

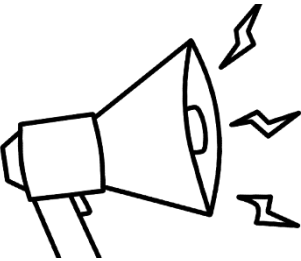
Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LEARNER RESOURCE PACK
ENGLISH
GRADE 4
TERM 2-2025
WEEKS 1&2



Name, Surname
and Date:

- Your teacher is going to read the poem "Anger" by Debbie Palphreyman **aloud one more time**.
- **Listen** actively!
- **Circle** the correct **answer/s** while listening.

Anger – Debbie Palphreyman			
WHO is die SPEAKER in the poem?	I	Teacher	You
SYNONYMS for anger	fury	happiness	rage
Complete: A trigger is something that ...	Is part of the mechanism of a gun. 	Is something that causes us to respond in a certain way. 	Does not exist in real life. 
To weep means the same as:	to shout 	to laugh 	to cry 
Complete: Feeling low means ...	Feeling good	Feeling bad	Feeling sad
What can the speaker do to calm herself down?	Count to 10 1, 2, 3, 4, 5, 6, 7, 8, 9, 10...	Use up energy by running fast 	Kick something hard 

Name, Surname
and Date:

1. **Match** each word with a suitable picture.
2. **Divide** the word into **syllables**.

trigger

The cowboy drew his gun and
put his finger on the **trigger**.



adrenaline

My body was full of **adrenaline**
after the rollercoaster ride!



calm

When I look at the beautiful blue
sky, I feel **calm**.



3. Choose **three synonyms** for '**angry**' from the speech bubbles below. Write your answers on the lines provided.

disturbed

satisfied

cross

excited

furious

4. **Write** a good sentence of your own, using ONE of the synonyms for '**angry**'.

ANALYSING THE POEM				
External Structure	FORMAT			
Title				
Poet				
Number of Lines		Number of Stanzas		
Internal Structure	Content and Poetic Techniques			
Theme (message/subject)				
Speaker (not always the poet)				
Atmosphere (mood/tone)	Encouraging/Upbeat	Funny	Sad	Depressed

Let's analyse the poem more closely:

- ☐ **Title, speaker and poet.**
- ☐ **Number of lines.**
- ☐ **Number of stanzas.**
- ☐ **Colour in all the end-words that have the same rhyme.**
- ☐ **Use rhyming words and identify the rhyme scheme.**
- ☐ **Determine meaning of words.**
- ☐ **Circle unknown words – research.**

The Worry Monster

I am your Worry Monster
 I'm always here for you.
 So, when a worry pops in your head
 I'll tell you what to do ...

Just get a piece of paper,
 Draw or write it down.
 Pop the paper in my mouth -
 I'll take away that frown!

I'll eat up all your worries,
 And keep them safe in me.
 Until you feel like talking,
 As sharing is the key.

To get rid of all your worries
 (Most won't like the light of day)
 Share them with the ones you trust,
 And watch them fly away.



	(Anonymous)					
Rhyme Scheme (tick correct block/s)	Full Rhyme / End Rhyme				Half Rhyme	
	Rhyming Couplet <i>aabb</i>	Embracing Rhyme <i>abba</i>	Cross Rhyme <i>abab</i>	Broken Rhyme <i>abcd / abcb</i>	Alliteration (repetition of consonants)	Assonance (repetition of vowels)
Figures of Speech: (Figurative language)	Simile (like/as/just like..)		Metaphor (direct comparison)		Personification (Human qualities - object)	

Re-read the poem, The Worry Monster – Anonymous, then answer the following questions.

1. **Circle** the correct answer: (1)
The speaker/narrator in the poem is:
a) A monster
b) The poet
c) A young girl
2. **What is this poem about?** (Write down **one good sentence** in your own words). (1)

3. **Write down** one example of alliteration in Stanza 2. (1)

4. From Stanza 2, **write down an antonym** for the word '**smile**'. (1)

5. **Read** lines 11 and 12. Explain why it's important to talk about our worries. (1)

6. **Why** does the Monster tell us to share our worries with people we can **trust**? (1)

7. **Line 14 differs** from all the other lines in the poem. **What** makes it different? **Why** do you think the poet did so? (2)

8. Is the Worry Monster a **real creature**? **Give a reason** to support your answer. (1)

9. Do you think that WORRY/FEAR can be a '**monster emotion**'? Motivate your answer by referring to YOUR OWN EXPERIENCE. (1)

Total: ____ / 10



Study the Visual Image, and then answer the questions below.

Circle the correct answer:

1. How many people do you see in the picture?

- a) 3
- b) 2
- c) 4

2. **Underline** the correct answer:

The figures in the picture are

both adults/both children/one adult and one child.

3. **What** is the setting of the picture?

- a) In a shop
- b) In a classroom
- c) On the sports field

4. **What** is the adult doing?

- a) He is crying
- b) He's laughing
- c) He is shouting

5. **Answer** the following questions:

5.1. **How** do you know that the adult is **angry**? **Write down TWO visual** clues.

(2)

5.2. **Do you agree** that the two people in the picture represent a teacher and a learner? Motivate your answer

(1)

5.3. What do you think could have caused the teacher to be so angry?

(1)

5.4. **What advice** can you offer the learner to avoid angering his teacher?

(1)



6. **How would you feel** if an adult treated you like this? **Give a reason** for your answer. (1)

Total: _____ / 10

Name, Surname
and Date:

Spelling Patterns: Plurals

-ys or -ies?

**One boy, but many boys. One baby, but many babies.
This can be quite tricky! Here are two rules to help you:**

If a word ends in a VOWEL + Y, then just add
an S.

If a word ends in a CONSONANT + Y, then
drop the Y and add IES.

1. Complete the table below by writing down the correct **plural form** of the word given. Then use the plural form of the word in a good **sentence** of your own. The first one has been done as an example.

SENTENCE	SINGULAR	PLURAL
At the zoo, we saw wild animals, like tigers and monkeys .	monkey	monkeys
	baby	
	holiday	
	key	
	party	
	worry	

2. In the paragraph below, the **apostrophe** has been used incorrectly. **Correct all the spelling errors**, using the the rules on page 84 of your DBE Workbook to guide you.
- Underline** the words that are incorrectly spelled.
 - Write** the correct spelling of the words in the spaces provided.
 - Explain** to a friend which rule you applied to correct the error.

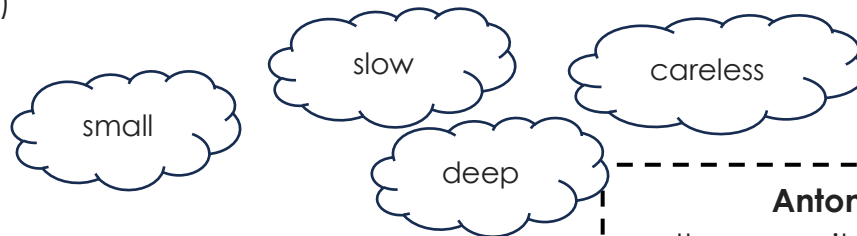


I went to the library yesterday, and chose three new books to read. I haven't had a chance to start reading yet, because today is Mom's birthday, and we're all going out for lunch. I can't wait! When we get home, I'll curl up on my bed and read for hours. Today's going to be a great day!

Name, Surname
and Date

SYNONYMS AND ANTONYMS

1. **Read** the extract from the poem 'ANGER' that we studied recently.
2. **Select** the **correct antonyms** for the underlined words. (Choose a word from those given in the little bubbles!)



Antonym:

the opposite meaning

A.

Extract from ANGER

My breathing is shallow
and fast,

Like sickness I hope won't
last.

If I'm not careful I'll do
something rash,

I like giving someone a

B.

Shallow: _____

Fast: _____

Careful: _____

Big: _____



3. **Match** the words in **bold** in column A with the correct **synonym** in column B.

Synonym: Similar/the same

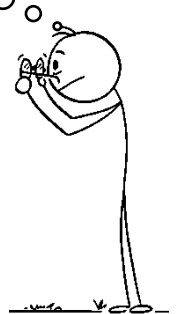
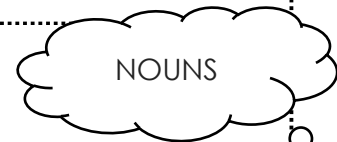
A
Monsters scare me!
Ag, I don't believe that rubbish !
Monsters are horrible .
Monsters make me sick !

B
nonsense
ill
frighten
terrible

Name, Surname and Date

We have learned all about different types of **nouns**. Let's see how much we remember!

Proper nouns	Names of people, places, countries, days, and months. They begin with capital letters.
Common nouns	- names of ordinary objects. - can be written in plural form. - usually preceded by "the", "a", or "an".
Collective nouns	Refer to a group or collection of objects, people, or creatures.



Now we're going to learn about ABSTRACT NOUNS

Abstract Nouns	Refer to things that we cannot see, touch or measure, for example feelings or emotions.
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The monster of anger lives inside all of us. My monster's name is Draco. When Draco is really upset, it feels as if a swarm of little bees is buzzing around my head. That's when I have a chat with myself because I know that I can't allow the monster to take control. Love and kindness will keep Draco in his place.

1. **Identify** an example each of the following types of nouns.

a) A common noun: _____

b) A proper noun: _____



- c) A collective noun: _____
- d) An abstract noun: _____

2. **Form** compound words from the following:

- a) book + shelf = _____
- b) button + hole = _____
- c) hand + bag = _____

Complete DBE-
workbook, pg.
62:
RHYMING WORDS

Name, Surname
and Date

The Writing Process: Text Type

How do I write
a poem?

Poem

YOUR reaction to a situation / YOUR own experience / YOUR emotions

WRITE 2 stanzas of 4 lines each about yourself.

Use this rhyme scheme: aabb / abab.



Planning: Using our Senses

Wordbank: Write words / phrases / idioms that reflect YOU in each of the columns.

See



Hear



Feelings/Emotions



Smell



What do I see when I look at myself?	What do I hear when I think about myself?	How do I feel when I think about myself?	What do I smell when I think about myself?	What can I do that makes me unique?

Writing Process: First Draft	Use rhyming words and make sure that you use the correct rhyme scheme.
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Title:

Stanza 1		TIP: Use your words concisely, e.g.: My name is Mara. I am 10 years old and am very friendly. Revised: I am ten-year-old, friendly Mara.	Rhyming words: use the last word of each line.
Line 1 Begin by introducing yourself.			
	Revised:		
Line 2 Compare yourself to an animal / plant/ fruit.			



SIMILE: as / like	Revised:	
Line 3 Think about why you chose this animal/plant/fruit: In which ways do you identify yourself with this object?		
	Revised:	
Line 4 Describe your personality in terms of your emotions.		
	Revised:	

Stanza 2 Tip: Rearrange word order, e.g.: - I love apples because they are juicy and taste sweet. Revise 1: Apples, juicy, sweet and my favourite fruit. Revise 2: My favourite fruit, apples, juicy and sweet. - Write about things that you love doing. - Your favourite food / sport /subject / movie /colour, etc. - Try to use ALLITERATION in this stanza.		Rhyming words: use the last word of each line.
Line 1		
	Revised:	
Line 2		

	Revised:	
Line 3		
	Revised:	
Line 4		
	Revised:	

Draft 1

1.

2.

3.

4.

5.

6.

7.

8.



Editing

MY CHECKLIST	Yes (ME)	Yes (FRIEND)
My poem has a title.		
I wrote 2 / 3 stanzas.		
Each stanza has 4 lines.		
I used the correct rhyme scheme: aabb / abab		
I used words effectively and concisely.		
I used the following figures of speech: Simile Alliteration		
I researched the correct spelling of 4 words / used the word wall / used the wordbank.		

- **Correct** any errors.
- Your **friend/teacher** can help.

Final Draft

1.

2.

3.

4.

5.

6.

7.

8.

Illustration of my poem



Present: Display your poem & illustration.	• Pair up with a friend, and read each other's poems aloud.. • Illustrate your poem. • Comment on your friend's efforts.
• What I like best about your poem is:	
• To improve your poem, next time you can:	

Term	2	Week	1 & 2	Day	10	Time	30 min
Text Type	Poetry			Date			
Skill	Assessment For Learning: Vocabulary; Spelling & Language in Context						
Name and Surname							

1) **Dictation:**

- | | | |
|----------|----------|-----|
| a) _____ | b) _____ | |
| c) _____ | d) _____ | |
| e) _____ | f) _____ | (6) |

2. **Match** each word with the correct definition.

trigger		A facial expression indicating sadness or worry.
frown		Something that causes us to feel upset or angry.
trust		A belief in the goodness of other people.

(3)

3. **Read** the passage below, then answer the questions which follow.

The monster of anger lives inside all of us. My monster's name is Draco. When Draco is really upset, it feels as if a swarm of little bees is buzzing around my head. That's when I have a chat with myself because I know that I can't allow the monster to take control. Love and kindness will keep Draco in his place.

a) **Underline two common nouns** that appear in the passage.

little

monster

kindness

bees

b) **Fill in** the correct **collective** noun: a _____ of bees.

c) **Identify** one **abstract noun** used in the text. _____ (4)

4. **Rewrite** the statement below as a **question**.

The monster of anger lives in all of us.

_____ (2)

5. **Match** the words in **bold** in column A with the correct **synonym** in column B.

A
Monsters scare me!
I don't believe that nonsense !
Monsters are horrible .

B
terrible
frighten
rubbish

(3)

6. **Colour in** the correct block in the table below.

Sentence	Simple Sentence	Compound Sentence
Monsters and dragons love to scare little children.		
The monster eats eggs and breathes fire.		

(2)

Total: _____ / 20

