



Western Cape
Government
FOR YOU



Wes-Kaapse
Regering

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LEARNER RESOURCE PACK
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 7&8



Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl

1 As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have a second helping!"

2 Then added with a frightful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."

3 He quickly put on Grandma's clothes,
(Of course he hadn't eaten those).
He dressed himself in coat and hat.
He put on shoes, and after that,
He even brushed and curled his hair,
Then sat himself in Grandma's chair.

4 In came the little girl in red.
She stopped. She stared. And then she said,
"What great big ears you have, Grandma."
"All the better to hear you with,"
the Wolf replied.
"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with,"
the Wolf replied.
He sat there watching her and smiled.
He thought, "I'm going to eat this child."
Compared with her old Grandmamma,
She's going to taste like caviar.

5 Then Little Red Riding Hood said, "
But Grandma, what a lovely great big
furry coat you have on."

6 "That's wrong!" cried Wolf.
"Have you forgot
To tell me what BIG TEETH I've got?
Ah well, no matter what you say,
I'm going to eat you anyway."

7 The small girl smirks. She doesn't run.
She knows this wolf is up to none.
With one quick kick — a mighty blow —
She sends him tumbling to and fro!
He scrambles off, a grumbling mess,
His cunning plan now in distress.

8 A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry wolfskin coat."



Illustrations by Quentin Blake

1. **Little Red Riding Hood from 'Revolting Rhymes' by Roald Dahl**, questions:

- a) How is the Wolf's mouth described?
- b) What did Red Riding Hood wear at the end of the poem?
- c) How did the Wolf prepare for the girl's arrival? List three things he did to disguise himself.
- d) How did the Wolf feel after eating Grandma? Circle the best answer:

content	full
hungry	angry

- e) At which stage of the poem do you think Miss Hood realized that it wasn't her Grandma?
- f) Why do you think Red Riding Hood asked the Wolf about his coat?
- g) Find one word in the text which is closest in meaning to 'started.'
- h) Order the lines from the poem using the numbers 1 –4:

	Red Riding Hood stared at the Wolf.
	The Wolf has sharp, white teeth.
	The girl smiles.
	He put on Grandma's shoes.

- i) How is the new name the narrator uses in Stanza 8, different from her name in the title of the poem?
Why do you think this is?
- j) How is this poem different from the original story?

CONJUNCTIONS GRADE 4

(I) Underline the conjunctions in the following sentences:

- (1) The pilot refused to take off the flight because the weather was not good.
- (2) It was very cold, so he took a bath with hot water.
- (3) We will get success if we work hard.
- (4) Do you like the mountains in Cape Town or the sea at Muizenberg?
- (5) John scores good marks in English, yet he cannot speak it well.
- (6) She was having her lunch when I arrived there.

(II) Join these sentences using the conjunctions given in brackets:

- (1) The Earth moves around the Sun. The Moon moves around the Earth. (and)

- (2) Mr. Roy is a rich merchant. He has to travel to many places for business. (so)

- (3) Jack is injured. He can't participate in the race. (because)

- (4) Sima loves chocolate. Anima loves ice cream. (and)

- (5) He did his best. He failed. (but)

- (6) The thief ran away. The police came then. (when)

- (7) Do you prefer tea? Do you prefer green tea? (or)

(III) Fill in the blanks with the correct options given in the brackets:

- (1) I have eaten two bananas ____ still feeling hungry. (but/when)
- (2) Sipho ____ Thando plays football together. (so/and)
- (3) Mr. Dudu worked day and night ____ he became rich. (if/until)
- (4) Gita's mother scolded Gita ____ she broke a glass. (because/that)

(5) The elephant is the biggest ____ the giraffe is the tallest animal in the forest. (or/and)

Name: _____

Date: _____



Similes



Underline the similes in each sentence.

1. The old man was so strong. He was like an ox.
2. Last night was scary. It was as dark as a cave.
3. The bath was as hot as the sun. It was far too hot for the children.
4. The leaves were beautiful. They were gentle like a soft breeze.
5. Her blue eyes were like the ocean, so deep and pretty.
6. Mandy's car was as fast as a cheetah, maybe a little too fast.



Name: _____

Date: _____



Similes



Rewrite the sentences with similes.

1. Mary had beautiful hair.

2. John was the best at soccer.

3. Her teacher was very kind.

4. The three mice were cheeky.

5. His car was old.



Name: _____

Date: _____



Similes



Similes compare two things using like or as.
Write down what is being compared.

1. The man was as slow as a turtle.

_____ and _____

2. Jane was as angry as a gorilla.

_____ and _____

3. Her eyes were as deep as the ocean.

_____ and _____

4. Peter's nose was long like a tree trunk.

_____ and _____

5. Sam was as fast as a cheetah.

_____ and _____

6. Her hair was as black as the night.

_____ and _____



PERSONIFICATION



- LI: Use personification in my writing
 SC: Identify personification in a text
 Describe what is being personified

Personification is giving an object or an idea human qualities or characteristics

Task: Write in the proper box, the idea, object, or animal being personified and what is happening that makes it an example of personification.

Example: The **cup stood** alone among the crowded plates.

1. The sun danced across the sky.
2. The full moon guided me.
3. The rain pounded the hard ground.
4. The old car grumbled up the hill.
5. The wind whispered through the creaky windows.
6. The leaves raced to the ground.
7. The pencil moaned at the sharpener.
8. The wind sang her mournful song.
9. The video camera observed the whole scene.
10. The rain kissed my cheeks.
11. The daffodils nodded at the walkers.
12. The water beckoned to the hot swimmers.
13. The falling snow hugged the ground.
14. The car engine coughed in the early morning.

Object	Personification

Personify the objects below:





Alliteration

Here are some sentences with some words missing.
Fill in the gaps.

There is a list of words in the box to help you.
Choose words that start with the same letter as the sentence.

e.g. Angry Adam ate ants.

1. Wobbly Will wellies.

2. Cheeky Charlie cheese.

3. Lovely Laura lollipops.

4. Jumping Jemima jelly.

5. Sneaky Sarah sugar.



wears

chews

wins

juggles

Spills

jiggles

loves

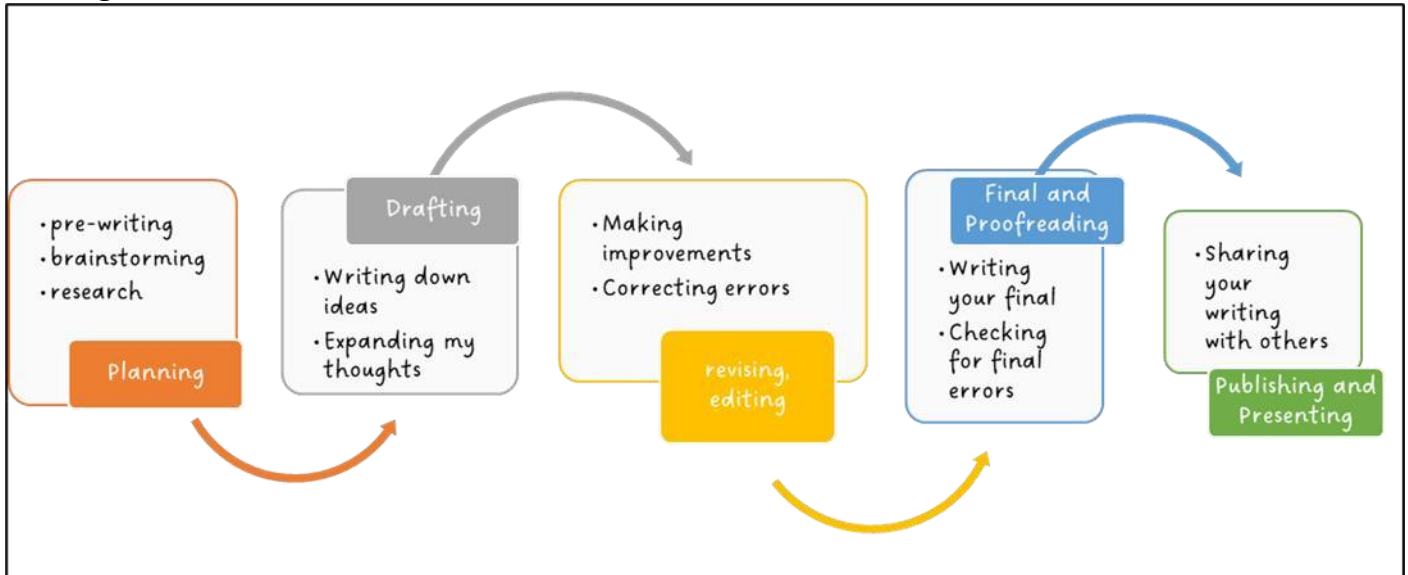
wiggles

Re-tell and Summary template.



(Source: Adapted from <https://www.teacherspayteachers.com/>.)

Writing Process



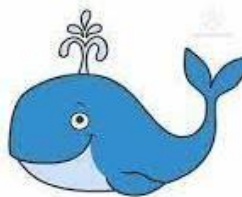
Group Guided Reading activities adapted from PSRIP
Phonics from SOUNDS IN FOCUS Learner Book Grade 4 p. 57 (Unit 22)

Decoding Skills Phonic sounds

Learn to say these sounds: **w ; wh ; qu**



whale



Phonic words

Practice sounding out and reading these words:

question	what	water	square	sandwich
----------	------	-------	--------	----------

Circle the letters that represent w ; wh ; u in each list word

water	which	weekend	sandwich	won't
without	woman	towards	upwards	square
question	wind	wake	whale	where

Sight or high frequency words

Use your phonic knowledge to sound out by sight:

reading them until you can recognise them

fine	whether	voice
------	---------	-------

fast	strong	ready
------	--------	-------

Read as many sight words as you can with a friend who keeps score: [Sight Words for Grade 4 with Teacher Calai](#)

Vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

decent	horrid	yelping	caviar	cloak
wailed	leer	compared	flickers	creature

Decodable text

- 1 In a world so wonderful and wide,
Grade 4 adventurers let's take a ride.
With words that whisper and sounds that wow,
Let's explore the magic of w, wh, and qu now.
- 2 Whirling winds whistle, whooshing through the air,
As we wonder and wander, without a single care.
We find words that start with the special "wh,"
Like "when" and "where," as we learn and grow.
- 3 Waves crash on the shore, with a mighty roar,
And we spot a whale, its tail we adore. With
"whale" and "wave," we learn words anew,
Adding to our vocabulary, like stars in the blue.
- 4 In a quiet corner, we stumble upon a quest,
A quirky quail, with feathers so zest.
"Quick" and "quiet," words that start with qu,
Grade 4 friends, we're learning so much from you!
- 5 So, let's dive into words, with joy and glee,
Discovering the wonders that language can be.
Grade 4 adventurers, keep shining so bright,
With w, wh, and qu, your reading takes flight.

SOURCE: (Adapted from Chatgpt)

1. Where does the poet want to take the Grade 4's?

The poet wants to take the Grade 4's on...

2. What sounds do the wind and the waves make?

The wind.... and the waves....

3. How must we dive into new words?

We must dive into new words

Paired Reading: The Whistleblower and the Quest for Quirky Words



Once upon a time, in a bustling town, there lived a young girl named Wendy. Wendy was a curious and adventurous spirit, always seeking new knowledge. She loved reading and discovering words that began with unique sounds. One day, while exploring the library, she stumbled upon a book that piqued her interest. It was titled "The Whistleblower's Quest for Quirky Words."

As Wendy opened the book, she was transported into a world of wonder. The story revolved around a brave whistleblower named Quinn. Quinn had the power to blow a magical whistle that unlocked hidden treasures of words. The

whistle made a distinct "wh" sound, just like the wind whistling through the trees. With each whistle, new adventures awaited Quinn, filled with words that were out of the ordinary.

Excited by the tale, Wendy decided to embark on her own quest for quirky words. She wanted to follow in Quinn's footsteps and discover the power of the "wh" and "qu" sounds. Armed with a notebook and a sense of determination, she set out on her linguistic journey.

Her first stop was the Whispering Woods, a serene forest known for its secrets. As Wendy walked through the trees, she listened attentively, hoping to catch the whispers of unique words. Suddenly, a gentle breeze carried a word to her ears—a whispering "whisper." Wendy smiled and added it to her growing list of words.

Next, Wendy ventured to the Quirky Quilt Shop, a colorful store filled with vibrant fabrics. The shop owner, Mrs. Quintessa, greeted her warmly. Mrs. Quintessa was an expert quilter and loved using the "qu" sound in her quilt designs. She shared stories of quilts with quirky patterns and introduced Wendy to words like "quilt," "quack," and "queen." Inspired, Wendy thanked Mrs. Quintessa and continued on her quest.

Wendy's adventure took her to various places, from the Whirling Whirlpool to the Quaint Quill Station. Along the way, she encountered words like "whirlwind," "whisper," "quiver," and "quench." Her notebook filled with an impressive collection of quirky words, each representing the power of w, wh, and qu sounds.

Grade 4 friends, just like Wendy, you have the power to embark on your own linguistic quests. Explore books, engage in conversations, and keep your ears open for the wonders of w, wh, and qu sounds. Remember, words have the ability to whisk you away on incredible adventures. So, let your imagination soar as you unlock the magic of language and become true word warriors.

SOURCE: (Adapted from Chatgpt)

What happened when Wendy opened the book?

Wendy

To how many places did Wendy's adventure take her to?

Wendy's adventure took her to

What must you do to have the power to embark on your own linguistic quest?

To embark on my own linguistic quest, I need to

Group Guided Reading Text: The Enchanted Forest's Song

Read and discuss this poem with your teacher during group guided reading.

- | | |
|---|--|
| 1 | In a mystical forest, where wonders reside,
Grade 4 friends let's take a guided ride.
Personified trees, whispering their tales,
Alliteration dancing in the enchanted trails. |
| 2 | Similes paint pictures, so vivid and clear,
As we delve into this poetic frontier.
Our guide, a wise owl, with eyes like the moon,
Leads us through verses, a harmonious tune. |
| 3 | Personification breathes life into the trees,
Their branches reaching out like comforting pleas.
Their leaves rustle softly, like whispers of the breeze,
Sharing stories and secrets, putting our minds at ease. |
| 4 | Alliteration abounds in this woodland so grand,
As we traverse together, hand in hand.
The babbling brook bounces, bubbles, and breaks,
While the birds' melodic songs make our hearts ache. |
| 5 | Similes shine bright, like the sun's golden beams, Comparing
things, like in fantastical dreams.
The flowers bloom like rainbows, vibrant and bold,
While the butterflies flutter like coins made of gold. |
| 6 | With every step we take, we learn something
new, Discovering the magic that words can
imbue. Grade 4 friends, let your imaginations
roam, As we explore the forest's lyrical poem. |
| 7 | So, listen closely, to the forest's sweet song,
Where personification, alliteration, and similes belong.
Let the words dance upon your minds and hearts,
As we embark on this poetic journey, never to part. |

SOURCE: (Adapted from Chatgpt)

1. According to the poet, what lives in a magical forest?

According to the poet, ...

2. Provide FIVE examples of Alliteration in the poem.

3. Provide FIVE examples of Personification in the poem.

4. Provide FIVE examples of Similes in the poem.

5. How did you feel taking the guided ride, with the poet, to a mystical forest? I felt.....

Fiction text, story: Leo the lighthouse

Once upon a time, in a **small** coastal town called Seashell Cove, there lived a mischievous lighthouse named Leo. Leo stood **tall** and proud at the edge of the rocky cliffs, guiding ships safely through the treacherous waters. But Leo wasn't just an ordinary lighthouse; he had a personality of his own.

Personification brought Leo to **life** as he stood guard over the sparkling sea. His bright beam of light was like an artist's brush, painting the night sky with streaks of luminous color. Leo's metal body gleamed under the moonlight, as if he wore a suit of silver armor. With each passing ship, Leo would send a friendly wink, his lantern casting a warm and comforting glow.

Alliteration was Leo's special skill. His voice **boomed** across the waves, singing songs of safety and guiding ships with his strong and steady beam. Sailors marveled at the melody in his warnings, as Leo's words swirled and soared like seagulls in the wind. "Beware, brave sailors! Seek solace in my steady stream of light," Leo would say, his voice like a symphony of sound.

One stormy night, a young sailor named Sam found himself **lost** in the tumultuous sea. His boat tossed and turned in the ferocious waves, threatening to swallow him whole. But then, Sam caught a glimpse of Leo's beacon through the rain-soaked mist. Leo, with his personified presence, called out to Sam, "Fear not, young sailor! Find solace in my guiding light, for I am the guardian of these perilous shores."

Sam clung to the hope Leo's words brought him. He steered his boat towards the lighthouse, using Leo's radiant beam as his compass. As Sam's boat drew **closer**, Leo's voice became a reassuring whisper in his ear, guiding him through the turbulent waters.

With Leo's guidance, Sam safely navigated his way to the safety of Seashell Cove. The townspeople greeted him with cheers and gratitude, thanking Leo for his unwavering protection. Leo beamed with pride, knowing that he had fulfilled his duty as a personified lighthouse.

From that day forward, Leo and Sam became friends, and Leo's tales of the sea echoed through the town. The townspeople would gather around Leo, captivated by his alliterative anecdotes, as he shared stories of **brave** sailors and daring adventures.

And so, in Seashell Cove, Leo the personified lighthouse continued to stand tall, a beacon of safety and a storyteller of the **sea**. Through personification, alliteration, and the power of friendship, Leo's light shone brightly, forever guiding ships and inspiring the hearts of those who listened to his captivating tales.

SOURCE: (Adapted from Chatgpt)

1. Number the paragraphs.
2. Provide THREE examples of Personification in the text.
3. Provide THREE examples of Alliteration in the text.
4. Provide THREE Similes from the text.
5. Provide antonyms for the words in bold ; ensure that you use them in the correct context of the text.
6. Circle as many conjunctions as you can find in paragraphs 1, 2 and 3.

You can complete the word puzzle on conjunctions, if you have time.

Name: _____

Date: _____

Conjunctions

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

as	while	until	unless
therefore	so	since	otherwise
or	meanwhile	however	furthermore
consequently	but	before	because
and	although	after	

END.