

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

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



Activity 1.1

Phonics

Group Work

In your group, find as many words as you can that contain the sounds below. You have 1 minute.



<u>w</u>	<u>wh</u>	<u>u</u>

Find rhyming words.



Words from the text containing the focus sounds:

<u>w</u>	<u>wh</u>	<u>u</u>

Activity 1.3

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

Role Play: Observation Checklist

Student

Class:

Observer:

Date:

Criteria	Check if observed	Comments
Before role playing		
– identifies the imaginative context of a dramatic role, conflict, and situation		
– uses elements such as tension, surprise, contrast, and mood to structure the beginning, middle, and end of the role play		
– rehearses, revises, and refines the role play		
– checks the dramatic role, conflict, or situation for bias or stereotyping		
– makes constructive contributions to a small group		
During role playing		
– portrays a dramatic role credibly and consistently		
– adapts a dramatic role to suit new information or circumstances in the role play		
– speaks audibly, clearly, and expressively in a voice appropriate for the dramatic role		
– expresses thoughts, feelings, beliefs, attitudes, and values appropriate to the dramatic role and situation		
– uses movement and body language expressively and appropriately		
– contributes to the development of tension or mood in the scene		
After role playing		
– makes inferences about the behaviour of the characters in the scene		
– draws conclusions about the personal and social implications of the conflict represented		

	Criteria				Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	—
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	—
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	—
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	—
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	—
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	—
				Total---->	—

Write the following questions on the board before learners enter the class. Ask learners to discuss them in their pairs:

- The word 'stanza' comes from an Italian word that means "little room." Why might this be the word used to describe a group of lines in a poem?
- How many stanzas are there in this poem?
- Remember that rhyming words end with the same sound and that poems with a rhyme scheme, or pattern of rhyming words, usually put those words at the ends of lines. Re-read stanza 1, use a colour pencil to underline each end word with the same ending sound. (Different colours for different sounds)
- Where do the Rhyming words appear?
- Why did Roald Dahl skip the introduction of the characters at the start of the poem?

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 reached 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



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 _____



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.



SC: Identify personification in a text

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

Example: The cup stood alone among the crowded plates.

- [illegible]



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

RUBRIC for Informal Oral Assessment

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END.