

REMBRANDT PARK PRIMARY SCHOOL

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GRADE 4

ENGLISH

LANGUAGE STRUCTURES AND CONVENTIONS:

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1. ANTONYMS

Antonyms are words that have **opposite meanings**.

Look at these examples and then complete the exercise.

on	off
cold	hot
dry	wet
simple	complicated
damage	repair
healthy	sick
true	false
start	finish
big	small
happy	sad
slow	fast
young	old
front	back
above	below
long	short
early	late

Think of 5 more opposites. Write them in the table below.

Complete these sentences, use the words from the first table to help you.

- In winter it is cold but in summer it is _____.
- A cheetah is fast, but a snail is _____.
- We must not be _____ for school or we will get into trouble.
- I feel _____ when I score good marks in a test.
- It is important to always _____ a task.



2. Simple sentences, statements, questions and exclamations

A simple sentence has at least a subject and a verb, and expresses one complete idea. Example: The baby cried.

There are different kinds of sentences.

A statement – states facts. The sun rises in the east.

A question – asks questions. How are you?

An exclamation – expresses shock or surprise. Oh my goodness, WOW that is so exciting!

Fill in the missing punctuation marks.

- a. What was in the news___
- b. Oh no ___
- c. There was an accident outside the mall___



3. Tenses – VERBS

Verbs (action words) that are written in the **future tense**, mean that the action **still needs to happen**. Verbs that are written in the **present tense**, mean that the action is **happening now**. Verbs that are written in the **past tense**, mean that the action has **already taken place**.

Exercise 1: Complete the table below.

Past Yesterday I,...	Present Today I am,...	Future Tomorrow I will,...
Kicked	Kicking	Kick
	playing	
		Visit
		Finish
Mixed		
Cried		
	Laughing	
Painted		
		dance

A weather report describes the weather that is happening in the present; or might describe what has happened in the past. It sometimes describes weather that is expected in the future. For example: It **was** cold last night (past tense). It **is** cold now (present tense). It **will be** cold tomorrow (future tense).

Exercise 2: complete the table below.

Past tense (was)	Present tense (is/now)	Future tense (will be)
It rained last night.	It is raining now .	It will be raining tomorrow.
The wind blew hard yesterday	The wind is _____ hard today.	The wind will blow hard tomorrow.
There _____ thunder last night.	There _____ thunder.	There _____ be thunder.
It was hailing.	It _____ hailing.	It will _____ hailing.
The temperature was high.	The temperature _____ high.	The temperature _____ high.

Exercise 3: Change the paragraph into the past tense. (**Remember to look at the verbs**)

The rain **comes** down like a waterfall. The wind **howls** and I **shiver** from the cold. I **try** to open an umbrella but it **blows** out of my hands. Suddenly, a bolt of lightning **flashes** and I **whimper** in fear.

4. Adjectives of comparison

Adjectives describe nouns. For example: The icy rain stung our cheeks. Adjectives can also compare one thing with another. Today is **colder** than yesterday. They can also compare more than one thing by describing which is best or the most. Example: Tuesday was the **coldest** day in the week.

When we compare information, we need to use words that help us explain when something is bigger, hotter, more or less than something else. We call these adjectives **degrees of comparison**.

There are 3 degrees of comparison:

Positive degree - refers to 1 thing.

Comparative degree - compares 2 things.

Superlative degree - more than 2 things and describes the best or the most.

Positive	Comparative	Superlative
hot	hotter	hottest
cold	colder	coldest
long	longer	longest
dry	drier	driest
cool	Cooler	coolest
windy	windier	windiest
good	better	best

Fill in the correct degrees of comparison for each word.

Positive	Comparative	Superlative
Ugly	uglier	ugliest
fast		
bright		
hard		
long		

Complete the sentences, use the words from the tables above.

- Sherry's hair is **long**, Mary's hair is _____ and Julie's hair is the _____.
- Ben is **fast** but Rochelle is _____ and John is the _____.
- East London is a **windy** city, Port Elizabeth is _____ and Cape Town is the _____ of them all.

5. Regular and Irregular Verbs

Regular verbs do not change that much other than getting a (-d) or (-ed) in the past tense.

Example: She **will look** at Mary from a distance.

She **looked** at Mary from a distance.

Irregular verbs change completely in the past tense. They are sometimes totally unrecognisable from how they started out in the present tense.

We **drive** to school.

We **drove** to school.

They **fly** in a plane.

They **flew** in a plane.

When a sentence has been written in the past tense it means that the action has already taken place. When we write a sentence in the past tense we need to change the verb.

Simple past tense, we add was or were. Example: I was at the shops.

We were busy with our project.

Some verbs simply add (-ed) to the end. Example: He laughed at my joke. She climbed up the ladder.

Irregular verbs change their spelling completely. Example: We swam (swim) in the pool in summer. He ate (eat) all his breakfast in the morning.

Exercise: Complete the sentences below.

Simple past tense (was/were)

He _____ studying for his test yesterday.

They _____ playing games on the field.

Past tense (-ed/-d)

I really (hope) _____ that I would get full marks.

The girls (skip) _____ in the park.

They (walk) _____ to the shops.

Irregular verbs change completely

Sarah (say) _____ that she had fun at the party.

The teacher asked if I (write) _____ my homework in my diary.

Yesterday, I (ride) _____ my bicycle to Mary's house.

Sarah (run) _____ a race yesterday.

6. Subject and Object

In order for a sentence to make sense, it must contain at least one verb. There is always someone or something that performs the action (verb) directed at someone or something.

Subject

In a sentence, the subject is the person or object performing the action. We can find the subject of the sentence by asking WHO? Or What? Is doing the action. The subject usually comes at the beginning of a sentence.

- **Sophie** told her friends to come to her house.
- **The lights** flickered as I turned them on.

Can you identify the action that each subject did?

Object

In a sentence, the object is connected to the verb. You first need to find the verb. Then, to find the direct object ask WHO? Or WHAT? After the verb.

- The teacher handed out **the exams** to her class.
- My mother baked the most delicious **chocolate cake.**

Can you identify the action that each object was directly affected by?

Exercise: read the sentences and identify the subject, verbs and objects in each sentence.

	Subject	Verb	Object
The trees blew in the wind.	The trees	blew	in the wind
The hail damaged the cars.		damaged	
The gardener watered the plants.		watered	
The lightning flashed in the sky.		flashed	

Write 5 sentences of your own. Circle the subject, underline the object.

7. Proverbs and Idioms

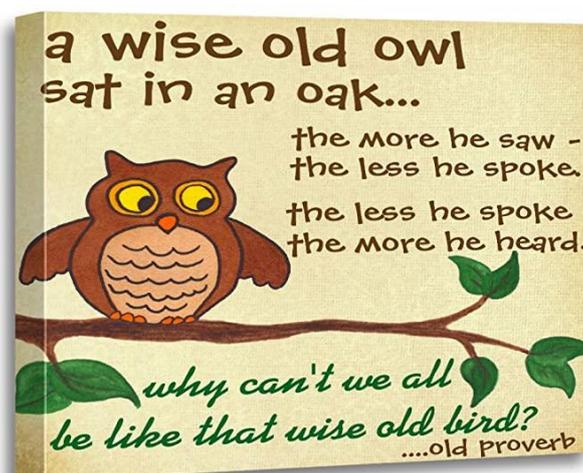
- Proverbs are well-known sayings that teach lessons about life.
- Idioms are expressions that have different meanings of the separate words.

Exercise match the **proverbs** and their meanings. Write the letter in the middle column. See the example.

Proverb	Answer	Meaning
1. If the cap fits, wear it.	D	a. Problems seldom happen one at a time.
2. It never rains but it pours,		b. The more you do something, the better you become at it.
3. Money doesn't grow on trees.		c. If you want money you have to work for it.
4. Practise makes perfect.		d. Accept what people say about you if it is true.
5. Do unto others as you would like done to you.		e. Rather do things at a slower pace and get it right, than rush and make mistakes.
6. Do not judge a book by it's cover.		f. Do not judge people by what they look like.
7. Slow and steady wins the race.		g. Treat people the way you would like to be treated.

Exercise match the **idioms** in Column A with the meanings in column B. Draw a line from column A to B.

A	B
A piece of cake	My favourite person
A slap on the wrist	To make matters worse
A drop in the bucket	A small punishment
It is Greek to me	Very little of what we need
Add fuel to the fire	Even better than you expect
Apple of my eye	I do not understand it at all
Icing on the cake	It is very easy



8. The future Tense

The future tense describes what will happen in the future. Look at these examples of the different tenses.

Past tense: He **ran** across the field.

Present tense: He **runs** across the field.

Future tense: He **will run** across the field.

Use the word **live** to complete the following sentences.

Past tense: She _____ near the stadium.

Present tense: She _____ near the stadium.

Future tense: She _____ near the stadium.

Exercise: Rewrite these sentences in the future tense.

The bell rang.

The children went out to play.

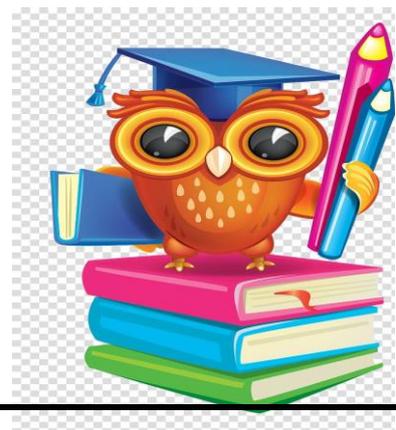
They ate their lunch.

They went back to their class.

The learners did their work.

The teacher dismissed the class.

It was time to go home.



9. Verbs – Auxiliary verbs

They help the main verb complete its meaning.
They come before the main verb in a sentence.

Look at these Auxiliary verbs

am	are	be	can	could	does	had	has	have	is	may
might	must	shall	should	was	were	will	would			

Exercise complete the sentences.

is	We _____ playing games outside.
are	She _____ working on the computer.
was	He _____ asleep early.
were	We _____ wondering what happened.
has	I _____ read that book.
have	She _____ gone on holiday.
is	He _____ talking on the phone.
are	The children _____ playing in the sandpit.
was	He _____ studying in Johannesburg.
am	I _____ singing a song.
have	He _____ finished his project.
has	I _____ finished my lunch.

Use these words to write 3 of your own sentences. (is, are, have)

10. Mood of verbs – Modal words

Look at these modal words

can	must	have to	may	should	will
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What do these modals tell us?

- We use **can** to show **ability**.
- We use **may** to ask for permission.
- We use **must, have to and should** to show **necessity**.
- We use **will** to show **intention**.

Exercise underline the modals in these sentences.

- a. You should bring your costume if you want to swim.
- b. The bus will leave school at 9:00am.
- c. You must bring your own lunch.
- d. You should do your homework everyday.
- e. I will play soccer tomorrow.
- f. You must read through your work.
- g. May I please have a piece of cake?
- h. She can play netball very well.
- i. I have to go to the dentist because I have toothache.

