Strubenvale Primary School

Grade 4 English Home Language Term 3

ATP: Language structures and Language in Context

<u>Word level work: auxiliary verbs, modal verbs, moods Sentence level work: future tense</u>

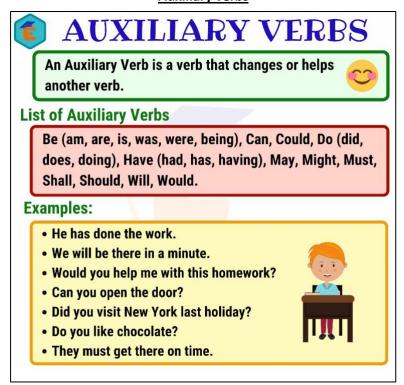
<u>Spelling and punctuation: word division, dictionary use</u>

Name and Surname:	Grade:
Name and Surname:	Grade:

Booklet 2 Term 3



Auxiliary verbs



1. Find and underline the auxiliary verb in the following sentences:

- 1.1 Can you open the window?
- 1.2 He will find his mask.
- 1.3 Did you wash your hands?

Modal Verbs

Modal Verbs Modal verbs are a special kind of helping verb. A modal verb helps the main verb to express the mood of the subject and at the same time it can indicate possibility, persuasion, ability, willingness, etc. Examples: can will may must could would might should

2. Identify the Modal verb in the following sentences and circle it:

- 2.1 They should wear a hat at break time.
- 2.2 You must wear a mask in public areas.
- 2.3 I might make it to the show tonight.

Future tense



Future Tense

- The future tense shows an action that will take place in the future.
 - Will, shall, might, or may is used as a helping verb.
 - Example: The divers <u>will investigate</u> the wreck for several weeks.

1. Rewrite the following sentences in the simple Future tense:

E.g – He $\underline{\text{went}}$ to the shop. (PAST TENSE) = I $\underline{\text{will go}}$ to the shop. (FUTURE TENSE)

1.1 I ate a healthy dinner.

1.2 He is making his own mask.

1.3 We are cleaning the classroom.

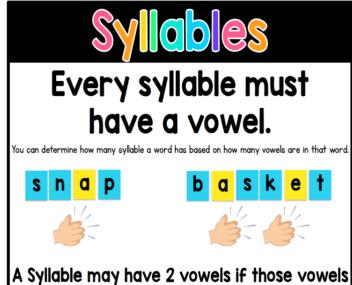
Word division and dictionary use:

2. Divide the following words into syllables:

(Remember to clap the word in syllables like we have practiced in class)

E.g - Robot = Ro / bot

2.1 Information	
2.2 Yesterday	
2.3 Distance	
2.4 Responsible -	



A Syllable may have 2 vowels if those vowels are a pair and one is silent (ea, ai, oa, a_e).

3. Dictionary use: Write down the meaning for each of the following words:

3.1 Fiction:

3.2 Direction:

3.3 Classify:

3.4 Definition:

Date:			

ATP: Listening Comprehension – Instructional Text

Notes - Instructional text

Features of an Instructional Text

Purpose:

To describe (or instruct) how something is done through a series of sequenced steps.

Structure:

- Goal a statement of what is to be achieved, e.g. How to make a sponge cake.
- Materials/equipment needed, listed in order, e.g. two eggs, flour etc.
- Sequenced steps to achieve the goal, e.g. cream the sugar and butter.

Language Features:

- Written in the imperative (sentences start with a verb), e.g. Sift the flour.
- Written in the present tense.
- Steps must be in chronological order.
- Use of bullet points or numbers to list equipment and to show sequenced steps.
- Can include diagrams or pictures.

Introductory activities: prediction

- 1. By looking at the picture, what do you think the activity will be about?
- 2. What could happen if you do not sanitize or wash your hands?
- 3. Are there steps to follow in order to wash or sanitize your hands?



Have a look at the following poster and discuss with a parent / sibling:



	rite down all the material required in order to complete the steps in the box below: c-papertowel)
1.	Provide a title / Name for this instructional text:
2.	How many steps are given in the text?
3.	Explain why you have to wash your hands for 20 seconds::
4.	Should you leave the tap running whilst washing your hands? Why?