CDC APPROVED
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New Progressive

PRIMARY ENGLISH

4

Learner's Book



OXFORD

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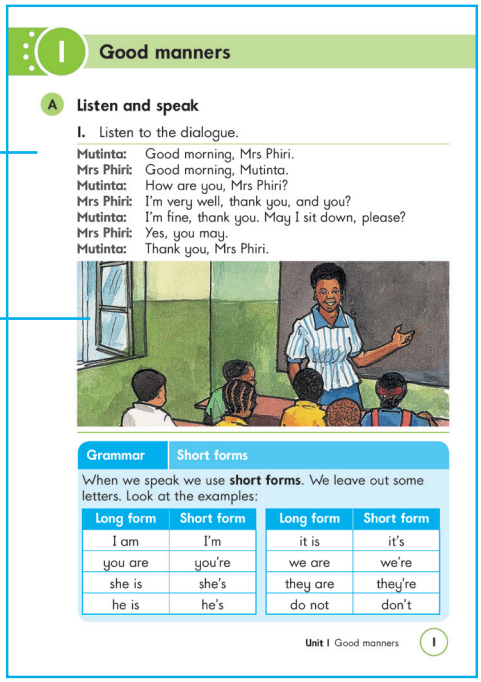
How to use this book

Welcome to the new edition of the **New Progressive Primary English** Grade 4 Learner's Book!

This series is theme-based, and the themes link to real life.

Colourful pictures help develop literacy.

Theme-based units:



1 Good manners

A Listen and speak

1. Listen to the dialogue.

Mutinta: Good morning, Mrs Phiri.
Mrs Phiri: Good morning, Mutinta.
Mutinta: How are you, Mrs Phiri?
Mrs Phiri: I'm very well, thank you, and you?
Mutinta: I'm fine, thank you. May I sit down, please?
Mrs Phiri: Yes, you may.
Mutinta: Thank you, Mrs Phiri.

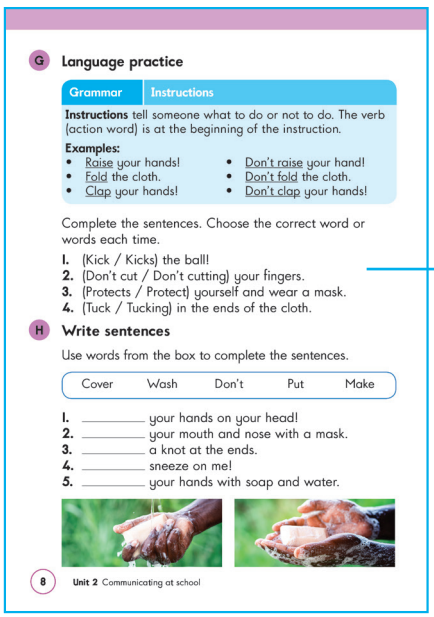
Grammar | Short forms

When we speak we use **short forms**. We leave out some letters. Look at the examples:

Long form	Short form	Long form	Short form
I am	I'm	it is	it's
you are	you're	we are	we're
she is	she's	they are	they're
he is	he's	do not	don't

Unit 1 Good manners 1

In the units:



G Language practice

Grammar | Instructions

Instructions tell someone what to do or not to do. The verb (action word) is at the beginning of the instruction.

Examples:
- Raise your hands!
- Fold the cloth.
- Clap your hands!
- Don't raise your hand!
- Don't fold the cloth.
- Don't clap your hands!

Complete the sentences. Choose the correct word or words each time.

1. (Kick / Kicks) the ball!
2. (Don't cut / Don't cutting) your fingers.
3. (Protects / Protect) yourself and wear a mask.
4. (Tuck / Tucking) in the ends of the cloth.

H Write sentences

Use words from the box to complete the sentences.

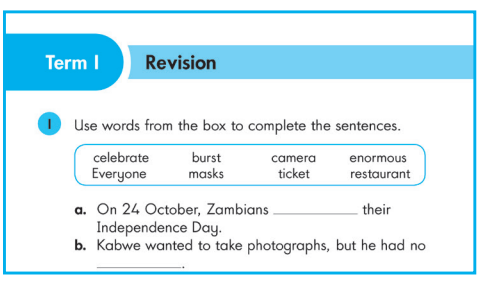
Cover | Wash | Don't | Put | Make

1. _____ your hands on your head!
2. _____ your mouth and nose with a mask.
3. _____ a knot at the ends.
4. _____ sneeze on me!
5. _____ your hands with soap and water.

8 Unit 2 Communicating at school

A variety of activities make learning fun!

At the end of each term:



Term 1 Revision

1 Use words from the box to complete the sentences.

celebrate | burst | camera | enormous
Everyone | masks | ticket | restaurant

a. On 24 October, Zambians _____ their Independence Day.
b. Kabwe wanted to take photographs, but he had no _____.

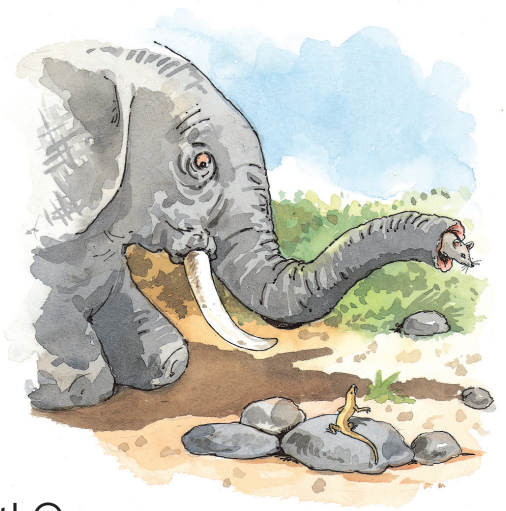
Note to the teacher: Learners should not write in this Learner's Book.

II My trip to the park

A Listen and speak

1. Talk about the picture. Then close your book and listen to the story.

Lizard and elephant



One day Lizard went into Elephant's house. There were many insects there for him to eat.

"Have you come to steal the secrets that I keep here?" asked Elephant. Lizard tried to speak.
"Be quiet! I'm going to walk on you," shouted Elephant.
"Please, Elephant, don't do that! One day I will help you."

A few days later, Rat got into Elephant's trunk. Elephant couldn't breathe. No matter what he did, he could not get Rat out.

Then Lizard came. He sang and danced very well. When Rat heard the singing, he came out of Elephant's trunk to have a look.
"Thank you so much," said Elephant!

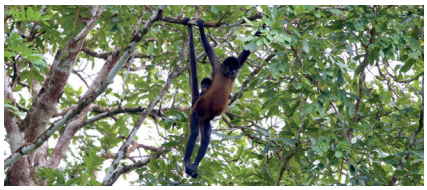
2. Work in pairs. Tell your partner what the story is about.
3. What can we learn from this story?

B Read a poem

What do you know about game parks? What do you think this poem is about?

My trip to the park

I will never forget my trip to the park
In the trees, monkeys swung
Their long legs hung
I wished I could do the same!



The enormous elephant sneezed
And the whole group cheered
He is the giant of the grassland
He could win a prize.



They say the lion is the king
His roar loud like thunder
He must be the judge
I like his mane.



The antelope played hide-and-seek
No matter the time, even at noon
He is such a beauty
I like his horns and his skin too.



On the bank of the muddy pool
Stood the hippopotamus
His body was bare
For his breath you must prepare.



Then came the hyena
He must have been hungry
His laugh!
Oh, I thought it was a cough.



C Write answers

Now answer the questions about the poem in your exercise book.

1. Which is the biggest animal at the park?
2. What kind of noise did the lion make?
3. Choose the correct answer.
   The body of the hippopotamus was bare.
   What does **bare** mean?
   - **A.** It was not in the water.
   - **B.** It had no clothes.
   - **C.** It had no skin.
   - **D.** It had no hair on its skin.
4. **True** or **false**? Monkeys can swing in the trees.
5. What does the hyena's laugh sound like?
6. What good things does the writer say about the antelope?

D Sounds

Listen and complete the words in your exercise book.

1. _ iant	**2.** _ udge	**3.** _ _ assland
4. _ ippo	**5.** _ orns	**6.** _ ungry
7. _ ide		

E Word power

1. Write these words correctly and learn to spell them.

a. ionl	**b.** keymon	**c.** enayh
d. lopetean	**e.** rnho	**f.** anem

2. Write the words with the opposite meaning.

a. remember	**b.** huge
c. ugly	**d.** night

F Language practice

Grammar | **Apostrophes**

We use an **apostrophe** (') when we use short forms.

Examples: I'm, don't

We also use an **apostrophe** to show that something belongs to someone.

Examples:

- Rat was in Elephant's trunk.
- This is Bupe's photograph.

1. Write these sentences in your exercise book. Add apostrophes.

a. One day Lizard went into Elephants house.
b. "Im going to walk on you," shouted Elephant.
c. "Please, Elephant, dont do that!" said Rat.
d. The hyenas laugh sounds like a cough.
e. The monkeys tail is very long.
f. Is that Johns bag?

2. Complete the paragraph about the park in the past tense. Choose the correct verb in brackets.



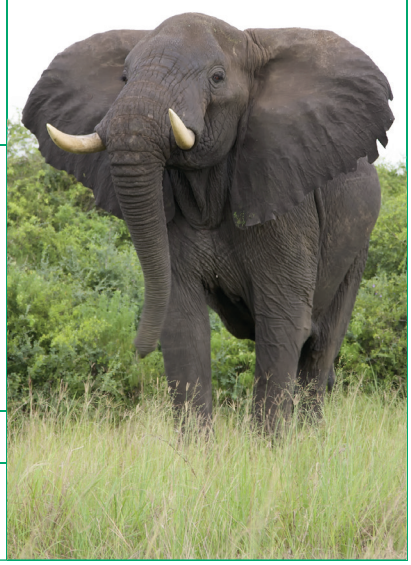
Yesterday we (go/went) to the park. We (say/saw) many animals. The monkeys (was/were) in the trees. Then I saw an elephant and it (sneezes/sneezed)! There were lions with big manes too. They (roared/roaring). The antelope (plays/played) hide-and-seek. They were so beautiful. The hippos (standed/stood) on the bank of a muddy pool, and the hyenas (laughed/have laughed)! It was a fantastic day in the park.

G Read and write

1. Read the information about elephants.

Elephant facts

Live	• Live in grasslands in Zambia and other African countries • Live in groups called herds
Size	• The biggest animal that lives on land • Can weigh up to 6 000 kilograms
Body	• Big ears: These flap to keep the elephant cool. • Trunk: A long nose for smelling, breathing, drinking, trumpeting, collecting food
Colour	Grey
Food	Plants: roots, fruits, grass, bark, leaves



2. Complete the paragraph about elephants. Use information from the table above.

There are many elephants in Zambia. They live in groups called _____ in the grasslands. They are the _____ animals on land. They have two very big _____ and a long _____. They smell, breathe, _____, trumpet and collect food with this long nose. Elephants eat roots, _____, _____, _____ and _____.

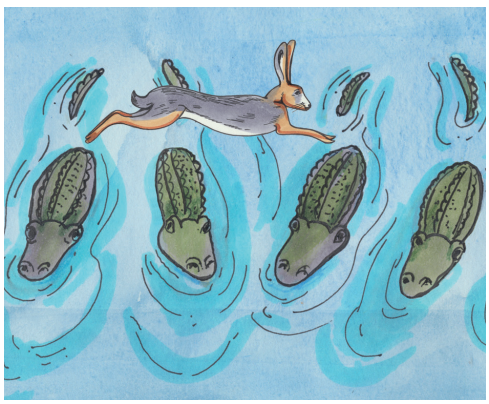
12 Wild animals

A Read a story

1. Work in pairs. Tell your partner what this story is about.
2. Then read the story.

Hare crosses a river

One day Hare was walking slowly along the river bank. He was hungry. He saw a field of carrots on the other side of the river. "Oooh," he **muttered**. His mouth was watering. But the river was full of hungry crocodiles. So he thought of a clever plan. He called the crocodiles.
"Hello, crocodiles! The king of the forest is having a feast. He wants me to count you so that he knows how many people will come to the feast. If you **line up**, I will count you. But if you eat me, you will not go to the feast."



So the crocodiles lined up. Hare hopped across their backs to the other side of the river. There he ate so many carrots that he fell asleep.

That evening he came back and called the crocodiles again. "Oh," he said, "I can't remember how many crocodiles there are. If you get in line again, I will count you again."
So Hare hopped along the backs of the crocodiles back to the other side of the river!

New words

muttered: spoke quietly to yourself
line up: to get into a line

B Write answers

Now answer the questions about the story.

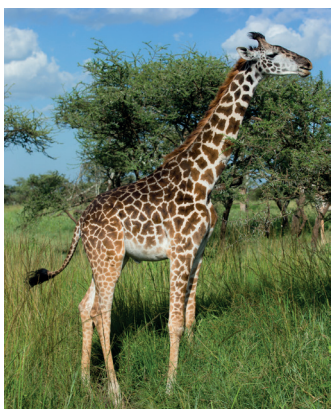
1. Choose the correct answer.
Where did Hare want to go?

A. Into the river
B. To the other side of the river
C. To a farm

2. **True** or **false**? Hare tricked the crocodiles.
3. What did Hare ask the crocodiles to do?
4. Complete the sentence. Hare told the crocodiles that he wanted to _____ them.
5. Do you think the crocodiles were foolish? Why?

C Listen and speak

1. Talk about the picture. Then close your book and listen to the information.



There are many giraffes in Zambia. Giraffes like to eat leaves from trees. They are tall and they have long necks so they can reach the young leaves at the top of the trees. Giraffes have long tongues too. Their tongues can be 45 centimetres long. They use their tongues to pull the leaves.

Giraffes can live for many weeks without water. They have very good hearing and a good sense of smell. They can smell when lions come near them. They can also run very fast. Giraffes can weigh up to 800 kilograms and can live up to 25 years.

2. Work in pairs. Tell your partner five interesting facts about giraffes.

D Sounds

Say this tongue twister as fast as you can.

The **h**appy **h**are **h**opped over the **h**uge **h**ungry **h**ippo!
The **h**uge **h**ungry **h**ippo **h**ad a **h**are for **h**is supper!

E Word power

1. Use words from the box to complete the sentences.

slowly	tongues	family	tricked	across

a. Chisha ate the food _____.
b. The girl walked _____ the road at a zebra crossing.
c. Giraffes have very long _____.
d. The thief _____ the shopkeeper and stole the money.
e. My _____ all live in Lusaka.



2. Learn to spell the words.

F Language practice

Grammar | **If and will**

Look at the way we use **if** and **will** in a sentence.

Examples:

- If you line up, I **will** count you.
- If you eat me, you **will** not go to the feast.

1. Work in pairs. Read these sentences that some people say.

a. If you sweep your legs with a broom, you will not have daughters.

b. If your panga touches another panga, you will have bad luck.

c. If a bee buzzes around the house, a visitor will come.

d. If your right palm itches, you will get money.

2. Complete the sentences. Use the words in brackets.

a. If I find my _____, I will dig my _____. (garden / hoe)

b. If you give me a _____, I will sew the _____. (dress / needle)

c. I will make a cup of _____ if you buy some _____. (tea / milk)

d. If you lend me your _____, I will be there at _____. (10.00 hours / bicycle)

e. If somebody gives me some _____, I will light a _____. (fire / matches)

f. Our team will _____ if she scores a _____. (win / goal).

Grammar | Adverbs

An **adverb** tells us how something is done. We can add **ly** to a word to make an adverb.

Example:
He listened carefully.
(The word "carefully" tells us how he listened.)

3. Copy the sentences and underline the adverbs.

a. She walked slowly.
b. The dove sang beautifully.
c. The python waited patiently.
d. The hare ate greedily.
e. Chintala laughed merrily.
f. Kasanda ran quickly.

4. Complete the sentences. Change the words in brackets to adverbs.

a. Chanda walked into the room _____. (quiet)
b. Chisanga waited _____ for the train to arrive. (patient)
c. "Help! Help!" Juma yelled _____. (loud)
d. Nawa walked _____ until she looked at her watch. (slow)

G Write

Look at the photograph. Write a paragraph of four or five sentences with information about crocodiles.



13 Eating the right food

A Listen and speak

Practise the dialogue in groups of three.

Chola: We had a very good meal yesterday.
Mulenga: We also had a good meal. We ate fish and vegetables.
Bupe: Did you have vegetables as well, Chola?
Chola: No, we had beef with nsima.
Mulenga: Vegetables are very good. They protect the body.
Bupe: Yes, they are. We should eat fruit too. They are good for the body.
Mulenga: I like fruit. I like oranges and mangoes.
Bupe: My mother always tells us to eat a lot of fruit.
Chola: I will ask Mother to buy some fruit from the market.

B Read information

Some good tips about food

Eat the right food!



- Raw fruit and vegetables are good for you. But wash or peel them first.
- Fresh groundnuts are good for you.
- Too much sugar is bad for you. It is not good for your teeth. Have a little sugar – just as a treat.
- Brown rice is healthier than white rice.
- Roller meal is healthier than breakfast meal.
- Too much salt and too much oil are not good for you.
- Don't eat raw meat. It may have germs or insect eggs in it.

C Write answers

1. Name two foods that are very good for you.
2. Which foods should you not eat too much of?
3. Which is healthier: roller meal or breakfast meal?
4. Name two things that can be in uncooked (raw) meat.
5. What should you do before you eat raw vegetables and fruit?

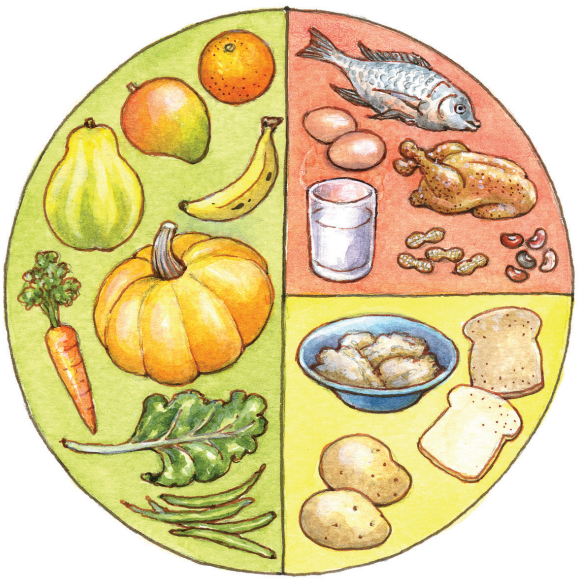
D Word power

1. Read the information about balanced meals.

What is a balanced meal?

Our bodies need these nutrients: proteins, vitamins and minerals, and starch. We get these from a balanced meal. Nsima alone is not a balanced meal.

We get protein from: beans, groundnuts, eggs, milk, meat, chicken, kapenta, mopane worms (vinkubala).



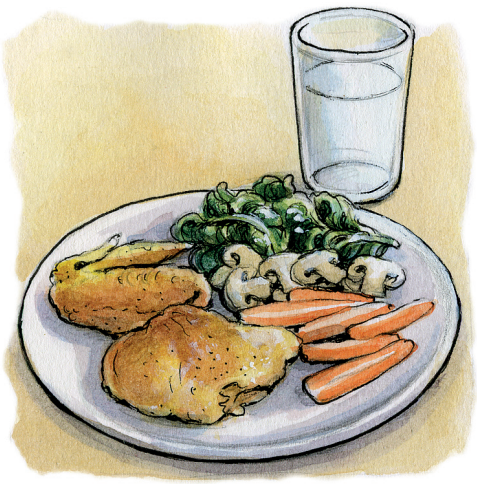
We get vitamins and minerals from: pumpkin leaf, tomatoes, onions, carrots, spinach, squash, mangoes, papayas, bananas.

We get starch from: nsima, sweet potatoes, bread, rice.

2. Use words from the box to complete the sentences.

protein	starch	vitamins	balanced	nutrients

a. Our bodies need _____ to be healthy.
b. We get _____ from groundnuts and kapenta.
c. Nsima and bread have _____.
d. We get minerals and _____ from fruit and vegetables.
e. A _____ meal has different types of food.



3. Learn to spell the words in the box above.

E Language practice

Grammar | **Verbs**

Read these sentences that have the same meaning. What is the difference?

Examples:

- I like <u>to eat</u> kapenta.
- I like <u>eating</u> kapenta.

1. Work in pairs. Make sentences about what you like to eat. Start like this.

I like to eat _____.
I like eating _____.

2. Complete the sentences. Use the correct form of the verbs in brackets.

a. She likes (play) with her dog.
b. John likes (eat) his breakfast at 10 hours.
c. Giraffes love (eat) the young leaves at the top of trees.
d. They love (bake) scones in the evening.



F Write

Write a paragraph about why you should eat a balanced meal. You can draw a picture to go with your paragraph. Start like this.

I like to eat a balanced meal because _____.
I eat _____ to get _____.

14 Making chapati

A Listen and speak

Look at the photograph and answer the questions.

1. Do you know what food this is?
2. How do you make it?
3. How do you eat it?



B Read a story

Making chapati

Nzala loves chapati. "Please show me how to make chapati," he asked his mother one day.
"I can show you now," his mother said. "Bring some warm water and the flour that is on the shelf." Nzala brought the water and flour.

"First," his mother said, "we will wash our hands."
Then she put two cups of water into a plastic bowl.
"Nzala," she said, "I am putting a little flour at a time into the water and I am stirring."

Nzala added the flour to the water and stirred until the mixture became thick.

"Good," his mother said. "Now use your hand **to knead** the **dough**." Then she put a little flour on a clean table. She took a small piece of dough and spread it flat.

New words

to knead: to press a mixture with your hands
dough: a mixture of flour and water for making bread

She put a heavy pan on the fire and put a little oil in the pan. When the pan was hot, she carefully put a chapati in the pan. She turned it until it was cooked. Then she used a spoon to remove it from the pan.

"It's your turn now, Nzala," his mother said.
Nzala did what his mother did. His chapati was a little burnt, but he was very happy. He took it and gave it to his father.
"I made the chapati myself," he said.
"That is wonderful," his father said. "Your mother and I are very proud of you."

C Write answers

Now answer the questions about the story.

1. Where was the flour?
2. What did Nzala's mother do to the dough?
3. Why did they wash their hands?
4. Choose the correct answer. Your mother and I are very proud of you. This sentence means that:
   - **A.** Nzala's parents are happy with him.
   - **B.** Nzala made many chapatis.

D Listen and speak

1. Listen to the instructions on how to cook nsima.





2. Work in groups. Explain to your group how to cook nsima.

E Word power

1. Read the instructions.

How to make fritters

You will need:

flour, baking powder, a little salt and sugar, two cups of water, cooking oil or fat, a pan, a stove or fire, a spoon or stick

What you do:

1. Put two cups of water into a bowl.
2. Mix some flour with baking powder, salt and a little sugar. Put it in the water.
3. Stir with a stick or spoon. Stir until the mixture is thick. Then mix with your hands.
4. Put oil in a pan and place the pan on the stove or fire.
5. Cut small pieces of dough and roll them into balls.
6. Place the balls into the pan and fry them for a few minutes until they are golden brown.

2. Complete the sentences. Use words from the instructions above.

a. You need two cups of _____ and some _____ to make fritters.

b. You will also need a pan, a spoon and a _____.

c. Make a _____ with the flour, baking powder, salt, sugar and water.

d. Put some _____ into the pan and let it get hot.

e. _____ the balls of mixture for a few minutes.



F Language practice

Grammar | **Uncountable nouns**

Some nouns do not have **plural forms** because we can't count the objects. These are called **uncountable nouns**.

Examples: salt, sugar, oil, milk

- We can say a box of salt or two boxes of salt.
- We can say some / a little salt or some / a little sugar.

Complete the sentences. Choose the correct word each time.

1. We need some (flour / flours) to make fritters.
2. I mixed two (cup / cups) of water with the flour.
3. Put a little (oil / oils) in the pan.
4. I like a little (milk / milks) and two spoons of (sugar / sugars) in my tea.
5. How much (water / waters) do you need to make fritters?
6. Don't put too much (salt / salts) on your food. It isn't good for you.

G Write

Write a recipe of the food you like most. Start like this.

You will need:	*What you do:*
• _____	1. _____
• _____	2. _____
• _____	3. _____
• _____	4. _____
• _____	5. _____

Term 2 Revision

1 Match the words in A with a word with the opposite meaning in B.

A	B
buy	dirty
quiet	well
clean	sell
lost	dry
sick	found
wet	noisy

2 Make a sentence with each word.

a. balanced **b.** tricked **c.** beware **d.** mane

3 Complete the sentences. Choose the correct word each time.

a. Mulenga is (taller / tall) than her mother.
b. We (must / can) wash our hands often.
c. She has (walk / walked) three kilometres this morning.
d. If you (drink / drinks) dirty water, it (will make / makes) you sick.
e. Bwale loves to (play / playing) soccer.
f. Have you (cook / cooked) the meal? (I'm / Im) hungry.
g. Please can I have some (milk / milks) for my tea?
h. We like (singing / sings) in the morning.
i. We wash (ourselves / themselves) every morning.
j. How much (oil / oils) must I put in the pan?

4 Write the paragraph in the past tense in your exercise book. Use the correct form of the verbs in brackets.

Yesterday my mother (leave) home very early. She (go) to the market. At the market she (buy) fish, tomatoes and vegetables. She (spend) the whole morning looking for soya beans. When she (find) some, she was very happy. She (come) home just before 12.00 hours. She (is) tired but happy.

5 Complete the sentences in the present tense in your exercise book. Use the correct form of the verbs in brackets.

a. John (wash) his uniform on Saturdays.
b. They (watch) TV in the evening.
c. We (eat) our supper at 18 hours.
d. She (grow) her vegetables in the garden.
e. The cat (sleep) on the mat.

6 Use adverbs from the box to complete the sentences.

slowly	greedily	loudly	patiently

a. She walked _____.
b. They waited for their turn _____.
c. He ate his food _____.
d. They shouted _____.

7 Write and draw.

a. Write a recipe for your favourite food.
b. Make a poster to tell people about COVID-19.