



**MINISTRY OF EDUCATION**  
**PRIMARY ENGAGEMENT PROGRAMME**  
**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 1 WEEK 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **READING**

**Let us read these words together.**

help          which      knock      system      month      sweet  
morning      since      house

**Read the text below.**

What is your favourite type of fast food? My favourite food is pizza. I just love chicken and double cheese. Sometimes I think I could eat pizza morning, noon and night. Is all of this talk on pizza making you hungry? My mother makes lovely pizza every month. Do you want to come to my house?

## **GRAMMAR**

**TOPICS: -Declarative Sentences**

**-Root Words**

**FACT/TIP:**

\*A sentence is a group of words, which expresses a complete thought.

## Declarative Sentence

A Declarative sentence is a statement, which gives information. The punctuation mark placed at the end of a declarative sentence is the full stop/period (.).

### Examples of Declarative Sentences

1. There are six ethnic groups in Guyana.
2. My mother goes shopping every Friday.
3. The month of September is known as Education and Indigenous Heritage month.

### ON YOUR OWN

Write a declarative sentence containing each given word.

1. Amerindians.....
2. cassava.....
3. month.....

Arrange each set of jumbled words to write a declarative sentence. Remember to begin each sentence with a capital letter and insert the end mark.

4. colour is my green favourite

---

5. enjoy reading everyday I

---

6. brother will shopping boys go my tomorrow and the

---

## VOCABULARY

### TIP:

Some words come from another word which is known as a **root word**.eg

\*A root word is the base or main word. A new word can be **formed** from the root word.

\*Examples: declare-**declarative**

Form- **formed**

Shop- **shopping**

### ON YOUR OWN:

**Below are some sight words.**

Read each word carefully. Underline the root word in each. Read your root words to someone in your home. The first one was done for you.

7. Knocking

8. sweetly

9. houses

10. teacher

## HOMEWORK:

Read the extract below fluently and underline the sentences which give information. Circle the root word in each word in bold type.

What is your favourite type of fast food? My favourite food is pizza. I just love chicken and double cheese. Sometimes I think I could eat pizza **morning**, noon and night. Is all of this talk on pizza **making** you hungry? My mother **makes lovely** pizza every month. Do you want to come to my house?



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**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 2 WEEK 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **READING**

**Let us read these words together.**

love    talk        food    night    house    go    month

do    fast

**Read the text below.**

What is your favourite type of fast food? My favourite food is pizza. I just love chicken and double cheese. Sometimes I think I could eat pizza morning, noon and night. Is all of this talk on pizza making you hungry? My mother makes lovely pizza every month. Do you want to come to my house? Mother can make extra for you. Do you think your mother would let you come for a visit?

## **GRAMMAR-INTERROGATIVE SENTENCES**

### **FACT/TIP**

**What then is an Interrogative Sentence?**

An interrogative sentence is a sentence that asks a question. It is referred to as an **asking sentence**. A question mark [?] is placed at

the end of an interrogative sentence. In this type of sentence information is gathered.

Some words like- **which, who, what, when, how, why, where , do**, are used.

### **Examples of Interrogative Sentences**

1. **What** is one activity that is usually held in observance of Amerindian Heritage Month?
2. **How** does the respiratory system work?
3. **Did** it taste sweet?

### **ON YOUR OWN**

**Read the sentences below. Insert a question mark [?] at the end of the asking sentences. Put an x on those that are not questions.**

1. Do you enjoy eating fruits and vegetables[ ]
2. Cassava bread is a main dish for the Amerindians [ ]
3. What is your favourite subject [ ]
4. Have you seen my eraser [ ]
5. Yesterday we visited Umana Yana [ ]

### **VOCABULARY**

#### **Suffixes**

\*A suffix can be added to the root word to form a new word.

\*A suffix is a letter or a group of letters added at the end of a word.

Here is a list of suffixes:

**s, ed, es, ing, ful, or, less, ly**

\*We can add a suffix to some words from the interrogative sentences above.

**Study the table with the root words and suffixes.**

Root Word	Suffix	New Word
work	s, ing, ed	works, working, worked
month	ly, s	monthly, months
do	es, ing	does, doing
taste	ing, s, ed	tasting, tastes, tasted

**ON YOUR OWN:**

**Read the sentences below. Insert a question mark [?] at the end of the asking sentences. Put an x on those that are not questions.**

6. Do you enjoy eating fruits and vegetables[ ]
7. Cassava bread is a main dish for the Amerindians [ ]
8. What is your favourite subject [ ]
9. Have you seen my eraser [ ]
10. Yesterday we visited Umana Yana [ ]

Build as many new words as you can by adding a **suffix** from the list below.

**ing    ly    es    ed    s**

love \_\_\_\_\_

go \_\_\_\_\_

month \_\_\_\_\_

night \_\_\_\_\_

## HOMEWORK

Change each sentence below to an interrogative sentence and write the root word for the words underlined and circle the suffix.

1. He walked to the park.

---

2. They are going to the market.

---

3. Father works from home.

---

4. Ella quickly wrote a note to Jill.

---

5. Mark teaches his dog to play ball.

---





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GRADE FOUR WORKSHEET  
SUBJECT: LANGUAGE  
LESSON: 3 WEEK 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## READING

Let us read these words together

years            height            live            complexion    size    family  
sibling            fair            round

**Read the text below.**

A child lives next door to me. He is an Amerindian boy. His name is Isaac Peters. He is eight years old. Isaac is about the same height and size as I. He has a lovely round face with two bright eyes and a tiny nose. Isaac is fair in complexion.

There are five members in his family. His father is a farmer and his mother a vendor. Isaac and his two siblings attend a primary school. He belongs to a nuclear family. Isaac does not live alone.

## COMPREHENSION

**FACT/TIP:**

**The main idea** of a story is simply what the story is mostly about.

**To find the main idea**, Ask yourself, "What is this mainly about?"

Sometimes the main idea is either the first or last sentence in a story.

Example:

Look at the pictures below and guess the main idea.



The main idea from the pictures above is: **A Birthday Party**

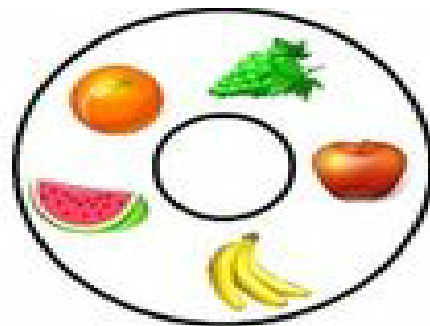
### ON YOUR OWN

Look at each picture below then write the main idea using complete statements.

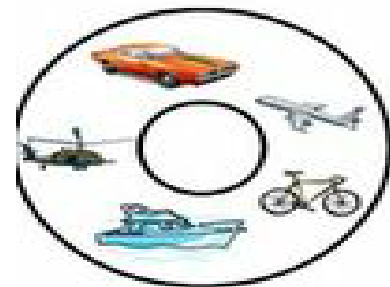


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---

**B. Identify the main idea of each paragraph.**

A child lives next door to me. He is an Amerindian boy. His name is Isaac Peters. He is eight years old. Isaac is about the same height and size as I am. He has a lovely round face with two bright eyes and a tiny nose. Isaac is fair in complexion.

There are five members in his family. His father is a farmer and his mother a vendor. Isaac and his two siblings attend a primary school. He belongs to a nuclear family. Isaac does not live alone.

**The main idea of the first paragraph is**

\_\_\_\_\_.

**The main idea of the second paragraph is**

\_\_\_\_\_.

**HOMEWORK:**

**Read the following paragraph and underline the main idea.**

The respiratory system is another system of the body. It helps the body to breathe. The lungs, nose and windpipe are the main organs in this system.

**Write two supporting details stated about the main idea.**

1. \_\_\_\_\_

2. \_\_\_\_\_



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SUBJECT: LANGUAGE  
LESSON: 4 WEEK 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## READING

### Let us read these words together

name            years        gender        family        school  
complexion        height

### Read the text below.

A child lives next door to me. He is an Amerindian boy. His name is Isaac Peters. He is eight years old. Isaac is about the same height and size as I am. He has a lovely round face with two bright eyes and a tiny nose. Isaac is fair in complexion.

There are five members in his family. His father is a farmer and his mother a vendor. Isaac and his two siblings attend a primary school. He belongs to a nuclear family. Isaac does not live alone.

### FACT/TIP:

**A descriptive essay** describes a person, place, object, etc.

It is important to follow these steps when writing an essay.

\*Think of the topic carefully.

\*Write down the main points (that you will develop).

\*When it is time to write your essay it must be written in sequence (in order) using paragraphs.\*Be sure to begin every sentence with a capital letter.

**ON YOUR OWN: DESCRIPTIVE WRITING-Myself**

**Jack is new to the community. Write an essay to tell him all about yourself.**

**Here is an example of some main points. Complete the plan below.**

\*name  
\* gender  
\*age  
\* Height  
\* complexion

\* family  
\*school

## **HOMEWORK**

Share the plan you have created above with a relative. Ask the relative to use the checklist to see if your plan is complete.

<b>Areas to write about</b>	<b>Yes</b>	<b>No</b>
I can read about your:		
1. Identity (name, age, gender)		
2. Physical appearance (height, complexion, body structure)		
3. Attitudes and Hobbies (things I like and dislike)		
4. Groups I belong to (school, family)		
5. Other details		

**You must have Yes for numbers 1-4, for a finished plan.**



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LESSON: REVIEW WEEK 1

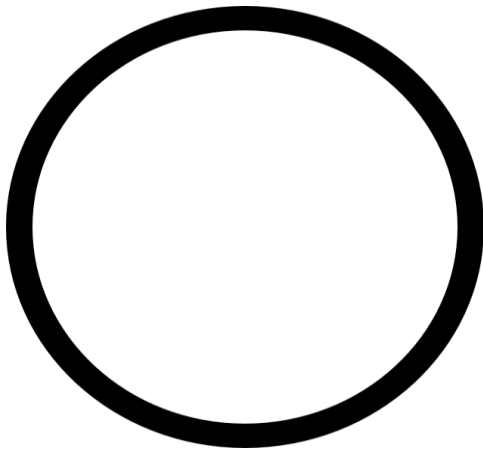
Name: \_\_\_\_\_ Date: \_\_\_\_\_

This paper consists of 20 questions. You are required to answer all of the questions

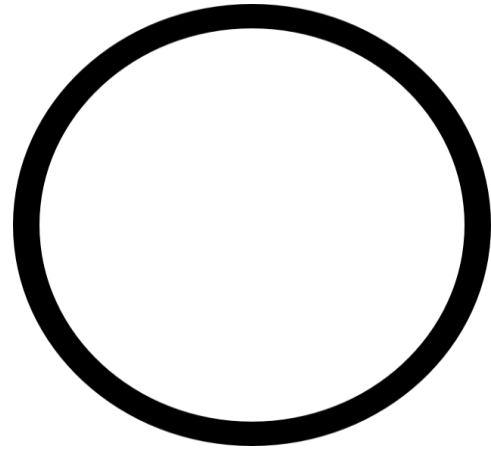
A. Circle the root word in each word in bold type below.

1. My classmates are very **friendly**.
2. Peter is feeling **unwell** today.
3. These children **disobey** the rules.
4. I will **retell** the story this evening.
5. John will have his **freedom** soon.

**B. Read each sentence carefully and then insert the number correctly in Set A or Set B.**



**Set A**



**Set B**

<b>A set of declarative sentences</b>	<b>A set of interrogative sentences</b>
---------------------------------------	---

6. Who were the first group of people to settle in Guyana?
7. Another organ of the excretory system is the bladder.
8. In which month is Amerindian Heritage Month observed?
9. There are seven continents in the world.
10. How many ethnic groups are there in Guyana?

**C. Read the passage carefully and then answer the questions that follow.**

Bones help form the shape our body. Even though they are very light, bones are very strong to support our body mass. Bones also protect the body's organs. The skull protects the brain and forms the shape of the face. The spinal cord, a way for messages between the brain and the body is protected by the backbone. The ribs form a cage that shades the heart and lungs. The bony framework of our body is called the skeletal system.



11. What is the main idea of the passage?

.....

12. Write two details of the main idea.

.....

.....

13. What does the backbone protect?

.....

14. Which bone protects the heart and lungs?

.....

**D. Choose the correct suffix to add to each underlined word to make each sentence complete.**

**ful          less          s**

15. Suzy was so care..... that she broke mother's vase.

16. We are very thank..... for the help we received.

**E. Add a root word to each suffix to make a new word.**

17. -er \_\_\_\_\_      18. -ly \_\_\_\_\_      19. -ing \_\_\_\_\_

20. Carl admires his teacher and wants to write an essay about her. He has an incomplete plan. Help him to complete the plan.



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**SUBJECT: LANGUAGE**  
**LESSON: 1 WEEK 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **READING**

**Let us read these words together:**

**Blake flake bake forsake awake snake shake brake**  
**chest west unrest quest test vest quest tallest**

**Read the text below.**

Sandra loves to go on quests. Today she is going on a quest in the forest. Mother drops Sandra to the bus park to meet the rest of her friends. They arrive late because the brake of the car is not working well. Mother said, 'Put a smile on your face, Sandra.' 'Close the car door gently.' Pick up your snack.' Sandra has bakes and cake for her snack.'

Sandra sees the tour guide, Blake. He is the tallest and youngest of all the tour guides. She hopes to find a chest full of treasures. Mark said that they will write a test to see what they have learnt.

Sandra remembers that on her last quest she had seen eggs in a nest and the longest snake. The memory of it still makes her shake. She walks to the west towards her friends. They are wearing white vests.

## GRAMMAR

### TOPIC: IMPERATIVE SENTENCES

#### FACT/TIP:

#### **Imperative sentence**

An Imperative sentence is a sentence that expresses a command or request. It tells someone to do something. The punctuation mark placed at the end of an imperative sentence is the full stop/period(.) Sometimes it ends with an exclamation mark(!).

#### **Examples of Imperative Sentences**

1. Put a smile on your face, Sandra.
2. Close the car door gently.
3. Pick up your snack.
4. Watch out!

### ON YOUR OWN

**Read each sentence, write the word \*yes\* next to each imperative sentence and \*no\* if it is not.**

1. Give me a cake. -----
2. My brother has a new computer. -----
3. The Amerindians crossed the Bering Strait. -----
4. Bring me a glass of milk.-----
5. Speak the truth.-----

## VOCABULARY-ANTONYMS

Words that are opposite in meaning are called antonyms.

\* We can form the antonym of some words by adding a prefix [dis, un, il, ir, mis]

A prefix is a word or letters added at the beginning of a root word.

When some prefixes are added to root words, they become opposites.

### Examples

Prefix		Root Word		New Word
mis	+	guide	=	misguide
un	+	pack	=	unpack
re	+	write	=	rewrite
dis	+	appear	=	disappear

### ON YOUR OWN

**Add a prefix ( un, dis, pre )to each root word to create a new word.**

6. -----arm
7. -----true
8. -----obey
9. -----lead
- 10 -----agree

## **HOMEWORK**

**Read the passage below fluently. Underline the imperative sentences.**

Sandra loves to go on quests. Today she is going on a quest in the forest. Mother drops Sandra to the bus park to meet the rest of her friends. They arrive late because the brake of the car is not working well. Mother said, 'Put a smile on your face, Sandra.' 'Close the car door gently.' Pick up your snack.' Sandra has bakes and cake for her snack.'

Sandra sees the tour guide, Blake. He is the tallest and youngest of all the tour guides. She hopes to find a chest full of treasures. Mark said that they will write a test to see what they have learnt.

Sandra remembers on her last quest she had seen eggs in a nest and the longest snake. The memory of it makes her shake. She walks to the west towards her friends. They are wearing white vests.

Add a suitable prefix to each base word below. Write the new words on the lines provided.

**re**

**un**

**dis**

**pre**

-----**school**

-----**write**

-----**like**

-----**school**



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**LESSON: 2 WEEK 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**READING**

**Let us read these words together.**

Blake flake    bake    forsake    awake snake    shake    brake  
chest west    unrest quest    test vest quest tallest

**Read the text below.**

Sandra spent the day in the forest. She found a chest full of treasures. Sandra shouted to Blake, 'Oh!' 'Look what I have found!'

Blake was excited, he said, 'Wow!' He then called Mark and his friends from the west to see the chest. Mark was very surprised, 'Hurray!' he shouted. 'This is amazing!' Sandra became hungry and began to eat her bakes and cake. 'Look! A snake is there!' shouted Blake. The children ran to the west. They were all afraid. Sandra had to forsake her bakes and cake. She started to shake. 'Not another quest in the forest for me!' she exclaimed. Blake told her all will be well.

## **GRAMMAR**

### **TOPICS: EXCLAMATORY SENTENCE**

#### **FACT/TIP:**

#### **The Exclamatory sentence**

An exclamatory sentence expresses strong feelings, surprise or excitement.

The punctuation mark placed at the end of an exclamatory sentence is the exclamation mark (!).

#### **Examples of exclamatory sentences**

1. Look what I have found!
2. Hurray!
3. This is amazing!
4. Look, a snake is there!

#### **ON YOUR OWN**

**Place a tick(✓) next the exclamatory sentences and an (x) next to the other sentences.**

1. The skeletal system has many functions.
2. It was a lovely day!
3. Cartilage is also found in your ears and nose.
4. Help!! am falling!
5. Oh No! Get that dog!

## VOCABULARY

### Antonyms

Opposites attract!

There are words that are opposite in meaning. These words are called antonyms.

Not all antonyms are formed by adding a prefix.

### Examples of Antonyms where a prefix was not added.

Word	Antonym
full	empty
late	early
fast	slow
came	went

### ON YOUR OWN

Write as many words as you can that have the same ending sound as in the words below.

cake    bake    -----

quest    chest    -----

Draw a line to the words that are opposite in meaning.

Dark                      quiet

Tall                        bright

Loud                       short

Present                    under

over                        absent



## **HOMEWORK**

**Read this story fluently and underline the exclamatory sentences.**

Sandra spent the day in the forest. She found a chest full of treasures. Sandra shouted to Blake, 'Oh!' 'Look what I have found!'

Blake was excited, he said, 'Wow!' He then called Mark and his friends from the west to see the chest. Mark was very surprised, 'Hurray!' he shouted.' This is amazing!' Sandra became hungry and began to eat her bakes and cake. 'Look! A snake is there!' shouted Blake. The children ran to the west. They were all afraid. Sandra had to forsake her bakes and cake. She started to shake. 'Not another quest in the forest for me!' she exclaimed. Blake told her all will be well.

B. Write two words from the passage which rhyme with the words below.

**Rake** -----                      -----                      **crest** -----                      -----

**Below is a list of words, read the passage to find their opposites then write them on the lines provided.**

1. Empty \_\_\_\_\_

2. Lost \_\_\_\_\_

3. Ended \_\_\_\_\_

4. Night \_\_\_\_\_

5. Enemies \_\_\_\_\_



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**SUBJECT: LANGUAGE**  
**LESSON: 3 WEEK 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **READING**

### **Let us read these words together**

because    park    youngest    treasures    towards    longest  
drops    gently    guides

### **Read the story below.**

Sandra loves to go on quests. Today she is going on a quest in the forest. Mother drops Sandra to the bus park to meet the rest of her friends. They arrive late because the brake of the car is not working well. Mother said, 'Put a smile on your face, Sandra. Close the car door gently. Pick up your snack.' Sandra has bakes and cake for her snack.

Sandra sees the tour guide, Blake. He is the tallest and youngest of all the tour guides. She hopes to find a chest full of treasures. Mark said that they will write a test to see what they have learnt.

Sandra remembers that on her last quest she had seen eggs in a nest and the longest snake. The memory of it makes her shake. She walks to the west towards her friends. They are wearing white vests.

## COMPREHENSION

### TOPIC: MAIN IDEA

#### FACT/TIP:

**\*The main idea of a story** is simply what the story or pictures are all about.

\*It is also referred to as the most important statement.

\*The main idea can be found in either the first or last sentence in a story.

#### Example:

Read the text below.

Sandra loves to go on quests. Today she is going on a quest in the forest. Mother drops Sandra to the bus park to meet the rest of her friends. They arrive late because the brake of the car is not working well. Mother said, 'Put a smile on your face, Sandra. Close the car door gently. Pick up your snack.' Sandra has bakes and cake for her snack.

Sandra sees the tour guide, Blake. He is the tallest and youngest of all the tour guides. She hopes to find a chest full of treasures. Mark said that they will write a test to see what they have learnt.

Sandra remembers that on her last quest she had seen eggs in a nest and the longest snake. The memory of it makes her shake. She walks to the west towards her friends. They are wearing white vests.

What is the main idea?

To find the main idea, you can ask yourself, 'What/Who is the story all about?'

The main idea in the story is- Sandra and the quest.

## ON YOUR OWN

**Read the texts below then write the main idea for each.**

Even organs can work together to form organ systems. Organ systems are made up of a number of different organs working together to complete a task. For example, the circulatory system is an organ system that circulates blood, oxygen and nutrients throughout your body. There are other organ systems in the body.

---

---

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, 'Dance, Boots!' he will stand up on two legs and walk. I do not know of many dogs that can do such amazing tricks.

---

---

## HOMEWORK

**Read the words below, learn to spell them and write sentences using any five.**

organs      systems      working      together      circulatory  
body      blood      oxygen



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**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 4 WEEK 2**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TOPIC: DESCRIPTIVE WRITING**

Jack is a new boy in your community. He wants to get to know you. Think of all that you will like to tell him and write an introductory paragraph about yourself (myself).

**READING**

**Let us read these descriptive words together.**

beady    straight    brilliant    curly    slender    tall    short  
round    long    tiny    large    flawless

**Read the text below.**

I am proud of myself. My name is Sue Brown. I am a tall slender girl. I am ten years old but look way older because I am tall and thick. I have a round face on which I wear a brilliant smile. My hair is long, curly and black. I have blue beady eyes, and a straight pointed nose which make me look very pretty.

**FACT/TIP:**

A descriptive essay describes a person, place, object, etc.

\*Essays must be written in sequence (order).

\*Your essay must begin with a topic sentence/hook statement that will encourage the readers to read on.

\*It is important that your words are spelt correctly, capital letters are used where necessary and punctuation marks are inserted.

**Here is an example of an introductory paragraph.**

I am proud of myself. My name is Sue Brown. I am a tall slender girl. I am ten years old but look way older because I am tall and thick. I have a round face on which I wear a brilliant smile. My hair is long, curly and black. I have blue beady eyes, and a straight pointed nose which make me look very pretty.

**ON YOUR OWN**

Jack is a new boy in your community. He wants to get to know you. Think of all that you will like to tell him and write an introductory paragraph about yourself (myself).

---

---

---

---

---

---

---

---

Remember to revisit the FACT/TIP, for your list of descriptive words and plan.

## HOMEWORK

Read your first paragraph to a relative. Ask the relative to use the checklist to see if it is complete.

<b>My First Paragraph</b>	<b>Yes</b>	<b>No</b>
<b>My first paragraph contains:</b>		
An introductory statement/hook statement		
Information about my Identity (name, age, gender)		
Information about my physical appearance (height complexion, body structure, hair)		
Smooth flow from one sentence to the next		
Ideas that are developed		
Words are spelt correctly		
Capital letters used where necessary		
Punctuation marks inserted		

Is your introductory paragraph complete? If not, you have to rewrite your paragraph.



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SUBJECT: LANGUAGE  
LESSON: REVIEW WEEK 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This paper consists of 20 questions. You are required to answer all of the questions.

A. Match each sentence below to its type.

Sentences	Type
1. It was a lovely day!	Imperative(command)
2. Help,I am falling!	
3. Do not talk to me like that.	Exclamatory
4. Please come and watch me play.	

B. Using each prefix below only once, write the opposite of the words for questions 5-9.

**mis**                      **ir**                      **un**                      **il**                      **re**

5. legal -----      6. happy -----      7. write-----  
8. place -----      9. regular -----



C. Circle the odd word in each row.

10. crest          quest          crane          nest  
11. bake          back          make          take  
12. found          crown          hound          sound

D. Write two other words that rhyme with the words below

13. Fair \_\_\_\_\_, \_\_\_\_\_  
14. feed \_\_\_\_\_, \_\_\_\_\_

E. Read the paragraph then answer the questions that follow.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He is also not allowed to eat or drink in the living room any more. Peter's furry dog is not allowed to play ball in there either. Since his parents have the new carpet, there are many new rules.

15. The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like him.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the carpet stays clean.

G. Write one change that Peter has to make.

16. \_\_\_\_\_





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**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 1 WEEK 3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**READING**

**Let us read these words together**

shop shell shelf shore shave Shane shoes shirt  
Shiny ship said  
before went have them will their said

**Read the text below fluently**

One day, shy Shane went shopping. He bought new shoes and a shirt. After shopping, Shane went home to shave. He put on his new shoes and shirt and went to the shore. Shane saw his short friend, Shawn, at the shore with a bag. Shawn was picking up shiny shells. Shane picked up shiny shells, too. Shawn picked up more shells than Shane. "We have to wash these shells before we put them on a shelf," said Shane. "Let me see who will finish first," said Shawn. The boys washed the shells. They looked out into the ocean and saw a ship passing by.

The boys left the shore. On their way, they bought fresh cherries and fish and chips from a shop. 'I will share my fish with my brother, Charles,' said Shane.

## Grammar

### TOPIC:- The Simple Subject of a Sentence

#### FACT/TIP

\*Every sentence has a subject.

\*The subject of a sentence tells who or what the sentence is about.

How can you identify the subject of a sentence?

When you read the sentence, ask yourself, 'who or what the sentence is about.'

**Here are some examples of the simple subject of a sentence.**

#### The Simple Subject

1. **The children** left for home.
2. **Shane** picked up shiny shells.
3. **He** bought new shoes and a shirt.
4. **Shawn** has to wash these shells.

#### ON MY OWN

**Read these sentences. Write the subject of each sentence.**

1. The children are happy. -----
2. My best friend is absent today. -----
3. The Africans came to work on the sugar plantation. -----
4. The Chinese started the charcoal industry in Guyana. -----
5. One Amerindian dish is pepper pot. -----

## VOCABULARY

### Consonant Digraph - /sh/

\*A **digraph** is two letters coming together to produce **one** sound.

\*Therefore, a **consonant digraph** is two **consonants** coming together to produce **one** sound.

\*Some digraphs can be found at the beginning, middle or ending of a word.

**Here are some examples of consonant digraphs.**

sh          th          wh          ck          gh          ng

## ON YOUR OWN

Write as many words as you can which contain the consonant digraph below.

6. sh -----

Look at the pictures below. Say their names. Mark an x on those that do not begin with a consonant digraph and circle those which do.

## HOMEWORK



**Read the text fluently. Circle all the words which have a consonant digraph 'sh'. Read your words to a relative.**

One day, shy Shane went shopping. He bought new shoes and a shirt. After shopping, Shane went home to shave. He put on his new shoes and shirt and went to the shore. Shane saw his short friend, Shawn, at the shore with a bag. Shawn was picking up shiny shells. Shane picked up shiny shells too. Shawn picked up more shells than Shane. "We have to wash these shells before we put them on a shelf," said Shane. "Let me see who will finish first," said Shawn. The boys washed the shells. They looked out into the ocean and saw a ship passing by.

The boys left the shore. On their way, they bought fresh cherries and fish and chips from a shop. 'I will share my fish with my brother, Charles,' said Shane.

**Read the sentences below. Underline the simple subject in each sentence.**

1. Shane saw his friend.
2. I will share my fish and chips
3. We have to wash these shells.



**MINISTRY OF EDUCATION**  
**PRIMARY ENGAGEMENT PROGRAMME**  
**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 2 WEEK 3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**READING**

**Let us read these words together.**

children Chad chips Charles cheap cherries chocolate  
before went have them will their said

**Read the text below fluently.**

One day, shy Shane went shopping. He bought new shoes and a shirt. After shopping, Shane went home to shave. He put on his new shoes and shirt and went to the shore. Shane saw his short friend, Shawn, at the shore with a bag. Shawn was picking up shiny shells. Shane picked up shiny shells too. Shawn picked up more shells than Shane. "We have to wash these shells before we put them on a shelf," said Shane. "Let me see who will finish first," said Shawn. The boys washed the shells. They looked out into the ocean and saw a ship passing by.

The boys left the shore. On their way, they bought fresh cherries and fish and chips from a shop. 'I will share my fish with my brother, Charles,' said Shane.

## **GRAMMAR**

### **Topic: The Simple Predicate of a Sentence**

#### **FACT/TIP**

\*The predicate of a sentence is the part that tells you the action of the subject.

\*To identify a predicate in a sentence, simply ask yourself, 'what is the subject doing?'

**Here are some examples of a simple predicate:**

#### **The Simple Predicate**

1. The boys                    **left the shore.**
2. Shane                        **picked up shiny shells.**
3. He                            **bought new shoes and a shirt.**

#### **ON YOUR OWN:**

Read each sentence below then underline the simple predicate.

1. My little brother fell off the swing.
2. The ethnic groups made various contributions to Guyana.
3. Do you understand your homework?
4. My parents took my pet to the vet.



Add a simple predicate to each subject below to form a sentence.

5. September -----.

6. My teacher -----.

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## VOCABULARY

### Consonant Digraph-/ch/

Here are some examples of other consonant digraphs.

ch      ph      ck              gh              ng

Some examples of words beginning with the consonant digraphs /ch/ are:

children    Chad    chips    Charles    cheap    cherries    chocolate

Look at each picture below. Say their names. Insert the missing letters to complete the name of each picture.



\_\_\_\_\_erries



\_\_\_\_\_ips



\_\_\_\_\_ocolate

## **HOMEWORK**

**Read the text fluently. Circle all the words which have a consonant digraph /ch/. Read your words to a relative.**

One day, shy Shane went shopping. He bought new shoes and a shirt. After shopping, Shane went home to shave. He put on his new shoes and shirt and went to the shore. Shane saw his short friend, Shawn, at the shore with a bag. Shawn was picking up shiny shells. Shane picked up shiny shells too. Shawn picked up more shells than Shane. "We have to wash these shells before we put them on a shelf," said Shane. 'Let me see who will finish first,' said Shawn. The boys washed the shells. They looked out into the ocean and saw a ship passing by.

The boys left the shore. On their way, they bought fresh cherries and fish and chips from a shop. 'I will share my fish with my brother, Charles,' said Shane.

**Write as many other words that you know below which begin with /ch/.**



**MINISTRY OF EDUCATION**  
**PRIMARY ENGAGEMENT PROGRAMME**  
**GRADE FOUR WORKSHEET**  
**SUBJECT: LANGUAGE**  
**LESSON: 3 WEEK 3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**READING**

**Read the words below.**

ripe   juicy   indoor   board   loving   outdoor   dazzling  
nuclear   from   looked   there   where   favourite

**Read aloud the text below.**

I worked all morning on a flawless dark clay model of myself. This model also has all the things I like. I carefully rolled the lumpy mud to place all of the names of the ripe juicy nutritious fruits, indoor and outdoor games and dazzling colours that I like. I also placed the name of my favourite movie there too. I then used bright coloured papers to cut out images of each of my loving members in my nuclear family. I gently placed the model onto a board in my room for Mom to see.

As I walked back, I saw Jake, my brother and three of his friends running from the room, bouncing a ball. Slowly, I entered the room and looked down at the floor where I left my work. I was so crushed.

## Comprehension

### TOPIC: PREDICTING OUTCOMES

#### FACT/TIP

Making Predictions

\*The word **prediction** comes from the root word **predict**- which means to say.

The prefix (pre) means before.



Therefore, to predict means to say what you think might happen in an event before it does.

#### PRACTICE EXAMPLES:

**Look at the pictures below. What do you predict will happen?**

In order to make a prediction, you must think about the details.

1. The boy might stumble and fall.
2. The girl might fall backwards.
3. The chewing gum might burst.

**ON YOUR OWN:**

**Read each statement. Match it to the correct prediction.**

1. Carl was cold
2. The sun came out.
3. It started to rain
4. The phone rang.
5. Mother is cooking

- a. We put on sunglasses
- b. Soon we will eat
- c. He put on a jacket
- d. I need an umbrella.
- e. I answered it.

Look at the pictures below. Write complete statements for each to say what you predict will happen.



## Homework

**Read the text below. Write one sentence to predict what happened.**

I worked all morning on a flawless dark clay model of myself. This model also has all the things I like. I carefully rolled the lumpy mud to place all of the names of the ripe juicy nutritious fruits, indoor and outdoor games and dazzling colours that I like. I also placed the name of my favourite movie there too. I then used bright coloured papers to cut out images of each of my loving members in my nuclear family. I gently placed the model onto a board in my room for Mom to see.

As I walked back, I saw Jake, my brother and three of his friends running from the room, bouncing a ball. Slowly, I entered the room and looked down at the floor where I left my work. I was so crushed.



**MINISTRY OF EDUCATION**

**PRIMARY ENGAGEMENT PROGRAMME**

**GRADE FOUR WORKSHEET**

**SUBJECT: LANGUAGE**

**LESSON: 4 WEEK 3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TOPIC: DESCRIPTIVE WRITING**

**MYSELF (2<sup>ND</sup> Paragraph)**

Jack is a new boy in your community. After reading your first paragraph, he wants to get to know more about you. Think of all the other details you will like to tell him and write the second paragraph about yourself (myself).

**Here is a list of descriptive words. Let us read them.**

ripe    juicy    indoor    board    loving    outdoor    dazzling  
nuclear    adorable    dedicated    nutritious

**FACT/TIP**

\*Before you begin writing your second paragraph be sure to read the main points on your plan.

\*There must be a flow from the first paragraph into the second one so as to hold your reader's attention.

\*Use the descriptive words in the list above with others to help you write your second paragraph.

\*It is important that you continue to spell your words correctly and punctuation marks are used where necessary.

**Here is an example of a second paragraph.**

I am the youngest of three adorable siblings who reside with my loving parents. My short but stern mother is a nurse and my dedicated father, a soldier. My siblings and I attend Charity Primary School which is ten minutes away from our home. Living in the beautiful community of Charity in the country-side, I have gained a passion for riding which helps me to remain fit and healthy. I also enjoy diving into ripe juicy oranges and cherries and eating the dark green leafy vegetables because they are very nutritious. Even though vegetables are good for me, I dislike squash.

**ON YOUR OWN- 2ND PARAGRAPH: MYSELF**

Jack is a new boy in your community. After reading your first paragraph, he wants to get to know more about you. Think of all the other details you will like to tell him and write the second paragraph about yourself (myself).

Remember to revisit the FACT/TIP, your list of descriptive words and plan.

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**HOMEWORK**

Ask a relative to use the checklist below to see if your second paragraph is completed.

Read your paragraph aloud.

<b>My Second Paragraph</b>	<b>Yes</b>	<b>No</b>
<b>My second paragraph contains information about:</b>		
-My family		
Where I live (name, location)		
My likes and dislikes		
Hobbies		
School I attend		
<b>Grammar</b>		
Words spelt correctly		
Capital letters and punctuation marks		
The paragraph has a smooth flow		



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME  
GRADE FOUR WORKSHEET  
SUBJECT: LANGUAGE

LESSON: REVIEW WEEK 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Answer all the questions.**







**Underline the simple subject in each sentence.**

1. A football team has eleven players.
2. A light inflated ball is used to play football.
3. We won five hundred dollars at the fair.
4. The old house on the corner has a big garden in the backyard.
5. Our dog, Rover, loves to chase sticks and balls.

**Circle the simple predicate in each sentence.**

1. The owner grew cassava all around his house.
2. The air in the Benab smelled fresh.
3. John was a member on the debating team.
4. Our teacher took us to the spelling bee competition.
10. In art class we were taught how to make masks.

**C. Look at each picture below and write the beginning consonant digraphs /ch/ or /sh/ under those that begin with them. Place a (\) on those that do not belong there.**

ell 	ick 
orn 	ip 
ips 	ick 

**D. Look at the picture below. Write what you predict will happen next.**



**E. Read the story and write what you predict will happen.**

Chad's dog has been outside all day. When he went to the door to come inside, he was covered in mud. "Oh no! What did you do?" yelled Chad. Chad's dog jumped up on him. It's okay,

stay here," said Chad. Chad went inside and grabbed a bottle of soap. Then he went to the hose and turned it on.

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F. Jack is a new boy in your community. After reading your first paragraph, he wants to get to know more about you. Think of all the other details you would like to tell him and write the second paragraph about yourself.

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