



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 9**

NAME: _____

DATE: _____

READING: - READING COMPREHENSION

Read these words.

1. smart 2. streets 3. sheets 4. Scoff 5. say
6. cart 7. covered 8. clanging 9. curious

Read the poem below.

They say he ought to push a cart
All because he is not that smart.
Day by day as he walks the streets,
his bottle cart covered with his father's sheets.
They scoff at him as he walks past them;
Hand on purse, for they think he is Ben.
Hand on nose, guarding against the smell.
Clutching onto the sheets and the emblem.
"That's mine", he yelled as he quickly quells
Walking with shoes louder than a clanging bell.
One day he'll turn from rags to riches.
At least that is one of his curious friends' wishes.
Hopefully he doesn't face this strife all of his life.

Answer these questions

1. What is the cart covered with?

2. Name one item that he was holding on to that the person wanted to take.

3. Write two words from the poem that rhyme.

VOCABULARY:

TOPIC: ABC ORDER -2nd letter

FACT/TIP

When we are arranging words in ABC order and all of the words begin with the same letter, we look at the second letter of each word.

PRACTICE EXAMPLES

All the words below begin with the same letter. Look at the second letter of each word. Arrange the words in ABC order.

1. **S**mart 2. **s**treets 3. **s**heets 4. **S**coff 5. **S**ay
say scoff sheets smart streets

6. **c**overed 7. **c**langing 8. **C**urious 9. **c**art
cart clanging covered curious

ON YOUR OWN

All the words in each row below begin with the same letter. Look at the second letter of each word. Arrange the words in ABC order.

1. full fling father find found

2. apple air ape art acorn

3. press panic punch pink play

GRAMMAR:

TOPIC: POSSESSIVE NOUN

FACT/TIP

If we look at the noun before it becomes possessive, it helps us to know if the possessive noun is singular or plural.

PRACTICE EXAMPLES

Let us look at the nouns in bold type. Say whether they are singular or plural.

1. The **king's** palace is beautiful.

The noun **king** is in the singular form. Therefore, the possessive noun **king's** is singular.

2. The **kings'** palaces are beautiful.

Here, the noun, **kings**, is in the plural form. Therefore, the possessive noun **kings'** is plural.

ON YOUR OWN

Look at the possessive nouns in bold type. Say whether they are singular or plural.

7.The **group's** song was beautiful to hear. _____

8.The **men's** tools are in this box. _____

9.My **shirt's** button needs to be fixed. _____

HOMEWORK

1.Read the poem done for reading. Write the two possessive nouns found in it. Say whether they are singular or plural.

2.Use a dictionary to find the meaning of each word below. Write the meanings.

1.scoff 2. clutch 3. clang 4. quell 5. strife

3. All the words below begin with the same letter. Look at the second letter of each word. Arrange the words in ABC order.

A.full fling father find found

B.apple air ape art acorn



MINISTRY OF EDUCATION
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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 2: WEEK 9

NAME: _____

DATE: _____

READING: -READING COMPREHENSION

Read these words.

1. father 2. streets 3. sheets 4. shoes 5. cart
6. purse 7. push 8. walking 9. wishes

Read the poem below.

They say he ought to push a cart
All because he is not that smart.
Day by day as he walks the streets,
His cart of bottles covered with his father's sheets.
They scoff at him as he walks past them;
Hand on purse, for they think he is Ben.
Hand on nose, guarding against the smell.
Clutching onto the sheets and the emblem.
"That's mine", he yelled as he quickly quells
Walking with shoes louder than a clanging bell.
One day he'll turn from rags to riches.
At least that is one of his curious friends' wishes.
Hopefully he doesn't face this strife all of his life.

VOCABULARY:

TOPIC: ABC Order-2nd letter

FACTS/TIPS

When we are arranging words in ABC order and all of the words begin with the same letter, we look at the second letter of each word.

PRACTICE EXAMPLES

Arrange the words in ABC order. Number them using 1, 2, 3.

1. _____ crane

2. _____ plant

_____ consumer

_____ producer

_____ chain

_____ people

The order will be-

The order will be-

3 crane

2 plant

2 consumers

3 producer

1 chain

1 people

ON YOUR OWN

A. Arrange the words in ABC order. Number them using 1, 2, 3.

1. _____ push

2. _____ wishes

_____ people

_____ walking

_____ pass

_____ when

B. Write a word from the () that comes between the two words shown.

3. (toy/the)

Time _____ train

4. (push/plant)

paint _____ powder

GRAMMAR:

TOPIC: POSSESSIVE NOUNS

FACT/TIP

In your first lesson on possessive nouns, you learnt that possessive nouns are formed by adding ('s) or (').

Sometimes, to write the sentence in the possessive form we have to rewrite the sentence before adding ('s) or (').

Remember, the (') or ('s) is added next to the owner.

PRACTICE EXAMPLES

1.The home of the girl is beautiful.

Possessive form= The girl's home is beautiful.

2.The books of the pupils are papered.

Possessive form= The pupils' books are papered.

ON YOUR OWN:

Write the possessive form for each sentence below.

1.The tails of the dogs are long.

2. I wore the hat of my friend.

3. The shouting of Mom woke me up.

4. He painted the stable of the horse.

5. Jack lost the key for his car.

HOMEWORK

Learn to spell these words

1. father 2. streets 3. sheets 4. shoes 5. cart

6. purse 7. push 8. walking 9. wishes



**MINISTRY OF EDUCATION
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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 9**

NAME: _____

DATE: _____

READING:-READING COMPREHENSION

Read the words below.

- 1.family 2. access 3. capital 4. drove
5. traffic 6. concluded 7. because 8. school

Read aloud the text below.

Billy lives with his family on the East Coast of Demerara. He attends school in the capital city. One day, as Billy's father drove him to school, there was a buildup of traffic on the main access road. Billy's father slowed down as he realised that the amber light on the traffic light was on. Then, the car came to a complete stop as the light changed to red. Billy was worried that he would be late for school. Shortly after, the light changed to green and Billy's father began to drive again. Billy wanted to know why his father first slowed down, stopped and then continued to drive. His father told him that the amber tells us to wait for the red or green, the red tells us to stop and the green tells us to go. Billy was so excited, he wanted to share this information with his friends at school. The next day, while Billy was on his way to school, he saw the traffic lights and that all of the vehicles slowed down, stopped then drove. Can you tell why?

Answer these questions.



1. What are the colours of the traffic lights?

2. Why does Billy's father have to drive him to school?

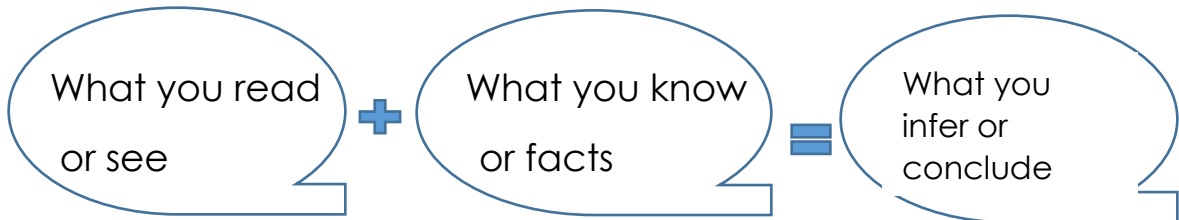
COMPREHENSION: TOPIC: MAKING INFERENCE

FACTS/TIPS

Inference

The word **inference** comes from the root word **infer**- which means to make a conclusion of something based on facts and not on what you think.

Therefore, when making an inference you use:



PRACTICE EXAMPLE:

Look at the picture below. What do you infer?

In order to infer, you must use what you know about the picture.



*This is a picture of a traffic light.

*I know the green image, when lighted, indicates that pedestrians can walk. The red image when lighted, indicates that pedestrians must wait.

I infer that pedestrians who are waiting to get across the road can walk now.

ON YOUR OWN:

Look at the picture. What do you infer?

Use these tips to help you.



I see a

I know that

Therefore, I infer



I see a _____

I know that

Therefore, I infer

Look at each picture. Circle the conclusion.



- A. The children are having a picnic.
- B. The children are at a birthday party.



- A. The children are singing the National Anthem.
- B. They are reciting the National Pledge.

HOMEWORK

Read the text below. Write sentences to infer what happened.

Billy lives with his family on the East Coast of Demerara. He attends school in the capital city. One day, as Billy's father drove him to school, there was a buildup of traffic on the main access road. Billy's father slowed down as he realised that the amber light on the traffic light was on. Then, the car came to a complete stop as the light changed to red. Billy was worried that he would be late for school. Shortly after, the light changed to green and Billy's father began to drive again. Billy wanted to know why his father first slowed down, stopped and then continued to drive. His father told him that the amber tells us to wait for the red or green, the red tells us to stop and the green tells us to go. Billy was so excited, he wanted to share this information with his friends at school. The next day, while Billy was on his way to school, he saw the traffic lights and all of the vehicles slowed down, stopped then drove. Can you tell why?



**MINISTRY OF EDUCATION
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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 9**

NAME: _____ **DATE:** _____

READING

Let us read these words together.

1. friendly 2. informal 3. address 4. date 5. greetings
6. salutation 7. body 8. closure

Read the text below.

Joy, a Grade Four pupil, visited her 95-year-old grandma who lived in the city. As they were sitting on the porch, Joy's grandma told her many stories. Grandma even told Joy that her husband was living far away from her, so she wrote him several letters. Joy asked, "What is a letter Grandma?" Grandma told Joy that a letter is a form of written communication with many parts. What are the parts, Grandma?" Joy asked. Grandma said, "Oh dear, let me see if I can remember the parts of the letter." Grandma began tapping her head. "Oh yes, Joy! The parts are address, date, greeting, body, the closing and your signature."

"Wow! I will have to learn the parts of a letter so that I can write you letters, Grandma," said Joy.

"That will be lovely, Joy," said Grandma.

"Thank you, Grandma. I have enjoyed listening to the stories," Joy said with a smile.

COMPOSITION: LETTER WRITING:

TOPIC: A FRIENDLY /INFORMAL LETTER - Letter of Invitation

You will be celebrating your ninth birthday in two weeks. Mother is planning a party for you. Write a letter to your best friend who lives in another region inviting him or her to your birthday party. (Letter of invitation)

FACT/TIP

A friendly letter which is also called an informal letter is written to persons such as your friends or relatives.

A letter of invitation is written to invite someone to an event such as a birthday, jhandi, wedding, christening and many others.

The body of the letter is usually personal and the language is casual.

PRACTICE EXAMPLE

Parts of a friendly letter

Your Address

Date

Greetings/salutation

(Dear Lisa)

Body

Closing, Signature

(Your friend, Cindy)

ON YOUR OWN:

You will be celebrating your ninth birthday in two weeks. Mother is planning a party for you. Write a letter to your best friend who lives in another region inviting him or her to your birthday party. (Letter of invitation)

Label the template using the following headings:

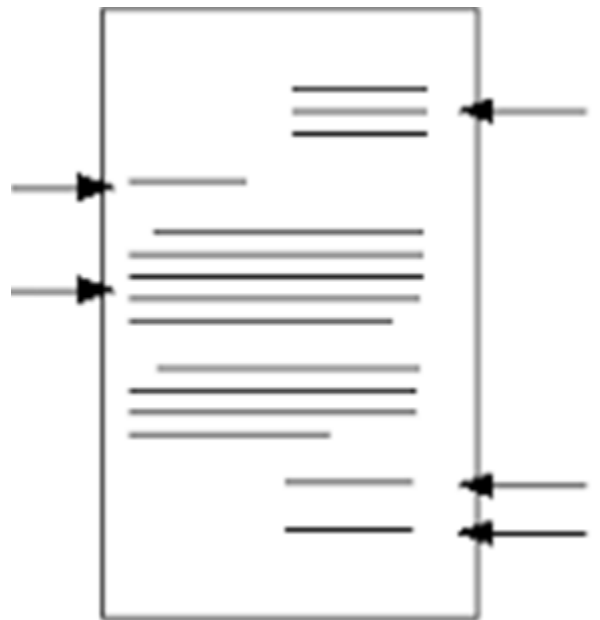
closing

address

greetings

signature

date



HOMEWORK

Ask a relative to help you write your address.



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LESSON REVIEW: WEEK 9

Name: _____

DATE: _____

Answer all questions.

A. Arrange the words in ABC order. Number them using 1, 2, 3.

1. _____rent

2. _____flood

_____root

_____fun

_____rain

_____fram

3. _____over

4. _____picture

_____outside

_____paint

_____own

_____pencil

B. Write a word from the () that comes between the two words shown.

(gone/gift) (wring/ why)

5. glad _____ ground

6. went _____ wish

(bin/burn)

(claim/cent)

7. beam _____ black

8. child _____ cone

C. Write the possessive form for each sentence below.

9. The tail of the cat is brown.

10. The car belonging to my sister is beautiful.

11. The watch is owned by my father.

12. The dress of the child was missing.

D. Look at the possessive nouns in bold type. Say whether they are singular or plural.

13. The **boy's** parents left for work. _____

14. These **countries'** flags look amazing. _____

15. **Jenny's** house was being painted. _____

16. Those **babies'** bottles have to be washed properly.

E. Look at each picture below. Circle the conclusion.

17.



A. The sun shone brightly.

B. The rain fell heavily.

18.



A. The child is feeling unwell.

B. The child is feeling well.

19.



A. It is raining.

B. It is a windy day.

20. Read the statements, then tick (/) true or false

Statements	true	false
A letter of invitation is a friendly letter		
Friendly letters do not have a greeting		
Friendly letters are written using casual language		



**MINISTRY OF EDUCATION
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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 10**

NAME: _____

DATE: _____

READING

Read these words aloud.

- | | | | | | |
|----------|--------|---------|----------|----------|---------|
| 1. flour | 2. buy | 3. pear | 4. week | 5. write | 6. meat |
| 7. he | 8. it | 9. she | 10. they | 11. we | 12. I |

Read the text below.

Steve and Sarah are going to the nearby shop to buy two items. They will visit the supermarket, too. Steve writes the names of the items on a piece of paper for them to remember. "Bye, Mom," said the children. At the shop, Sarah tells the shopkeeper that she will like to have one pack of flour and a tray of meat. Upon paying for the items, Sarah is happy that they received change. She tells the shopkeeper that she would like to have one large pear and a pair of slippers. Steve tells Sarah, "Mommy will not be pleased with us." He reminds her that she will need the money to use next week. As the children are walking home, Sarah starts feeling weak. That did not stop her from picking a beautiful flower to stick in her hair. Steve looks at her and smiles. He thinks that Mommy will scold little Sarah and she will never send her to the shop again.

VOCABULARY

TOPIC: HOMOPHONES

FACTS/TIPS: Homophones are words which have:

1. same sound (same pronunciation)
2. different spelling
3. different meaning

Homophones are very tricky words. Knowing how the word is used in the sentence helps you to understand the meaning of the word.

PRACTICE EXAMPLES

1. flour-flower
2. pear-pair
3. write-right
4. meat-meet
5. buy-by
6. waste-waist
7. son-sun
8. where-wear

ON YOUR OWN

Complete the list of homophones. Read your list.

son	
	male
flower	
see	
	hear
brake	
waste	
	pear
whole	
	meat

GRAMMAR:

TOPIC:PARTS OF SPEECH -Pronouns

FACTS/TIPS

*A pronoun is used in the place of a noun.

*We use pronouns to avoid saying the nouns over and over.

*Pronouns help to make sentences easier to understand.

*There are different types of pronouns.

Some examples of personal pronouns are- **he, she, I, you, they, it, we**. These pronouns are also called subject pronouns.

*They take the place of a noun or nouns in the subject of a sentence.

PRACTICE EXAMPLES

1. Jason is a smart boy. Jason (**He**) attends school every day.
2. Ria is such a charming girl. Ria (**She**) enjoys modelling.
3. Jason and Ria live in the same village. Jason and Ria (**They**) are friends.

ON YOUR OWN:

Circle the pronoun in each sentence.

1. Today, we are having a community meeting.
2. Yesterday, I received my first letter from my friend, Josh.
3. Last night, we heard an owl in the backyard.
4. Which places have you visited in the past month?

HOMEWORK

A. Read the passage. Put in the missing words from the word bank to complete it.

Word bank- huge meat market black small lovely old

Once upon a time, there was an (1) _____ woman who lived in a (2) _____ house by the sea. She drove a (3) _____ car and wore (4) _____ clothes. One morning, she went to the (5)

_____ to buy fruits and (6) _____. She used a (7) _____ bag because she had lots of things to put inside.

B. Choose the correct homophone to complete each sentence.

1. Last week I _____ a horse along the trail in the mountains.
road rode

2. My dog hurt his front _____ from digging in the yard.
paws pause

3. I _____ all of my timed math tests and spelling tests.
past passed

4. My father cut the _____ in half for my tree house.
bored board

5. We _____ all of our soccer games this season.
won one

6. My mother has to _____ my blue button onto my coat.
sew so

7. Can you help me brush and comb my sister's _____?
hair hare



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SUBJECT: LANGUAGE
LESSON 2: WEEK 10**

NAME: _____

DATE: _____

READING

Read these words

1. weak 2. right 3. meet 4. pair 5. Flower
6. them 7. him 8. her 9. us 10. me

Read the text below.

Steve and Sarah are going to the nearby shop to buy two items. They will visit the supermarket, too. Steve writes the names of the items on a piece of paper for them to remember. "Bye Mom," said the children. At the shop, Sarah tells the shopkeeper that she will like to have one pack of flour and a tray of meat. Upon paying for the items, Sarah is happy that they receive change. She tells the shopkeeper that she would like to have one large pear and a pair of slippers. Steve tells Sarah, "Mommy will not be pleased with us." He reminds her that she will need the money to use next week. As the children are walking home, Sarah starts feeling weak. That did not stop her from picking a beautiful flower to stick in her hair. Steve looks at her and smiles. He thinks that Mommy will scold little Sarah and she will never send her to the shop again.

VOCABULARY:

TOPIC: HOMOPHONES

PRACTICE EXAMPLES: Here is a list of homophones and their meanings.

- | | |
|---|---|
| 1. buy- to purchase
bye- to bid farewell | 4. mail-postal delivery
male- masculine person |
| 2. meat- flesh of an animal
meet- to connect | 5. stationary- not moving
stationery-materials for writing |
| 3. sail- part of a boat
sale- act of selling | 6. piece- a part of something
peace- a period of no war |

ON YOUR OWN

Use homophones from the list below to complete the cloze passage.

piece -peace flour-flower meat-meet bye-buy too-two

Steve and Sarah are going to the nearby shop to (1)_____ two items. They will visit the supermarket (2) _____. Steve writes the names of the items on a (3) _____ of paper for them to remember. "Bye Mom," said the children. At the shop, Sarah tells the shopkeeper that she will like to have one pack of (4) _____ and a tray of (5) _____ to cook. Upon paying for the items, Sarah is happy that they receive change.

GRAMMAR:

TOPIC: PRONOUNS

FACTS/TIPS:

Yesterday you learnt of personal pronouns that take the place of a noun or nouns in a sentence.

There are also personal pronouns that take the place of a noun or nouns in the predicate of a sentence. In other words, they come after the verb in a sentence.

They are referred to as **object pronouns**.

Here are some examples of personal pronouns that are used in the predicate of a sentence:

them him her us me it

ON YOUR OWN:

Complete each sentence below with the correct pronoun.

1. Where should I put these books? Should I put _____ on the table?
A. him B. them C. it
2. When you see James tomorrow, please ask _____ about the toy.
A. he B. they C. him
3. My friends and I are going to the Mall. Would you like to join _____?
A. us B. we C. them
4. I have a problem with this question. Would you please help _____?
A. it B. me C. him
5. Jada came by today. Have you seen _____?
A. her B. she C. them

HOMEWORK

Spell these homophones and learn their meanings.

1. buy-to purchase
bye - to bid farewell
2. meat- flesh of an animal
meet - to connect
3. sail- part of a boat
sale- act of selling
4. mail - postal delivery
male- masculine person
5. Stationary - not moving
stationery-materials for writing
6. piece- a part of something
peace- a period of no war



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 10**

NAME: _____

DATE: _____

READING

Read these words.

waitress trays table dinner tip food
basket lane cashier paid vegetables

Read the text fluently.

My family and I went to a special place last weekend. We sat and waited patiently for our dinner to be brought to our table. The waitress carried all of our food on huge square trays. I saw many other families there eating dinner also. The food tasted delicious. We were all satisfied. After eating, we sat and listened to some mild music. When we were ready to leave, my mother gave the waitress a tip.

The following week, my father took me out with him. He allowed me to carry a small basket. It was very heavy. We went down the lane to grab a few items for Mom to make a pie. I picked up the biggest potatoes and onions. Dad picked up the meat and vegetables. We went to the cashier and paid for the items before leaving for home. Mom was pleased with all that we bought.

COMPREHENSION:

TOPIC: MAKING INFERENCES

FACTS/TIPS

*In reading stories, sometimes the author does not give you all of the information.

*There are words in the story that can give you a clue of what, who or where the author is speaking about.

*Using the clues and what you know will help you to make an inference.

PRACTICE EXAMPLES

Read each paragraph below. Use the facts given. Circle the word, which tells the place the child visited.

My family and I went to a special place last weekend. We sat and waited patiently for our dinner to be brought to our table. The waitress carried all of our food on huge square trays. I saw many other families there eating dinner also. The food tasted delicious. We were all satisfied. After eating we sat and listened to some mild music. When we were ready to leave, my mother gave the waitress a tip.

A. mall

B. restaurant

C. zoo

The following week, my father took me out with him. He allowed me to carry a small basket. It was very heavy. We went down the lane to grab a few items for Mom to make a pie. I picked up the biggest potatoes and onions. Dad picked up the meat and vegetables. We went to the cashier and paid for the items before leaving for home. Mom was pleased with all that we bought.

A. circus

B. school

C. supermarket



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 10**

NAME: _____

DATE: _____

COMPOSITION: Informal letter - Letter of Invitation

FACTS/TIPS

The body of the letter of invitation must be written in paragraphs.

Paragraph 1: Greeting

Paragraph 2: Purpose of the letter

Paragraph 3: Give more details about your event

PRACTICE EXAMPLE

You will be celebrating your ninth birthday in two weeks. Mother is planning a party for you. Write a letter to your best friend who lives in another region inviting him or her to your birthday party. (Letter of invitation)

Read the sample letter below. Pay attention to how the paragraphs are organised.

105 Lakeview,
Bachelor's Adventure,
East Coast, Demerara.
October 15, 2020.

Dear Daniel,

I trust that you are keeping well. It feels like a really long time since I have spoken to you.

HOMEWORK

Read the following phrases. Circle all that is suitable to close an informal letter.

1. Your friend
2. Yours respectfully
3. You favourite nephew
4. Yours faithfully



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SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 10

NAME: _____

DATE: _____

Below is a cloze passage. Read the passage carefully. Insert the missing words from the word bank to complete it.

dirty diseases protect food work useful plants animals

Our environment is made up of (1) _____ and (2) _____ . These two groups of living things are very important to us. Some of them are (3) _____. They help us to do our (4) _____ , provide us with (5) _____ and (6) _____ us. Some of them are harmful to us. They spread (7) _____ and (8) _____ our environment.

A. Complete each sentence below with the correct homophone from the brackets.

1. The ship set _____ soon after we got there. (sail, sale)
2. Roger gave Jack a _____ of cake. (peace, piece)
3. Sue and Lee like to _____ sweets and biscuits. (by, buy)
4. Vegetarians do not eat _____. (meat, meet)

5. A _____ friend of mine called me last week. (mail, male)

B. Replace the underlined words with a suitable pronoun. Write your answers on the lines provided.

1. The girl lives next door to me. _____

2. The milkman brought milk yesterday. _____

3. That dog chased me on my way to school. _____

4. The person at the corner looks like Susan. _____

5. It was John who paid for the tickets. _____

C. Read the text below.

Every system of the body is important to us. When we eat our food, there is a system of the body which is responsible for breaking it down. After the food has been broken down, it is changed into nutrients that sustain us. The organs that make up this system are the mouth, esophagus, stomach, small intestine, large intestine, rectum and anus.

What are your inferences?

D. Your cousin lives in another village. You will like to invite her to spend the day at your house. Write a letter of invitation to send to your cousin.



**MINISTRY OF EDUCATION
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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 11**

NAME: _____

DATE: _____

READING: RECREATIONAL READING

Say these words

1. piece 2. peace 3. write 4. right 5. meet 6. meat

7. run 8. jump 9. swing 10. read 11. hug 12. kiss

Read the text below for enjoyment

Suzie and her best friend, Lisa are neighbours. They attend the same school and are in the same class. One day, the girls had a quarrel. Lisa told Suzie that the letter she wrote to her was not well written. It was a letter inviting Lisa to her birthday party. Lisa said to Suzie that it was not written the way their teacher showed them. Suzie was annoyed with Lisa because she thought that Lisa was jealous of her. For more than two weeks, the girls were not speaking to each other.

Every Sunday, the girls will usually meet in the park to run, jump, swing and read their favourite story books. Suzie missed having all of that fun. She decided to write a note on a piece of paper to make peace with her best friend, Lisa. She was a bit nervous but did it anyway. As she was about to take the note to Lisa, she began to sing so that Lisa could hear her and come outside. Lisa went out to her best friend, Suzie. She took the note from her and gave her a hug and a kiss. Lisa told Suzie that their teacher will show them how to edit their letters so that she can rewrite the one she sent to her. Suzie smiled and thanked Lisa. In return, Suzie promised to help Lisa

with her map work since she is good at understanding the key. They promised never to quarrel with each other again.

VOCABULARY:

TOPIC: HOMOPHONES

FACTS/TIPS: Since homophones are tricky words, sometimes they can be incorrectly used in sentences.

When this happens, the meaning of the sentence changes.

Let us see how much you know your homophones.

PRACTICE EXAMPLES:

Read the text below carefully. Identify each homophone that is not used correctly. Complete the table below.

Every Sunday the girls will usually meet in the park to run, jump, swing and read their favourite story books. Suzie missed having all of that fun. She decided to right a note on a peace of paper to make peace with her best friend, Lisa. She was a bit nervous but did it anyway.

Homophones	Incorrect use	Correct use
meat, meet	-the girls will usually meat	-the girls will usually meet
write, right	-she decided to right	-she decided to write
peace, piece	-on a peace of paper	-on a piece of paper

ON YOUR OWN:

Some of the sentences below have homophones that are not used correctly. Underline those sentences then complete the table below.

1. Cassy is here to hear what the doctor has to say.
2. Before buying my serial, I always look for the cereal number.

3. Hour teacher told us that we have an our to complete the test.
4. Do not steal that steel over there.
5. Mother will lesson the books that I take to lessons.

Homophones	Incorrect (wrong) use	Correct (right) use

GRAMMAR:

TOPIC: PARTS OF SPEECH-Verbs

FACTS/TIPS

Verbs are words that are used to describe an action or a state of being.

Words that show physical actions are called **doing words**. Words where the action is done but it cannot be seen are called **state of being**.

PRACTICE EXAMPLES

Look at the words in bold type that are used as verbs to show physical actions:

1. The girls **run** from the dog.
2. Lisa **reads** a book everyday.
3. Lisa and Suzie **write** many letters to their teacher.

Look at the words in bold type that are used as verbs but do not show physical actions:

1. My parents **own** a big house.
2. I **love** to visit the different Administrative Regions of Guyana.
3. Please **wait** for me.

ON YOUR OWN

Underline the verb in each sentence. On the line provided state whether it '**shows a physical action**' or **does not show a physical action**.













1. Mark kicked the ball towards the goal. _____
2. I remember his birthday. _____
3. Jay thought of the answer to the questions. _____
4. He cried over his lost dog. _____
5. I dreamt about my favourite region. _____

HOMEWORK

A. Rewrite the text below using the correct homophones where necessary.

Every Sunday the girls will usually meet in the park to run, jump, swing and read their favourite story books. Suzie missed having all of that fun. She decided to write a note on a piece of paper to make peace with her best friend, Lisa. She was a bit nervous but did it anyway.

B. Study the pictures. Circle the word that best describes each picture.

 <p>dive run jump</p>	 <p>slip swim dance</p>	 <p>jump stand speak</p>
 <p>eat drink push</p>	 <p>whisper hear yell</p>	 <p>throw hear vote</p>
 <p>nap grow sit</p>	 <p>walk juggle write</p>	 <p>smile frown weep</p>
 <p>learn dream work</p>	 <p>pull think twist</p>	 <p>cry grin laugh</p>



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 2: WEEK 11**

NAME: _____

DATE: _____

READING: RECREATIONAL READING

Say these words

1. quarrel 2. attend 3. inviting 4. annoyed 5. jealous
6. nervous 7. promised 8. speaking 9. heard 10. gave

Read the text below for enjoyment.

Suzie and her best friend, Lisa are neighbours. They attend the same school and are in the same class. One day, the girls had a quarrel. Lisa told Suzie that the letter she wrote her was not well written. It was a letter inviting Lisa to her birthday party. Lisa said to Suzie that it was not written the way their teacher showed them. Suzie was annoyed with Lisa because she thought that Lisa was jealous of her. For more than two weeks, the girls were not speaking to each other.

Every Sunday the girls will usually meet in the park to run, jump, swing and read their favourite story books. Suzie missed having all of that fun. She decided to write a note on a piece of paper to make peace with her best friend, Lisa. She was a bit nervous but did it anyway. As she was about to take the note to Lisa, she began to sing so that Lisa could hear her and come outside. Lisa went out to her best friend, Suzie. She took the note from her and gave her a hug and a kiss. Lisa told Suzie that their teacher will show them how to edit their letters so that she can rewrite the one she sent to her. Suzie smiled and thanked Lisa. In return, Suzie promised to help Lisa with her map work since she is good at understanding the key. They vowed never to quarrel with each other again.

VOCABULARY:

TOPIC: HOMOPHONES

FACT/TIP: Homophones can be fun rather than scary. With constant practice with your list of homophones, you are on your way to mastering the art of using your homophones.

ON YOUR OWN:

Write two homophones that fit the clues given. The first one is done for you.

- | | |
|--|--|
| 1. Tissues that move your body.
<u>muscle</u> | A type of mollusc in a shell.
<u>mussel</u> |
| 2. The opposite of sell
_____ | Farewell!
_____ |
| 3. A woman who casts spells
_____ | A word for choosing
_____ |
| 4. A hard metal material
_____ | Another word for rob
_____ |
| 5. The opposite of lower
_____ | To get someone to work for you
_____ |
| 6. A colour
_____ | The past tense of blow
_____ |

GRAMMAR:

TOPIC: PARTS OF SPEECH-Verbs

FACTS/TIPS

*There are some verbs which help those verbs that show actions.

*These verbs are called helping verbs. They are found before the main verb.

*Helping verbs work together with the main verb to describe the action.

PRACTICE EXAMPLES

Some examples of helping verbs are:

am is are was were has been will be

Helping verbs used in sentences:

1. Father **is riding** to work.
2. This child **was jumping** over the fence.
3. The pupils **are working** online.

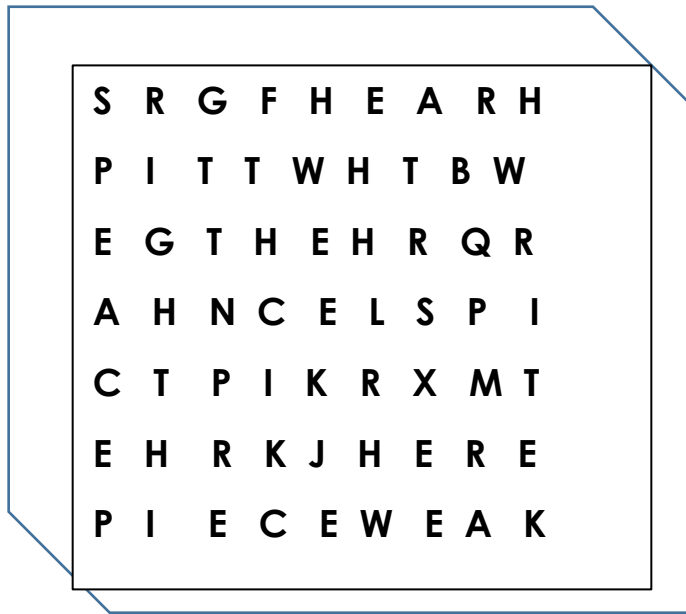
ON YOUR OWN:

Underline the verb in each sentence. Remember if there is a helping verb, it must be included.

1. Lisa and her best friend, Suzie read in the park every Sunday.
2. Jake was eating a tasty meal.
3. Suzie is working on her homework.
4. I eat my fruits every day.
5. The singers were singing a sad song.

HOMEWORK

A. Search the puzzle for more homophones. When you find them, circle them.



piece/peace

week/weak

right/write

hear/here

B. Circle the verb in each sentence.

1. The Chinese family lives on a farm.
2. The African family were living on a farm.
3. Dad was examined by a doctor.
4. Cathy swings on the branch of the tree.
5. John jumps on his bed.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 11**

NAME: _____

DATE: _____

Read these words.

1. map 2. work 3. key 4. understanding 5. vowed
6. about 7. make 8. their 9. work 10. write

Read the text fluently

Suzie and her best friend, Lisa are neighbours. They attend the same school and are in the same class. One day, the girls had a quarrel. Lisa told Suzie that the letter she wrote her was not well written. It was a letter inviting Lisa to her birthday party. Lisa said to Suzie that it was not written the way their teacher showed them. Suzie was annoyed with Lisa because she thought that Lisa was jealous of her. For more than two weeks, the girls were not speaking to each other.

Every Sunday the girls will usually meet in the park to run, jump, swing and read their favourite story books. Suzie missed having all of that fun. She decided to write a note on a piece of paper to make peace with her best friend, Lisa. She was a bit nervous but did it anyway. As she was about to take the note to Lisa, she began to sing so that Lisa could hear her and come outside. Lisa went out to her best friend, Suzie. She took the note from her and gave her a hug and a kiss. Lisa told Suzie that their teacher will show them how to edit their letters so that she can rewrite the one she sent to her. Suzie smiled and thanked Lisa. In return, Suzie promised to help Lisa with her map work since she is good at understanding the key. They vowed never to quarrel with each other again.

COMPREHENSION:

TOPIC: INTERPRETING MAPS

FACTS/TIPS

*It is important that we learn how to interpret information that is represented or given to us as images (pictures) since these can be seen in everyday life.

*To be able to interpret or understand the information shown on the map **(1)** use key question words like: **what, who, when, where, how** and **why**.

(2) Glide your eyes over the information quickly and pay attention to clues.

(3) Read the questions asked about the map then look at the map for the answers.

ON YOUR OWN:

Map of Guyana Showing the Administrative Regions



Study the map carefully then answer the questions. The first one is done for you.

1. What is the title of the map?

- A. Map showing numbers
- B. Map of the world showing numbers
- C. Map of Guyana showing the administrative regions
- D. Map of the world showing the administrative regions

2. What is the name of the region numbered 8?

3. How many administrative regions are there in Guyana?

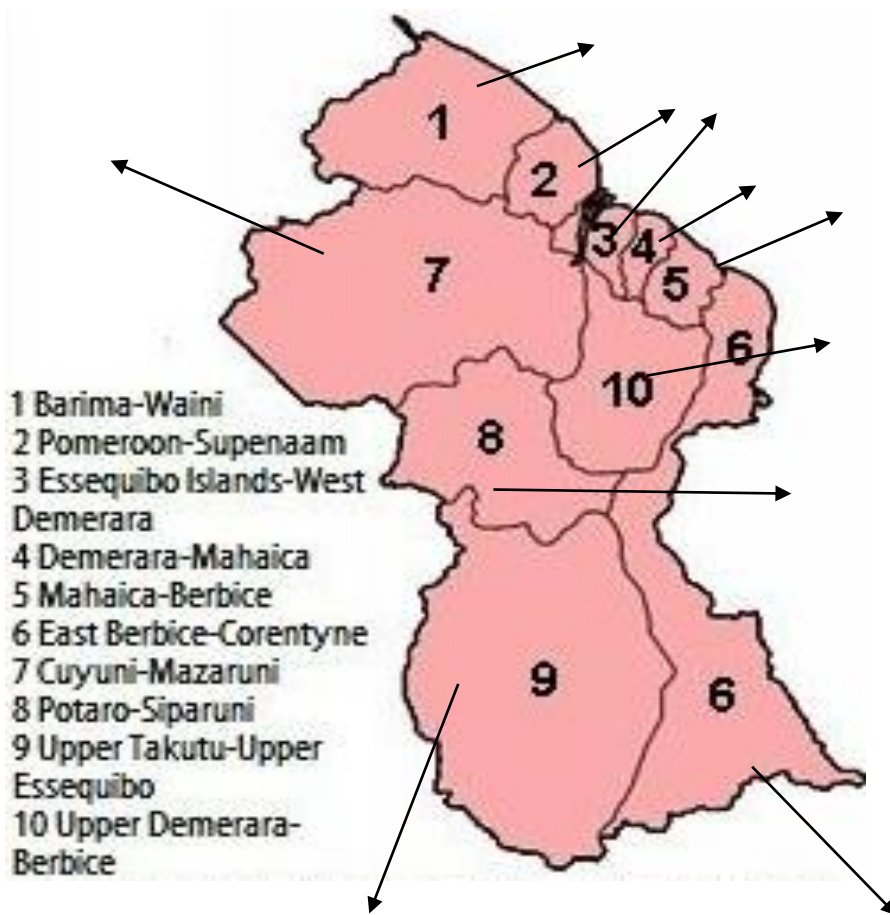
- A. 9
- B. 7
- C. 12
- D. 10

4. Write the names of the first 2 administrative regions.

5. Lisa and Suzie live in the last region named. Write the name of that region.

HOMEWORK

- A. Use the key below and write the name of each region next to the arrows shown.
- B. Circle the name of the region you live in.





MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 11

NAME: _____

DATE: _____

COMPOSITION: LETTER WRITING- REVISING AND EDITING

FACT/TIP

Revising and editing are important stages in your writing.

Revise your letter- read the letter that you wrote looking for errors.

Edit your letter- correct all of the errors you found while revising.

PRACTICE EXAMPLE:

Look at the letter below. Let us read it.

105 Lakeview,

Bachelor's Adventure,

East Coast, Demerara.

October 15, 2020.

Dear Daniel,

I trust that you are keeping well. It feels like a really long time since I have **spoke** to you.

As you know my birthday is on December 26, 2020. My parents will be **hosted** a Superman party for me at my home. I cannot think of having a party without you, so I am **write** this letter to invite you to my birthday party.

The birthday bash will **begins** at 08:00 hours with breakfast with my **familey** and three other friends. Later in the day we will be

dressed in costumes as we play exciting games and dance to lovely soca and chutney music. Mother will **prepared** delicious meals such as roti and curry and fried rice and baked chicken for lunch. There will also be lots to drink such as sodas, fruit juices and lemonade. The party will end at 16:00 hours. No need to worry about transportation. All of that is taken care of. Please ask your parents' permission and reply to me soon.

Your best friend,
Ravi.

After revising the letter above, you would have seen some errors. Let us now edit it.

To be edited	Revised
spoke	spoken
hosted	hosting
write	writing
begins	begin
familey	family
prepared	prepare

ON YOUR OWN

Re-read your letter. Look back at your guide to edit and revise your essay. Use the same guide to edit your letter.

HOMEWORK

Rewrite your letter without mistakes. Here is a checklist you can use.

After reading your letter, I can see that you have:	Yes	No
• the complete format		
• reason for writing letter		
• date of event		
• time		
• venue		
• activities that will be done		
• correct use of grammar, capital letters and punctuation marks.		
• sequencing of ideas		



MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 11

NAME: _____ DATE: _____

Answer all questions

A. Read the text below carefully. Underline each homophone that is not used correctly. Rewrite the text on the line below.

Too Sundays ago, while the son was shining brightly, Father took his too suns to the beach. He took his brother, two. They took with them, three pears of slippers, lots of pairs to eat and peaces of juicy pineapples. At the beach, Father and his children looked at the still blew water as they enjoy the misty see-breeze which blue. It was a grate day for this family.

B. Choose the correct homophone from brackets to complete each sentence below.

5. Rita's sister was sick, so she made her a bowl of _____
(serial, cereal)

6. This bar is made of _____ (steel, steal)

7. I was so hungry, I _____ a large bowl of food. (eight, ate)

C. Match each picture to the action shown.

8. flying



9. sweeping



10. washing



D. Underline the verbs in the sentences below.

11. The pupils loved the composition lesson.

12. Please do not wait for me.

13. The books are packed neatly on the shelf.

14. Jake is riding his bicycle to school.

15. The children clap their hands loudly.

E. Below are some statements about a friendly/ informal letter. Read them carefully then circle true or false.

16. Friendly letters have two addresses. **True** **False**

17. The closure comes after the date. **True** **False**

18. The body of the letter gives details. **True** **False**

19. A letter of invitation is written to make a complaint. **True** **False**

20. A friendly letter is written to a relative. **True** **False**



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK: 12**

NAME: _____

DATE: _____

READING: RECREATIONAL READING

You can improve your reading and writing skills through recreational reading.

Ask a relative in your home to share with you some reading material. Choose your favourite reading corner and read the material. If there are no reading materials available in your home, you can read one of the texts that you have enjoyed the most from your worksheets.

Say these words.

1. cricket 2. street 3. surprise 4. bowler
5. batsman 6. opposite 7. feeble 8. mighty

Read the text below

Robert and Trevor are two friends who simply love cricket. To these boys, there is no other game in the world as awesome as cricket. So it is no surprise that every opportunity the boys get, they use it to play a game. They have played cricket in the pasture, on the rice field, in the street, in the backyard even in the living room when they are alone at home.

Robert is a classic batsman with a mighty swing. When he hits the ball it travels for miles. Trevor is a bowler with a bit of a feeble right arm. He is known for his spot on left hand spin bowling. Of course, the

boys always fight to be on the same team. If they are on opposite teams, Robert is usually afraid to face the pace of the spin bowling of Trevor. Trevor knows how to get him out quickly. Together they are invincible. When the two boys grow up can you guess what they want to do?

VOCABULARY:

TOPIC: SYNONYMS

FACT/TIP

Some words have the same or a slightly different meanings. These words have a special name. They are called **synonyms**.

A book that lists words in groups of synonyms is called a **the/sau/rus(thesaurus)**.

PRACTICE EXAMPLES

Read the list of synonyms below.

Difficult word	Easy Word (Synonym)
attire	dress
commence	start
vacant	empty
timid	shy
difficult	hard
feeble	weak

ON YOUR OWN

Below are some words. Say each word. Circle the synonym for each word in bold type.

1. **sleep** awake rest
2. **jump** leap skip
3. **difficult** easy hard
4. **large** small huge
5. **fast** speedy slow

GRAMMAR:

TOPIC: VERBS

FACTS/TIPS

A verb is one of the most important parts of a sentence. It tells the action of the subject.

You cannot have a complete sentence without a verb.

PRACTICE EXAMPLES

Read each pair of sentences below. What do you observe?

1. The baby with her mother.
1. The baby **walks** with her mother.

2. Let them the tree until their kite falls.
2. Let them **shake** the tree until their kite falls.

3. The two children at school every day.

3. The two children **write** at school every day.

Note- the sentences with the words in bold type make sense. The bold type words complete the sentences. These words are the **verbs** in the sentences.

ON YOUR OWN:

Read each sentence. Choose a verb from the list below to complete them.

plant climb bark drive crawl

1. The babies _____ under the table.
2. My friend's dogs _____ loudly all day.
3. The cats _____ to the top of the tree.
4. My parents _____ many vegetables in their kitchen garden.
5. Our brothers _____ to work.

HOMEWORK

A. Below are some words that can be used as verbs. Write sentences using them.

1. clap _____

2. skip _____

3. sing _____

B. Match the words in column A to their synonyms in column B.

Column A

Column B

exit

correct

end

leave

true

finish



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 2: WEEK: 12**

NAME: _____

DATE: _____

READING: RECREATIONAL READING

Sometimes, we become stressed. Recreational reading can help you reduce stress.

PRACTICE EXERCISE

Ask a relative in your home to share with you some reading material. Choose your favourite reading corner and read the material. If there are no reading materials available in your home, you can read one of the texts that you enjoyed the most from your worksheets.

Say these words

- | | | | |
|------------|-----------|----------------|------------|
| 1. awesome | 2. simply | 3. opportunity | 4. cricket |
| 5. pasture | 6. friend | 7. backyard | 8. alone |

Read the text below.

Robert and Trevor are two friends who simply love cricket. To these boys, there is no other game in the world as awesome as cricket. So it is no surprise that every opportunity the boys get, they use it to play a game. They have played cricket in the pasture, on the rice field, in the street, in the backyard even in the living room when they are alone at home.

Robert is a classic batsman with a mighty swing. When he hits the ball it travels for miles. Trevor is a bowler with a bit of a feeble right arm. He is known for his spot on left hand spin bowling. Of course, the boys always fight to be on the same team. If they are on opposite

teams, Robert is usually afraid to face the pace of the spin bowling of Trevor. Trevor knows how to get him out quickly. Together they are invincible. When the two boys grow up can you guess what they want to do?

VOCABULARY: SYNONYMS

FACT/TIP

When a word is replaced by its synonym, the meaning of the sentence does not change.

PRACTICE EXAMPLES

Read each sentence and the words that follow. Think of the word below that can replace the underlined word.

1. The tourists were surprised when they saw the beautiful diyas.

A. long B. pretty C. wide D. dark

If you thought of the word **pretty**, then you are correct.

Pretty is the synonym of beautiful.

2. Sometimes I feel essay writing is too difficult.

A. hard B. easy C. free D. quiet

If you thought of the word **hard**, then you are correct. Hard is the synonym of difficult.

ON YOUR OWN

Read each sentence below. Select a synonym from the box to replace each underlined word.

empty	weak	start	attire	shy
--------------	-------------	--------------	---------------	------------

1. Since I know my best friend, she is always a timid girl. _____

2. That old man looks rather feeble. _____
3. Next door to us is a plot of vacant land. _____
4. At times her dress was unsuitable. _____
5. Do not commence the meeting too early. _____

GRAMMAR:

TOPIC: VERBS

PRACTICE EXAMPLES

Match each sentence to a verb that will complete it.

1. Joy wanted to _____ trots
a letter to her grandma.
2. Mother ensures that I _____ write
my books every night.
3. The horse _____ read
across the field.

Your answers should be:

1. write 2. read 3. trots

ON YOUR OWN:

Read each sentence below. Complete them with a verb from the word bank.

1. Where does your aunt _____?
2. My friend, Sam _____ his arm last week.
3. It is not nice to _____ others.

broke

bite look

work

open

4. Kindly _____ the gate for me.

5. Do not _____ at that movie.

HOMEWORK

A. Think and write suitable action words to complete the sentences below. Do not use the same verb more than once.

1. We all _____ the garden often.

2. Please _____ that flower for me.

3. Every morning I help Father to _____ the car.

4. Did the bottle _____?

5. You should _____ after she does her part.

B. Read the sentences below. Rewrite them using a synonym for each underlined word.

6. Carl does not seem happy today.

7. The man told us a true story.

8. You finished your work very fast.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK: 12**

NAME: _____

DATE: _____

Read the text fluently.

Robert and Trevor are two friends who simply love cricket. To these boys, there is no other game in the world as awesome as cricket. So it is no surprise that every opportunity the boys get, they use it to play a game. They have played cricket in the pasture, on the rice field, in the street, in the backyard even in the living room when they are alone at home.

Robert is a classic batsman with a mighty swing. When he hits the ball it travels for miles. Trevor is a bowler with a bit of a feeble right arm. He is known for his spot on left hand spin bowling. Of course, the boys always fight to be on the same team. If they are on opposite teams, Robert is usually afraid to face the pace of the spin bowling of Trevor. Trevor knows how to get him out quickly. Together they are invincible. When the two boys grow up can you guess what they want to do?

COMPREHENSION:

TOPIC: INTERPRETING CHARTS

FACTS/TIPS

In our last comprehension lesson, you were taught how to interpret maps.*Charts are also used to give information.

*In order to interpret charts:

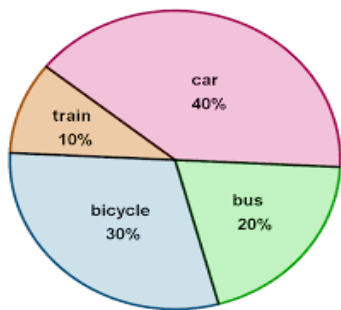
(1) use key question words like: **what, who, when, where, how** and **why**.

(2) glide your eyes over the information quickly and pay attention to clues.

(3) read the questions asked about the chart then look at the chart for the answers.

PRACTICE EXAMPLE

Below is a pie chart showing transportation used by Grade Four pupils. Look at it carefully.



***First-** ask yourself these questions:

1. What is it?
2. What is it showing?

***Then** glide your eyes quickly over any information given.

Note that each type of transportation is represented by a different colour.

*Now read the question asked about it.

What is it? Your answer can be found in the first statement in bold type.

It is a pie chart.

ON YOUR OWN:

Below is a pie chart showing transportation used by Grade Four pupils. Look at it carefully then answer the questions.

A. Match each word below to its synonym

Word	Synonym
1. difficult	vacant
2. timid	commence
3. weak	shy
4. start	feeble
5. empty	hard

B. Read each sentence below. Select a synonym from the box to replace each underlined word.

pretty	expensive	delicious	fast	sad
--------	-----------	-----------	------	-----

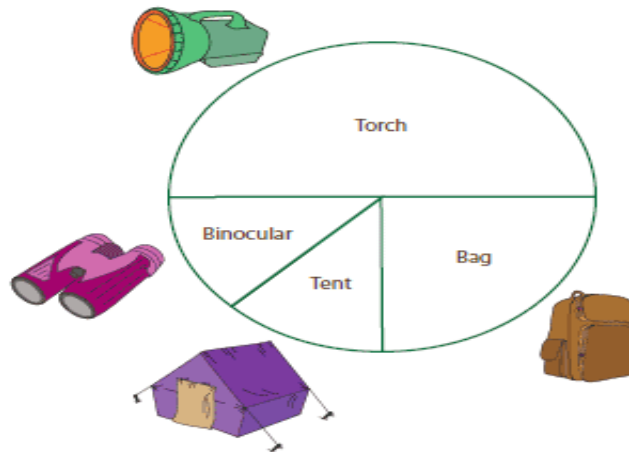
6. Jane has a beautiful dress. _____
7. The child was very unhappy. _____
8. Usain Bolt is a very quick runner. _____
9. Mother's food is always tasty. _____
10. That car is too costly. _____

C. Underline the verbs in the sentences below.

11. Father is working over there.
12. I am writing a letter to my friend.
13. Josh sweeps the yard every morning.
14. Mother and Father shop at the market on Fridays.
15. We were told not to whistle in the home.

D. Look at the chart below, then answer the questions.

The chart shows items sold for a camping event.



16. Name the items that were sold.

17. Which item was sold the **most**? _____

18. Which two items had the same amount of sales?

19. Which item/s had the **least** sale?

20. Arrange the stages of writing a composition in order.

publishing writing editing revising

1. _____

2. _____

3. _____

4. _____