _____ tied and fastened with ropes
 - d. clearing _____ an open area of land
 - e. narrow _____ not wide, small in width
 - f. unloaded _____ unpacked, taken down off
 - g. herds _____ packs or groups of cattle
 - h. readiness _____ to be ready and willing to
2. Draw a **box** around the **antonyms** (words with opposite meanings) in the passage for:

weakly wide short drowning 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: (*any suitable prepositions*)
 - a. He climbed onto/ into/ on the box.
 - b. They ran through/ around/ near the woods.
 - c. The stuff spread on/ over/ across the floor.
3. Draw a **dot ●** above the two words 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’ = opposite meaning
6. Write five words with the prefix **–un**:
unhappy, unpleasant, undone, unnecessary, unfit, unclear, unaware, unconscious, unacceptable, uncomfortable, unfair, unharmed, unimportant, unbroken, undecided

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?" He stepped forward and the horseman's face was illuminated in
 the flickering light.
 ✓ "It is Mr. Erasmus!" he exclaimed. * ✓ "It is Mr. Erasmus, the hunter from the Colony,
 ✓ whom we met at the Vaal River."

Vocabulary

- Write the word from the passage that matches the definition:
 - lantern a lamp or light
 - illuminated lit up, floodlit, well-lit
 - flickering quivering, wavering, shaky
 - exclaimed screamed, yelled
 - hunter someone who chases and kills prey
- Write the **synonyms** found in the dictation for ~

lit up illuminated shimmering flickering
 rider horseman joined met

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**

- Draw a dot ● above all the **question marks** in the passage.
- Tick** ✓ above all the **quotation marks** in the dictation. Notice that the question mark ends the sentence and comes before the closing quotation marks.
- Write **question marks** in these sentences below.
 - "What are you doing?"**
 - "Where is it?"**
 - "Why is it here?"**
- Add **quotation marks** to the sentences above to show that these questions are spoken.
- Underline all the **question words** in the above sentences.

6. Rewrite these statements below as questions. You can change the word order. Remember to use your punctuation marks. e.g.: **He will catch fish.** Will he catch fish? What will you catch? When will he catch fish? (any suitable question)
- You are famous. Are you famous?
 - This is ugly. Is this ugly?
 - She will come. Will she 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?
to show excitement and joy

Types of sentences

Sentences have several purposes:

- Statements – sentences which state facts, e.g.: **It is very hot.**
- Questions – sentences which ask for an answer, e.g.: **Are you hot?**
- 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!**
- Exclamations – sentences which express a strong feeling of emotion.
e.g.: **My goodness, it is hot!**
- 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. Write what type of sentence it is:
- Fruit is healthy food. statement
 - Get out of the house! command
 - Where is the parcel? question
 - Many happy returns for your birthday. greeting
 - Gosh, that is shocking! exclamation

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

But instead of rushing straight down on the camp, the Matabele stopped just out of range of the guns as if they were surprised that the wagons were fortified. They 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. instead _____ in its place of
 - b. range _____ an array, a collection or group of
 - c. surprised _____ astonished, amazed, startled
 - d. fortified _____ defended, protected, safeguarded
 - e. gestures _____ signals using body language
 - f. cautiously _____ carefully, watchfully, vigilantly
 - g. surround _____ to enclose, encircle or enfold

2. Tick ✓ the **synonyms** in the passage for these words —

upright signals astonished strengthened limits carefully

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** for these verbs. (You can use more than one.) (*any suitable adverbs*)
- He swam quickly, smoothly, and energetically.
 - They gathered quietly, secretly, and mournfully.
 - It rushed forward noisily, viciously, and aggressively.
 - She sang nervously, timidly, and beautifully.
4. Add **-ly** to these words and then use these adverbs in your own sentences –
- playful** - playfully (any suitable sentence)
 - aggressive** - aggressively
 - 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:
- 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 very/ rather different.

Worksheet 39

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

“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
 - c. people inhabitants, nation, groups
2. Write the **antonyms** (words with the opposite meaning) in the passage for
 - a. **moon** = sun
 - b. **dusk** = dawn
 - c. **less** = more
 - d. **whispered** = yelled / shouted

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

3. Underline all the **attributions** in the passage.

Worksheet 40

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.14-15

When Bongiseni awoke at last, the sun was already high in the sky. He gazed at it stupidly, wondering what it was. It 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. wake up - awoke _____
 - b. watched staring - gazed _____
 - c. foolishly - stupidly _____
 - d. bigger - larger _____
 - e. full up - filled _____
 - f. less big - smaller _____
 - g. minuscule, minute - tiny _____
 - h. 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	<i>higher</i>	<i>highest</i>
big	<i>bigger</i>	<i>biggest</i>
cute	<i>cuter</i>	<i>cutest</i>
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
comfortable	<i>more comfortable than</i>	<i>the most comfortable</i>
active	<i>more active than</i>	<i>the most active</i>
expensive	<i>more expensive than</i>	<i>the most expensive</i>

3. Make up your own comparisons between these items: (*any suitable comparison*)
- The sun is brighter/ warmer than the moon.
 - She baked the biggest/ tallest cake in the shop.
 - Fear made him more shaky/nervous than before.
 - It was the most painful wasp sting he had ever had.
 - The loudest/ most pitiful sobs came from the child lying in the corner.
4. Draw a **box** around the **adverb** in the passage **ending -ly**. Draw an **arrow** ↓ above the verb the adverb describes.

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

The white creature was young, with the youth and strength of a man who has reached the age when he may marry. And more than this, his nose was like a blob of pale clay, his face, though not beautiful, was kindly and not at all frightening, and in his blue eyes was a merry twinkle as if he guessed Bongisneni's thoughts.

Vocabulary

- Write the word from the passage that matches the definition:
 - frightening scary, alarming, terrifying
 - youth young person
 - creature a person, living being, human being
 - blob a dot, globule, or particle
 - marry get married
 - merry happy, jolly, joyous
- Draw a **dot** ● above the **antonyms** (words with the opposite meaning) in the passage for **old, weak, ugly, cruelly, knew, reassuring**

Grammar

Using the passage above, complete the following grammar activities:

Adjectives	Basic Building Block
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	

- Tick ✓ above all the **adjectives** in the passage.
- Rewrite an **antonym** for these **adjectives**. Try to be as creative as possible!

e.g.: lovely –	awful
quick	slow/ leisurely
bright	dull/ dim
dull	beautiful/ interesting/ bright
disgusting	delicious/ tasty/ beautiful

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.

Then the white animals climbed down from the vessel into another smaller vessel like a shell and they came to the shore.”

Vocabulary

1. Write the word from the passage that matches the definition:
 - a. vesse/ _____ a container or receptacle
 - b. calm _____ peaceful
 - c. basin _____ a bowl
 - d. shell _____ a casing for some sea life
2. Write the **antonym** (words with opposite meanings) in the passage for:
 - a. went - came _____
 - b. bottom - top _____
 - c. up - down _____
 - d. bigger - smaller _____
 - e. 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** all the **similes** in the passage.
2. Draw a **dot ●** above ‘like’ or ‘as’ in all the similes.
3. **Tick ✓** the two things that are being compared with each other in 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/ ice
 - burning **like a hot coal**
6. Using similes in your writing makes it creative and original. Write a description of Bongiseni as seen through the white man’s eyes. (any suitable simile)
- _____
- _____

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**

- Draw a **star** ✨ above the **comma** that separates the interjection at the beginning of the sentence in the passage.
- Draw a **box** around the **interjection**.
- Add a comma after the **interjection** at the beginning of each of these sentences:
 - Hi, how are you?
 - Yes, we will be attending the concert.
 - Oh, so that's what happened!
 - 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. straight – curled
- b. least – most
- c. unimportant – important
- d. forest – veld

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**.
- 2. **Tick** ✓ above the **number adjectives**.

1. 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.
2. 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 old, wooden wagon.
 - b. A beautiful, vegetable/ flower garden.
 - c. The graceful, female antelope.
 - d. A stormy, deep ocean.
 - e. The secret, hiding place.

Creative Writing

Cut and paste any advertisement that has several adjectives. Highlight the adjectives and write your own **synonyms** (words with the same meaning) above the adjectives.

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	Basic Building Block
A sentence is made from words put together to make sense about a subject or thing, and a verb or action.	
e.g.: <i>Dirk is very tired.</i> <i>Dirk (subject) <u>is</u> (verb) <u>very tired</u>. (what the sentence says about Dirk)</i>	

Look at the bold 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.

5. Now write your own suitable **subject** for these sentences: (Remember sentences and names begin with capital letters! Use the correct attribute where necessary. e.g., **A, An** or **The**) (*any suitable subjects*)
 - a. An elephant _____ has a long trunk.
 - b. The cars _____ are broken down.
 - a. The boys/ the team _____ played a championship game.
6. Write a **verb** and add an **adverb** (a verb that describes the verb) to create full sentences for the subjects below: (*any suitable verb*)
 - a. My father works hard _____.
 - b. Honey and jam are sweet/ is sticky/ are yummy.
 - c. That spoilt child screams loudly _____.
7. Find a word anywhere in the dictation with **more than three syllables**.
(sound parts that make up words) Draw slashes to divide the syllables.
8. **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. Supply 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.
6. Circle the verbs in these sentences. **Tick** if it is a **being** or **doing** verb.
- a. He went away. being doing
 - b. You are my cousin. being doing
 - c. They prayed at bedtime. being doing
 - d. She took her book. being doing

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. The tarpaulin was lifted off and light and air came streaming in.

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**’.

Basic Building Block

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

5. Write "is" before these verbs to make **present tense** sentences.
- a. _____ bumping.
 - b. _____ screeching.
 - c. _____ wailing.
 - d. _____ calling.
6. Change these verbs in the **present tense** with '-s' endings instead of '-ing' endings:
- calling: calls bleating: bleats barking: barks
7. Write these **past tense** verbs in your own sentences: (*any suitable sentences*)
- a. **have sung** _____
 - b. **has prayed** _____
 - c. **had spoken** _____
8. Draw **boxes** around all the **nouns** (nouns name things).
9. 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.

Alice looked. The store was a long building under huge 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

7. Write a new sentence with these adjectives, add one more, and punctuate as we did in the sentence with several adjectives. (*any suitable sentence*)

new shiny real classic expensive

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. Brightly coloured birds of every colour went flapping away in fright as they approached and monkeys peered down at them from the branches.

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:
 - a. things in the car — a steering wheel, windscreen, seats, doors
 - b. things in a hospital — a theatre, an x-ray machine, beds, wards
 - c. things in a shop — a trolley, a till, food, tins
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
 - d. **kiss**: kisses
 - e. **bush**: bushes
 - f. **fox**: foxes
5. Change the 'f' to 'v' and add **es** to change this noun to plural:
 - a. **calf**: calves
 - b. **half**: halves
 - c. **leaf**: leaves
 - d. **wolf**: wolves
6. Nouns ending in 'y' changing to plural change to 'i' and 'es':
 - a. **lady**: ladies
 - b. **baby**: babies
 - c. **body**: bodies
 - d. **army**: armies
 - e. **jelly**: jellies
 - f. **puppy**: puppies
7. Circle the word in the dictation that describes a **quantity** of the 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. It means doing what you know you should even when you're afraid.

Vocabulary

- Write the word from the passage that matches these **antonyms** (words with opposite meanings):
 - calm frightened _____
 - cowardly brave _____
 - worst best _____
- Draw a box around the word in the passage that has '-ight'.
- 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

- Underline all the **contractions** in the passage.
- Write out the two words that make up the contraction above the underlined word. aren't = are not, can't = can not, you're = you are _____

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**)
1. Write **is** or **are** and add an **adjective** to describe these subjects:
- a. The ladies are set. _____
 - b. The knife is sharp. _____
 - c. The thieves are wicked. _____
 - d. The tables are beautifully set. _____
 - e. The wall is white. _____
 - f. The crowds are noisy. _____
 - g. People are excited. _____
2. Write the plural of these nouns: Watch your spelling.
- a. (Donkey) Donkeys **are** very stubborn.
 - b. (Fly) Flies **are** a nuisance.
 - c. (Monkey) Monkeys **are** very quick.
 - d. (Mouse) Mice **are** a nuisance.
 - e. (Deer) Deer **are** elegant.
 - f. (Baby) Babies **are** cute.

Worksheet 51Copywork & 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. She could see Pappie's oxen grazing placidly on the thick grass. Mama was busy over the open fire, stirring her big black three-legged pot.

Vocabulary

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

- | | |
|--------------------|---|
| a. cotton | d <input type="checkbox"/> calmly, peacefully |
| b. swung | f <input type="checkbox"/> hard at work |
| c. homemade | a <input type="checkbox"/> fabric made with threads from a cotton plant |
| d. placidly | e <input type="checkbox"/> open summer shoes |
| e. sandals | c <input type="checkbox"/> something made at home |
| f. busy | 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. Draw a **dot** ● above the **apostrophe** that shows **possession** in the passage.

What belongs to whom? the oxen belong to Pappie

4. Write these nouns in plural:

cover - covers _____

path - paths _____

dress - dresses _____

team - teams _____

bucket - buckets _____

cliff - cliffs _____

ox - oxen _____

man - men _____

5. Make three new sentences about three **single** things to be seen from your window. Use **is** and an **adjective** (a word that describes the noun): (*any suitable sentences*) e.g.: *The dog is muddy.*

6. Make three new sentences about three different **plural** things and use '**are**' and an **adjective** (a word that describes the noun) e.g.: *The **books are** new.* (*any suitable sentences*)

7. 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.
- f. Prospectors _____ are in the river
- g. 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:
 - a. things in the hospital — a nurse, beds
 - b. things on the beach — an umbrella, beach towels
 - c. things in a shop — a till, shelves
 - d. things in a kitchen — a sink, cups
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** = marshes
 - d. **dish** = dishes
 - e. **dash** = dashes
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
 - d. **pony** = ponies
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.

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**’, or ‘**had**’ in the passage.
2. Draw an **arrow** ↓ above the **verbs** that go with the words ‘**is**’, ‘**was**’, ‘**had**’, or ‘**will**’.
3. Draw **circles** around **verbs** in the passage ending with **-ed**.
4. 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.
5. Write these verbs in sentences in the **past tense**: (Remember you can add **-ed** to the verb instead of using **was**-ing)

walk: walked _____

wait: waited _____

wish: wished _____

talk: talked _____
6. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**:

see: saw _____

make: made _____

do: did _____

stand: stood _____

fall: fell _____

7. Some verbs change spelling in the **past tense**. Change these verbs in your own sentences in the **past tense**:

think: thought _____

make: made _____

do: did _____

stand: stood _____

catch: caught _____

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. Katy saw Tom
 every week after that. He came down on Saturday mornings.

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):

- a. He bought some sweets.
- b. I made my bed_____.
- c. Mom gave me a lunch_____.
- d. Peter built a model ship_____.

5. Give a transitive **verb** and an object for these subjects

e.g.: *The boys* **helped** (verb) **their dads** (object).

- a. The storekeeper packed the shelves_____.
- b. Gold diggers worked in the sun_____.
- c. All the women watched their children_____.

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 1 pg.9, 13

Maggie sat on the long wooden box at the back of the wagon, swinging her legs as it lurched and jolted over the rough rutted road. Every now and then she could hear the whip as Papa flicked it, its long lash curling and cracking above the backs of the oxen like a pistol shot in the hot dry air.

Vocabulary

1. Match the word from the passage to the correct definition:

- | | |
|--------------------|---|
| a. lurched | b <input type="checkbox"/> shaken by a sudden jerk |
| b. jolted | d <input type="checkbox"/> furrowed and uneven ridges |
| c. rough | a <input type="checkbox"/> rocked or tilted |
| d. rutted | e <input type="checkbox"/> to flip with a sudden strike |
| e. flicked | c <input type="checkbox"/> bumpy, not smooth |
| f. lash | g <input type="checkbox"/> twisting, coiling |
| g. curling | f <input type="checkbox"/> whip belt |
| h. cracking | j <input type="checkbox"/> bulls used to work |
| i. pistol | h <input type="checkbox"/> a sound of a sudden crack |
| j. oxen | i <input type="checkbox"/> a gun or firearm |

2. Find the **antonyms** (words with opposite meanings) in the passage for:

smooth - rough front - back short - long

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.

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**

1. **Circle** all the **verbs** (action/ doing words) in the passage.

2. **Draw** boxes around all the **prepositions** (words indicating a position) in the passage.
3. Underline the **object** following the preposition. e.g. *She fell **off** the box.*
4. Complete the following sentences and add your own preposition and object: (*any suitable preposition and object*)
 - a. The oxen ran over the rocky ground._____
 - b. The children played in the sand box_____
 - c. Sunflowers grow up the wall._____
 - d. Please put the box inside the safe._____
 - e. He hid under the bed._____
5. Write three sentences using any three of these prepositions: (*any suitable sentences using prepositions*)
to, by, with, under, through, near, over, into

6. Find the **simile** (a comparison using **like** or **as**) in the passage and write it out below:
cracking above the backs of the oxen like a pistol shot in the hot dry air

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 2 pg.20

“This is a surprising town, Ellie,” he said, sounding de/ter/min/ed/ly cheerful. Papa looked up at Mama and took her arm to help her down. Quickly then, clutching her skirts, Mama alighted and so did Paul.

Vocabulary

1. Match the word from the passage to the correct definition:

a. surprising	b <input type="checkbox"/> firmly, resolutely, unwaveringly
b. determinedly	d <input type="checkbox"/> swiftly, hastily, rapidly
c. cheerful	a <input type="checkbox"/> astonishing, shocking
d. quickly	e <input type="checkbox"/> grasping, grabbing, grabbing
e. clutching	f <input type="checkbox"/> to get off
f. alighted	c <input type="checkbox"/> smiling, merry, joyful
2. Draw slashes to separate the 4-syllable word in the passage.

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 the **adverb** ending with **-ly** in the passage.
2. Add **-ly** to these words to change them into adverbs:

loud = <u>loudly</u>	nice = <u>nicely</u>	quick = <u>quickly</u>
graceful = <u>gracefully</u>	clear = <u>clearly</u>	quiet = <u>quietly</u>
soft = <u>softly</u>	fluid = <u>fluidly</u>	accurate = <u>accurate</u>
3. Chose any three of these new adverbs above and use them to complete these sentences: (*any suitable adverbs*)
 - a. The choir sang softly/loudly/nicely (*not a 'good' adverb*)
 - b. The stream flowed swiftly/quickly/quietly
 - c. The skaters moved gracefully/fluidly.

4. Describe how Mama and Paul 'alighted' or got down from the wagon in your own sentences using adverbs ending **-ly**. (*any suitable adverbs*)

5. Number adjectives can be changed into adverbs by adding **-ly**. e.g. **firstly**
6. Change the number into an adverb, add a comma, and complete the sentence:
(*any suitable adverbs*)

- a. Secondly, he will _____.
- b. Thirdly, I want you to _____.
- c. Lastly, you must _____.

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 4 pg.36

"It doesn't really 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. It doesn't look like much now."

Vocabulary

1. 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 |

2. Write the word from the passage that ends with '-ough'. rough _____

3. 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

1. **Circle** all the **pronouns** in the passage.
2. Draw a **box** around the **noun** that the pronoun stands for.

3. Write a pronoun to replace each of these nouns:

The desk is small. It is small.

The elephant is huge. It is huge.

Papa likes music. He likes music.

Susan walks quickly. She walks quickly.

4. Now put your own noun in the place of the pronouns: (*any suitable nouns*)

(They) Lions/ tigers are very aggressive.

(She) The young girl is timid.

(It) The flower is dainty.

5. Underline all the **contractions** (two words joined with an apostrophe).

6. **Tick** ✓ above the **apostrophe** in the contraction. Write out the three contractions in full: 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 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 6 pg.53

The diamond buyer glanced up. He was a biggish man with a large pale face. 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. buyer | d <input type="checkbox"/> get used to |
| b. wider | c <input type="checkbox"/> of great significance |
| c. important | a <input type="checkbox"/> someone purchasing something |
| d. adjusted | b <input type="checkbox"/> broader |
| e. biggish | f <input type="checkbox"/> fair, colourless, light |
| f. pale | e <input type="checkbox"/> rather large |

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 us_____.
 - b. She came to see me/ us .
 - c. He likes me/ us .
 - d. They gave us all new clothes.
 - e. They will team up with us_____.

- f. I/We play chess.
 - g. We are good players.
 - h. I am studying chess.
 - i. We are riding horses.
 - j. I am a confident rider.
 - k. We all love horses.
4. Use 'my' or 'our' pronouns to complete these sentences:
- a. Our Aunty is visiting us at our home.
 - b. She will sleep in my bed.
 - c. This is my first time camping.
 - d. We will use our tent.
 - e. I like my bed.
5. Tick ✓ above the **apostrophe** showing **possession** in the passage. What belongs to someone? hand belongs to Papa

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.

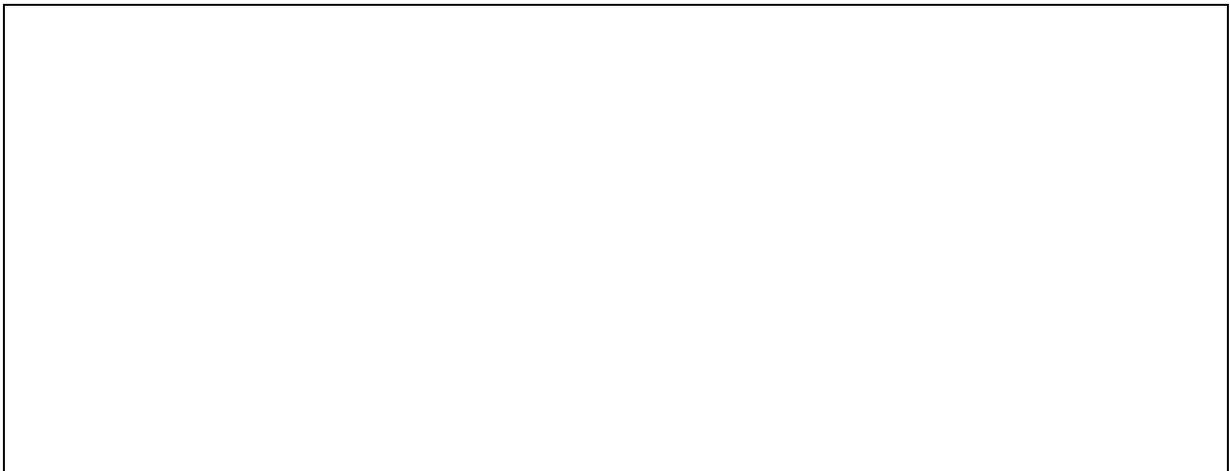


Direct and Indirect Speech pg. 5

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

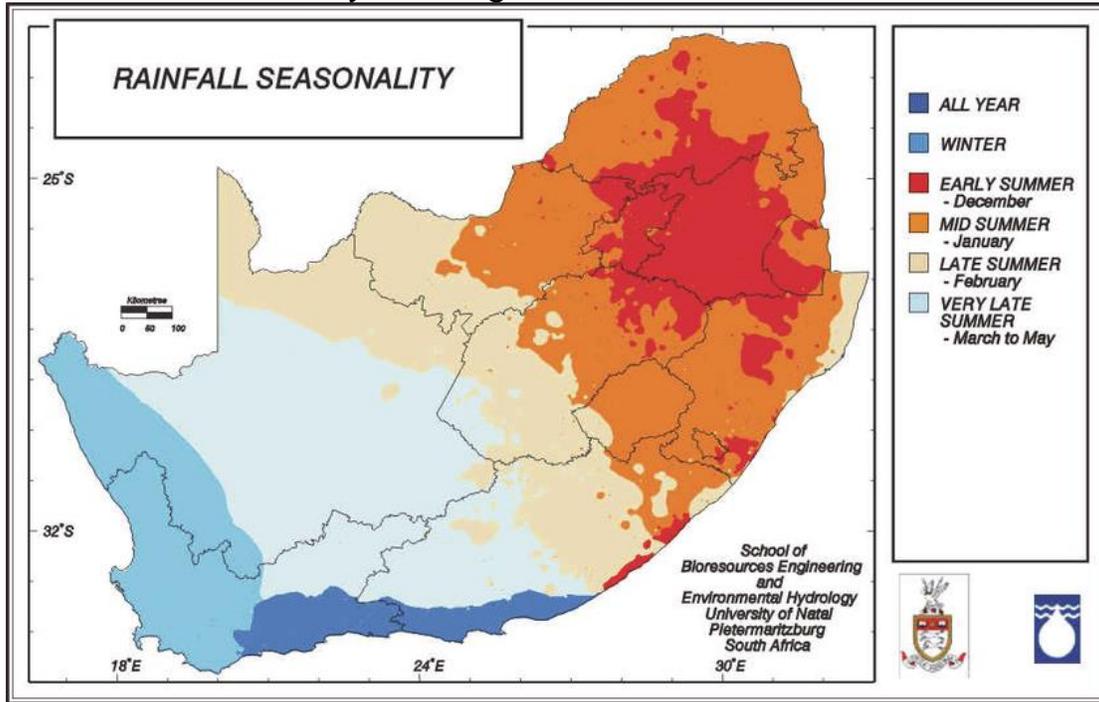
3. **Create your own speech in these speech bubbles:**

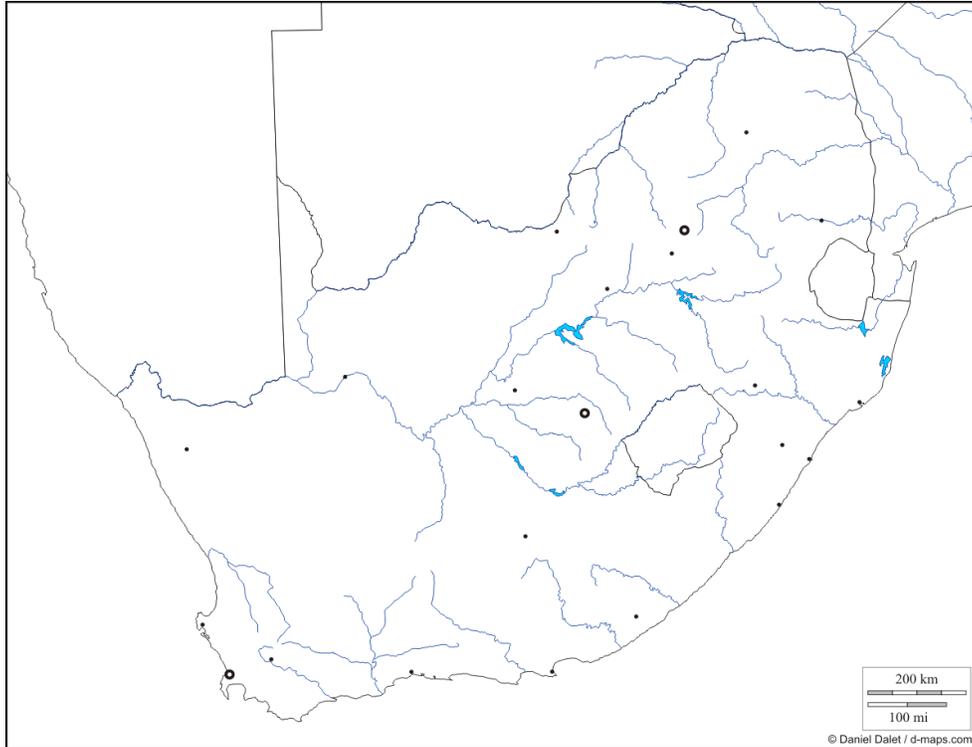
Encourage your child to be creative!



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)

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 60Copywork & 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 huge truck rumbled/ roared along the road.
 - b. The fish sizzled as they fried in the hot oil.
 - c. Those annoying insects buzzed around my head!

3. Use these **onomatopoeia** words in your own sentences: (*any suitable sound effect words*)
 - a. **tick** _____
 - b. **pop** _____
 - c. **screech** _____
 - d. **gong** _____
 - e. **zip** _____
 - f. **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.

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. It was all right. No one had heard him.

Vocabulary

- Write the word from the passage that matches the definition:

a. clamber	b <input type="checkbox"/> a bank, mound, or wall
b. embankment	d <input type="checkbox"/> the land, soil, or field
c. tiptoes	a <input type="checkbox"/> to crawl, scramble or climb
d. ground	f <input type="checkbox"/> a building used to treat sick or injured people
e. safely	c <input type="checkbox"/> to walk on the toes to walk quietly
f. hospital	g <input type="checkbox"/> to hear, to pay attention to
g. listen	e <input type="checkbox"/> unharmed
h. listened to	i <input type="checkbox"/> understood, got to know from listening
i. heard	j <input type="checkbox"/> all was correct, all was fine
j. right	h <input type="checkbox"/> heeded, use your ears
- Break these long words into **syllables** (the basic sounds that make up a word) using a slash: **clam/bered** **em/bank/ment** **tip/toes**
- Write the **synonyms** (words with the same meaning) in the dictation for:
 - climb** - clamber
 - "**safe and sound**" - safely
 - mound** - embankment
 - sickbay** - hospital
- Write the **antonyms** (words with opposite meanings) for:
 - down** - up
 - in front** - behind
 - started** - finished

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)
 - a. **under** – He hid **under** the bed.
 - b. **around** – She ran **around** the garden.
 - c. **into** – Put the food **into** the basket.
 - d. **towards** – He ran towards the goals.
 - e. **through** – Push the rope through the ring.
 - f. **beyond** – I am sailing beyond the shore.
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: _____
 - c. forgetful: _____
 - d. confused: _____
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 as a tall British officer appeared, challenging them, from behind a wall of orange stones.

→ "By Jove!" spluttered the officer when he heard Robert's story. ✓

"By Jove!"

Vocabulary

- Write the word from the passage that matches the definition:

a. prisoner	e <input type="checkbox"/> a soldier of rank
b. spluttered	a <input type="checkbox"/> someone held captive
c. challenging	d <input type="checkbox"/> to show up, to be seen
d. appeared	c <input type="checkbox"/> daring, confronting, facing up to them
e. officer	f <input type="checkbox"/> a description or statement
f. story	b <input type="checkbox"/> 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? *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!**

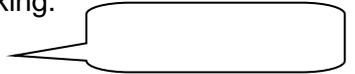
Basic Building Block

- 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 my tests he yelled with delight.

“I passed my tests!” he yelled with delight

- d. Oh no the doctor gasped.

“Oh no!” the doctor gasped.

- e. He screamed I've got my new bike

He screamed, “I've got my new bike!”

- f. The lifeguard yelled Get out Shark

The lifeguard yelled, “Get out! Shark!”

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

Suddenly 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**

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 yells _____.
 - b. Jill dances _____.
 - c. The baby _____ cries.
 - d. The ducks _____ dives.
 - e. Babies crawl _____.
 - f. Doctors operate _____.
 - g. The washing machine _____ spins.
 - h. A paraglider _____ glides.

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. A large, pied crow was gliding in the sky above.

Vocabulary

- 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
- Write a word found in the passage for **fleshy, spiny plants** aloes
- 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

- 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 build houses.**
- a. Write the same sentence but add an adjective to describe the houses.
I build small houses.
- b. Add two adjectives to describe the houses:
I build cheap, small houses.
- c. Can you use three adjectives? Use commas to separate the adjectives:
I build new, modern, expensive houses.

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.
- g. an umbrella opens.
- h. the lions roar.
- i. a candle melts
- j. the fire crackles.

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?
 “Paul! Is that you? And Kobus!” He sounded astonished and joyful at the same time.

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
 - f. **unimpressed** = astonished
 - g. **sad** = joyful

**Basic
Building
Block**

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. 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** – Who is coming?
 - What** – What is that?
 - Where** – Where is the dog?
 - Why** – Why did you do that?
 - When** – When will it start?

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. *Where is it?*
 - b. He will come tomorrow. *When will he come?*
 - c. Papa has it. *Who has it?*
 - d. The postman was here. *Was the postman here?*
 - e. She will come today. *Will she come today?*
 - f. Oupa 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?*
 - d. That is the problem. *What is the problem?*
 - e. The bread is stale. *Is the bread stale?*
 - f. They are the winners. *Are they the winners?*

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.”

Kobus said, “They have gone up over the top. But we cannot stay here.”

Vocabulary

- 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
- Write the **antonym** (a word with the opposite meaning) from the passage for:
 - arm = leg _____
 - slowly = quickly _____
 - can = can’t _____
 - know = think _____
 - fixed = broken _____
- 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

- 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. Circle the words in the last two sentences that **could** be contracted. Write those contractions out: They have = they've cannot = can't
4. Write these words as **contractions**:
 - a. **I will** = I'll
 - b. **She has** = she's
 - c. **They are** = they're
 - d. **have not** = haven't
5. We use contractions in **informal** writing, but we should write these contractions out in full for more formal writing:
 - a. You **should've** joined us. You should have joined us.
 - b. **I'm** sorry. I am sorry.
 - c. **We're** comfortable. We are comfortable
 - d. There **aren't** any snacks. There are not any snacks.
 - e. They **would've** left. They would have left.
 - f. **I've** longed for this. I have longed for this.
 - g. **We're** really lost. We are really lost.
 - h. There **aren't** any places open. _____
4. Draw a **dot ●** above the **ellipsis ...** in the passage.
5. Why is it used? Tick to show that Papa is —
 - unsure
 - sick
 - tired
 - confused
 - excited.
 - in pain