

# EnrichED

Promoting Learner Wellbeing through Education Enrichment Programmes:



Revised and CAPS aligned

Grade **4**

**ENGLISH**  
First Additional Language  
Book 2  
Term 3-4



Name:  Class:

**FIRST ADDITIONAL LANGUAGE - ENGLISH**  
**GRADE 4 – TERM 3 - 4**  
**ISBN 978-1-4315-0195-3**  
**15th Edition**  
**THIS BOOK MAY NOT BE SOLD.**

- Workbooks available in this series:
- Grade R (in all official Languages);
  - Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
  - Mathematics Grades 1 to 3 (in all 11 official Languages);
  - Mathematics Grades 4 to 9 (in Afrikaans and English);
  - Life Skills Grades 1 to 3 (in all 11 official Languages); and
  - Grades 1 to 6 English First Additional Language.

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ENGLISH First Additional Language – Grade 4, Book 2

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**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ENGLISH**



Ms Siviwe Gwarube,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Ms Siviwe Gwarube, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

# TO HELP PREVENT THE SPREAD OF CORONAVIRUS\* WASH YOUR HANDS WITH SOAP REGULARLY.

Washing hands with soap and water is one of the World Health Organization (W.H.O.) recommended measures to help reduce risk of coronavirus\* infection.



## THE CORRECT WAY TO WASH YOUR HANDS:

1 Wet your hands with clean, running water (preferably warm) and apply soap.

2 Rub your hands together to make a lather and scrub your hands all over.

3 Continue rubbing your hands.

4 Rinse your hands well under running water.

5 Dry your hands on a clean, dry towel.

## WASH YOUR HANDS ON THESE OCCASIONS:

- 1 Before breakfast.
- 2 Before lunch.
- 3 Before dinner.
- 4 After using the loo.
- 5 After coughing and sneezing.
- 6 When caring for the sick.
- 7 When hands are visibly dirty.
- 8 After handling animals or animal waste.
- 9 And keep your whole body clean by bathing every day.
- 10 After touching surfaces that many people have touched.



**KNOW THE SIMPLE GUIDE THAT 'F.I.G.H.T' THE SPREAD OF CORONAVIRUS:**

**F**requent handwashing with soap

**I**ntant germ-kill with alcohol-based sanitiser when out of home

**G**o to the doctor when you have a cold, a cough or a fever

**H**ome rest if you are feeling unwell

**T**issues and masks to be used when you cough or sneeze



Grade **4**

**ENGLISH**  
First Additional Language  
Book 2  
Terms 3 and 4

This book belongs to:



# 1 Caring for ourselves and others

## Theme 1: Caring for ourselves and others

## Term 3: Weeks 1 – 4

### Weeks 1 - 2 Stories

#### 65 Birds in our treehouse 2

Discussion and prediction based on picture.  
Reads narrative text.  
Answers questions based on the text.  
Matches words to their meanings.  
Answers multiple choice questions based on the text.  
Writes a diary entry pretending to be one of the characters.

#### 66 The little bird 4

Writes a character description and underlines adjectives.  
Breaks up words into their sounds.  
Identifies adjectives and uses them in sentences.  
Selects an alternative pronoun.  
Writes an ending for a story and illustrates it.

#### 67 The girls and the birds 6

Uses contextual clues to predict what will happen in the story.  
Discusses questions based on the text.  
Matches the words with their meanings.  
Answers questions based on the text.

#### 68 Thinking about the story 8

Identifies adjectives and matches them with the pictures.  
Retells story to a friend.  
Plans dialogue for a role play.  
Edits and revises the dialogue and writes final draft.

#### 69 What are they saying? 10

Writes sentences in direct speech.  
Writes sentences using plurals.

#### 70 The books we read 12

Uses contextual clues to prediction a what will happen in the story.  
Answers questions based on the text.

#### 71 Writing a book review 14

Reads a book review.  
Records words in their dictionary.  
Writes a book review under prescribed headings.

#### 72 Can you remember? 16

Writes sentences using direct speech.  
Gives the plurals for the words.  
Identifies and fills in correct verb (in present and past tense).  
Matches present and past tense verbs.  
Identifies irregular verbs.  
Writes sentences using the past tense.

### Weeks 3 - 4 Information text

#### 73 Which animals lay eggs? 18

Reads a web page and discusses it with a friend.  
Tabulates answers to questions based on text.

#### 74 More about eggs 20

Answers questions based on the text.  
Introduction to comparatives.

#### 75 Bird watching 22

Reads a poster.  
Discusses questions based on the poster.  
Designs and illustrates a poster to advertise an event at school.

#### 76 Sounds 24

Distinguishes between hard-g and soft-g sounds and sort them into correct sound boxes.  
Gives instructions on how to use an appliance.  
Selects the correct word for subject-verb agreement.  
Gives meanings for abbreviations.

#### 77 Animals and eggs 26

Reads a poem aloud. Identifies rhyming and same sounding words.  
Reads posters.  
Answers questions based on posters.  
Designs and illustrates a poster to advertise an activity or club.

#### 78 What's news? 28

Reads newspaper articles.  
Answers questions based on the text.  
Plans, writes and illustrates a newspaper article.

#### 79 Learning about language 30

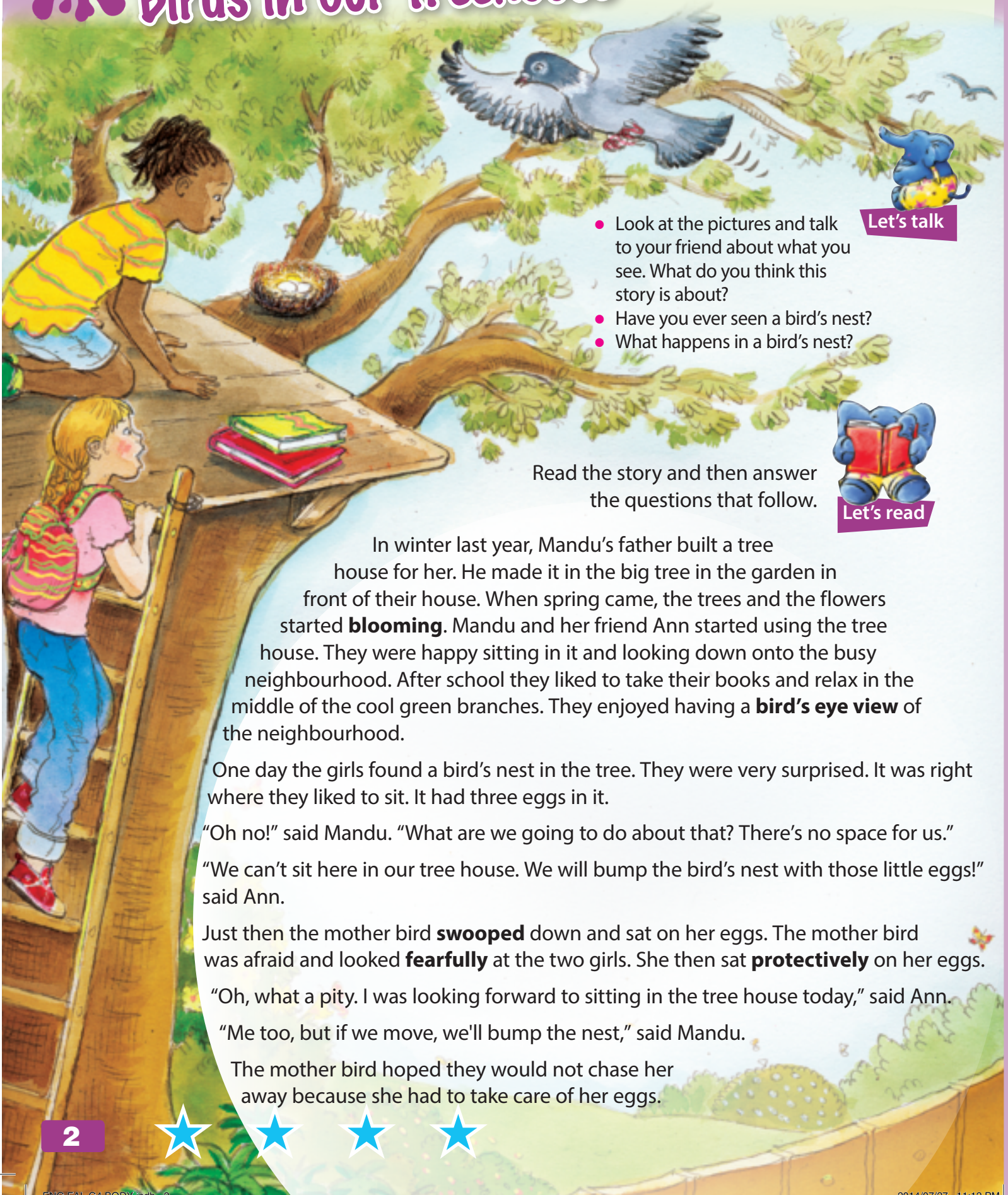
Fills in the correct definite or indefinite articles.  
Plans and writes a story.  
Checklist

#### 80 Cut-out book 33

Make your own book with drawings.



# Birds in our treehouse



Let's talk

- Look at the pictures and talk to your friend about what you see. What do you think this story is about?
- Have you ever seen a bird's nest?
- What happens in a bird's nest?



Let's read

Read the story and then answer the questions that follow.

In winter last year, Mandu's father built a tree house for her. He made it in the big tree in the garden in front of their house. When spring came, the trees and the flowers started **blooming**. Mandu and her friend Ann started using the tree house. They were happy sitting in it and looking down onto the busy neighbourhood. After school they liked to take their books and relax in the middle of the cool green branches. They enjoyed having a **bird's eye view** of the neighbourhood.

One day the girls found a bird's nest in the tree. They were very surprised. It was right where they liked to sit. It had three eggs in it.

"Oh no!" said Mandu. "What are we going to do about that? There's no space for us."

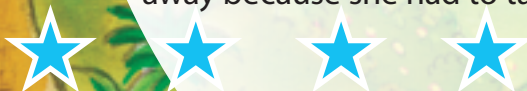
"We can't sit here in our tree house. We will bump the bird's nest with those little eggs!" said Ann.

Just then the mother bird **swooped** down and sat on her eggs. The mother bird was afraid and looked **fearfully** at the two girls. She then sat **protectively** on her eggs.

"Oh, what a pity. I was looking forward to sitting in the tree house today," said Ann.

"Me too, but if we move, we'll bump the nest," said Mandu.

The mother bird hoped they would not chase her away because she had to take care of her eggs.





**Let's talk**

- What was special about the tree house?
- What did the girls do in the tree house?
- What do you think the girls will do now?
- Will they chase the bird or will they leave it?

Draw a line to match the words on the left with their meanings on the right.



**Let's write**

swooped	preventing something from being harmed
fearfully	flew down from the air very quickly
blooming	being afraid
bird's eye view	bearing flowers
protectively	a view from high above



Now circle the letter next to the correct answer.  
If you are not sure what the answers are, go back and read the story again.

When the girls first saw the nest they felt		How did the bird feel when it saw the girls?	
<b>A</b>	Disappointed because they wanted to relax in the tree house	<b>A</b>	Afraid because she thought they would chase her from the tree
<b>B</b>	Excited because they could play with the baby bird	<b>B</b>	Angry because she had built her nest in the tree house
<b>C</b>	Confused because they wanted to sit in the tree house but did not want to chase the bird	<b>C</b>	Happy to have some company
<b>D</b>	Annoyed because they now had to share their tree house with a bird	<b>D</b>	Sad because she thought they would break her nest

What would the girls have to do if they really wanted to sit in the tree house?

---



---

What would you do if you were one of the girls?

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Dear Diary 

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Now imagine you are either the mother bird or one of the girls. Write a diary entry about how you felt on that day.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 66 The little bird



Let's write

Fill in one of these adjectives into each of the sentences. Then underline the noun that the adjective describes.

You have learned that adjectives describe nouns. Adjectives can tell us different things about a noun, like how many, what size, what shape, what colour and even what it's made of. They can tell us how something feels, tastes, looks and smells.

- little
- hot
- soft
- young
- delicious
- kind
- exciting

It was a hot day.

The  bird fluttered its wings.

The two  girls looked at the nest.

The baby bird had  feathers.

The girls had a  pizza.

They each had an  book to read.

The  girls cared for the birds.



Describe the characters of the girls. Then go back and underline all the adjectives you have used in the description.




Break up these words into their sounds.

- dif/fer/ent
- protectively
- nervously
- characters
- neighbourhood

The letters below make 13 words. Find the words and draw a line in between each one. Now use five of these words to write sentences in your exercise book.

happy/excited/sad/angry/annoyed/confused/delighted/afraid/jealous/anxious/fearful/cross/frustrated







Let's write

Read each sentence, then circle the pronoun that you can use in the place of the underlined words.

Personal pronouns

What is a pronoun? It is a word such as I, he, she, you, it, we, or they, that is used instead of a noun or noun phrase. For example: John rides a bike, becomes, He rides a bike.

Mandu's father built her a tree house.

- you he she we they it

Mandu and Ann wanted to sit in the tree house.

- you he she we they it

The children caught a bus to school.

- you he she we they it

The bird swooped down to protect her eggs.

- you he she we they it

Ann was disappointed that the bird was there.

- you he she we they it

Draw a picture showing how you think the story about the girls and their tree house ended. Then write the ending.



Teacher: Sign: Date:



67

# The girls and the birds



Let's talk

Look at the pictures and try to guess whether or not the girls decided to chase the bird away.



Let's read

The two girls looked at the bird in the nest. They were not sure what to do.

Just then three boys from the school soccer team walked past.

**Boy:** Throw a stone at the bird, it will soon go away!

**Mandu:** If we chase the bird she won't be able to hatch her eggs.

**Ann:** Let's leave the bird to nest. We can sit under the tree and read.

**Boy:** Shake the tree! Then the nest will fall out!

**Mandu:** We don't need to sit up here. We'll wait till the baby birds hatch.

The next week, the girls went to the tree house again, and they saw that two of the eggs had fallen from the tree and were broken. The girls felt very sad. It was as if they had lost something they loved.

**Ann:** Oh! I am so sad!

**Mandu:** It was that storm last night. Part of our roof blew off.

**Ann:** I'm so glad one egg is safe.



The girls cared about the egg in the nest. Every day, they climbed the ladder very quietly and looked at the egg. Then one day they **peeped** into the nest and saw a tiny bird with a big open beak.

They hid in the branches and watched the mother bird fly back and feed the tiny chick.

A few weeks later the girls saw the little bird **flutter** its wings and fly. It flew for about 1 metre and then landed on the grass. It lifted itself up, flew a short distance and came down again. And then after the third attempt, it **soared** into the sunlight. The two girls hugged one another excitedly.

"It is as if we have wings!" they cried with delight.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Let's talk**

Talk to your friend about these questions.

- Did the story end the way you thought it would?
- What was the same? What was different?
- What did the boys want to do?
- How was that different from what Ann and Mandu wanted?



**Let's write**

Draw a line to match these words with their meanings.

soared	enjoyment
delight	took a quick look
flutter	rose or flew into the air
peeped	flap the wings



Read the story again and then answer the questions.

**Let's write** What did the soccer boys want to do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the girls feel when they saw that two eggs had fallen from the nest?

\_\_\_\_\_

\_\_\_\_\_

Describe what happened when the little bird flew for the first time.

Firstly,

Secondly,

Thirdly,

Do you think Mandu and Ann are caring? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How are they different from the boys in the soccer team?

\_\_\_\_\_

\_\_\_\_\_



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

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



# 68 Thinking about the story



Let's write

Let's describe the characters of the children in this story. Draw a line to match the adjective with the correct picture.

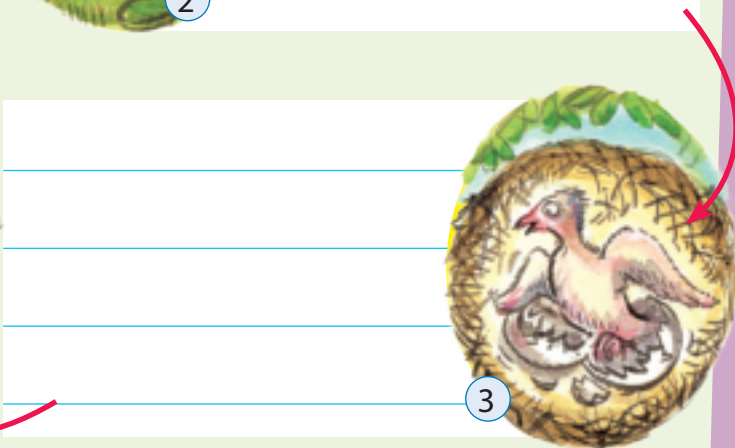
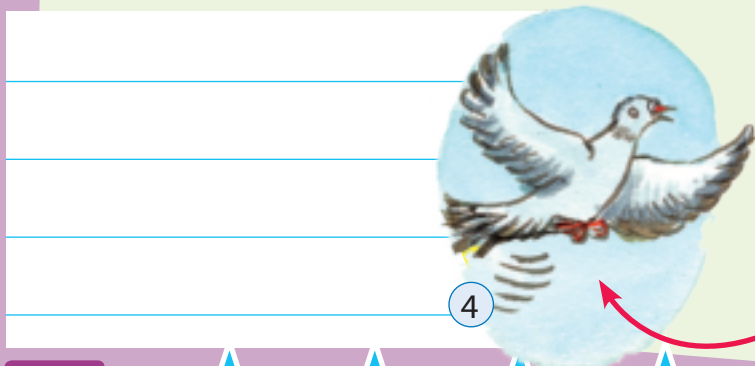
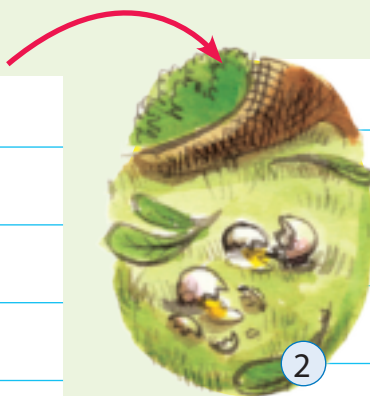


- caring
- cheeky
- responsible
- naughty
- uncaring
- kind
- gentle
- nasty
- good
- mean



Let's write

Complete this flow chart by writing what happened in the story from the time the girls discover the nest up to the time the baby bird flies away. Then use the following flow chart to retell the story to your partner.

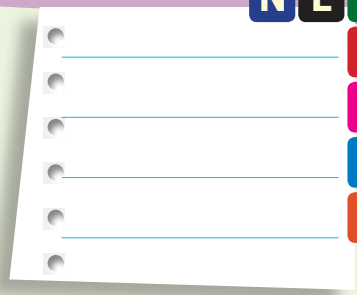




**Let's role play**

Make up a role play of the story about the birds in the tree house. You will need the following characters: Mandu and Ann, some soccer team boys, the mother bird and a baby bird.

Plan your role play by writing what each character will say in the role play. End off with what you will say. (This is called a dialogue.) Plan your dialogue using the following chart.



What will Mandu say? <hr/>	What will Ann say? <hr/>
What will the soccer boys say? <hr/>	What will the mother bird say? <hr/>
What will the baby bird say? <hr/>	What will you say? <hr/>



**Let's write**

Write your role play on rough paper and ask your friend to correct it. Make all the corrections and then write your role play in the correct dialogue format.

- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

*My role play about the birds  
in the tree house*

Boys:	Shake the tree until they go away.
Mandu:	<hr/> <hr/>
Boys:	<hr/> <hr/>
Ann:	<hr/> <hr/>
Mother bird:	<hr/> <hr/>
Baby bird:	<hr/> <hr/>
You:	<hr/> <hr/>

Teacher:  
Sign:  
Date:



# 69 What are they saying?

*Direct speech*



Let's write

Write down the words spoken by each character in the speech bubble.



"Can we play in the tree house today?" asked Ann.

Can we play in the tree house today?

"You must move slowly so you don't frighten the baby bird," said Mandu.



The mother bird said, "Thank you for not chasing us from our nest."

"Why don't you shake the tree until the nest falls down," said the naughty boy.



"Look mama, I can fly!" exclaimed the baby bird.





Let's write

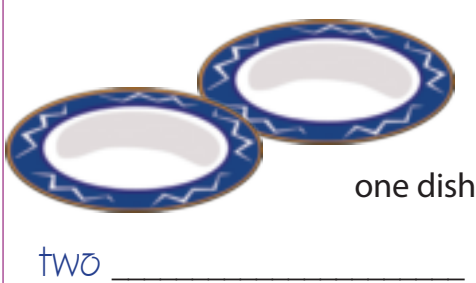
# Plurals

Write the plurals for each of these pictures.

Usually when we form plurals we add an *-s*.  
When a word ends in *-s*, *-ch*, *-sh*, *-x* and *-z*, we add *-es*.



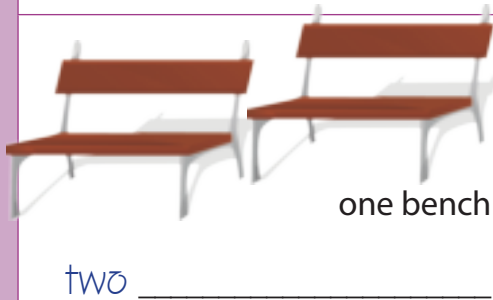
one fox  
two foxes




one dish  
two \_\_\_\_\_




one bunch  
two \_\_\_\_\_



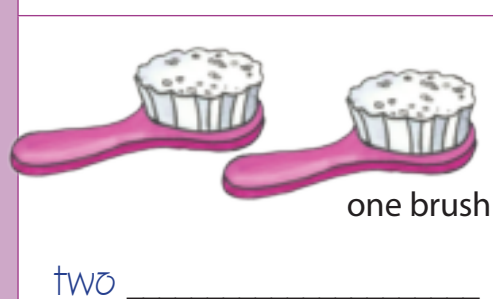
one bench  
two \_\_\_\_\_



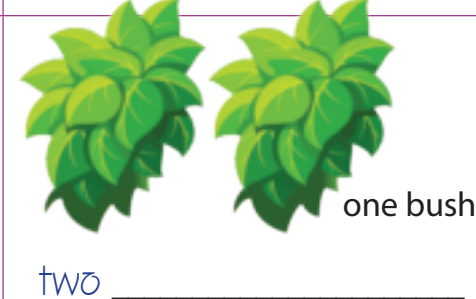
one box  
two \_\_\_\_\_



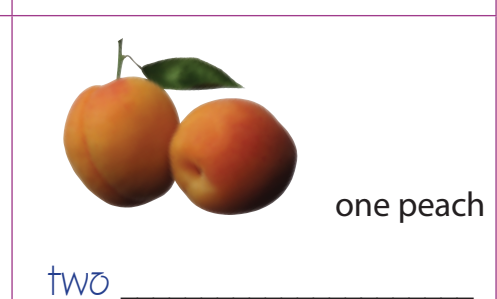
one sandwich  
two \_\_\_\_\_



one brush  
two \_\_\_\_\_



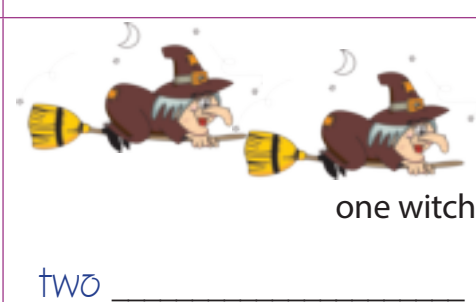
one bush  
two \_\_\_\_\_



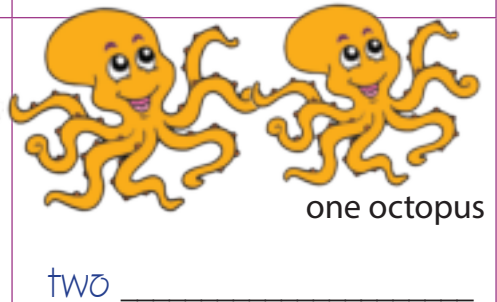
one peach  
two \_\_\_\_\_



one watch  
two \_\_\_\_\_



one witch  
two \_\_\_\_\_



one octopus  
two \_\_\_\_\_

Write sentences using five plural words.

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Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



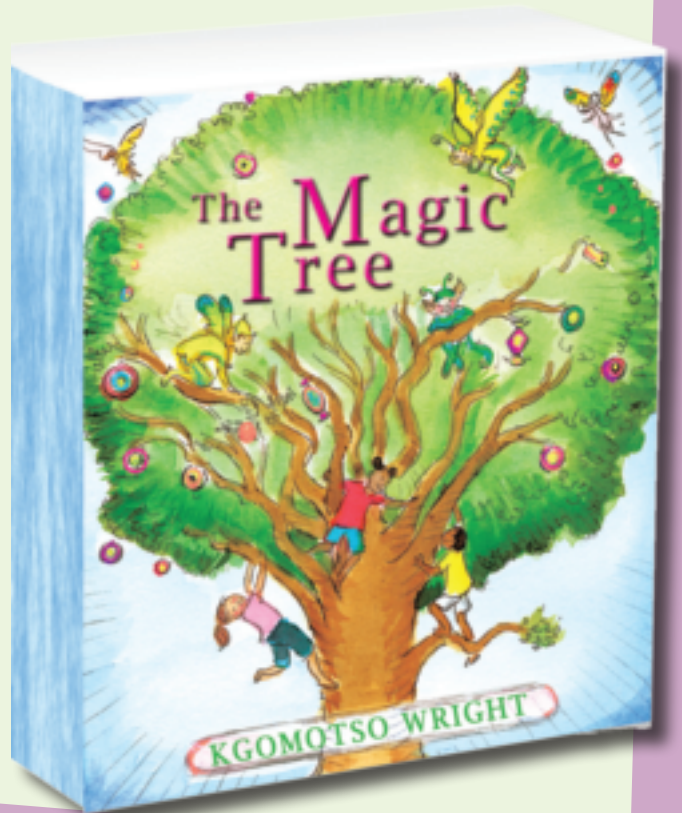
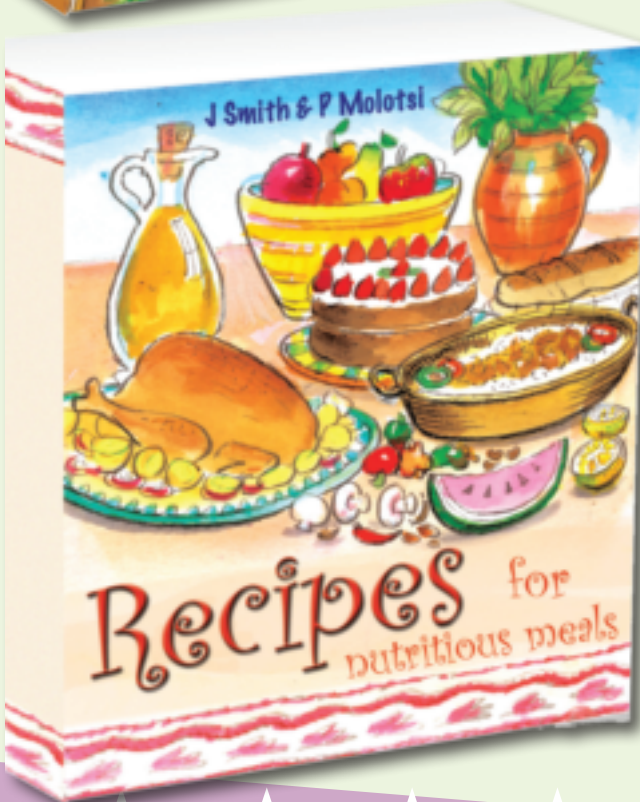
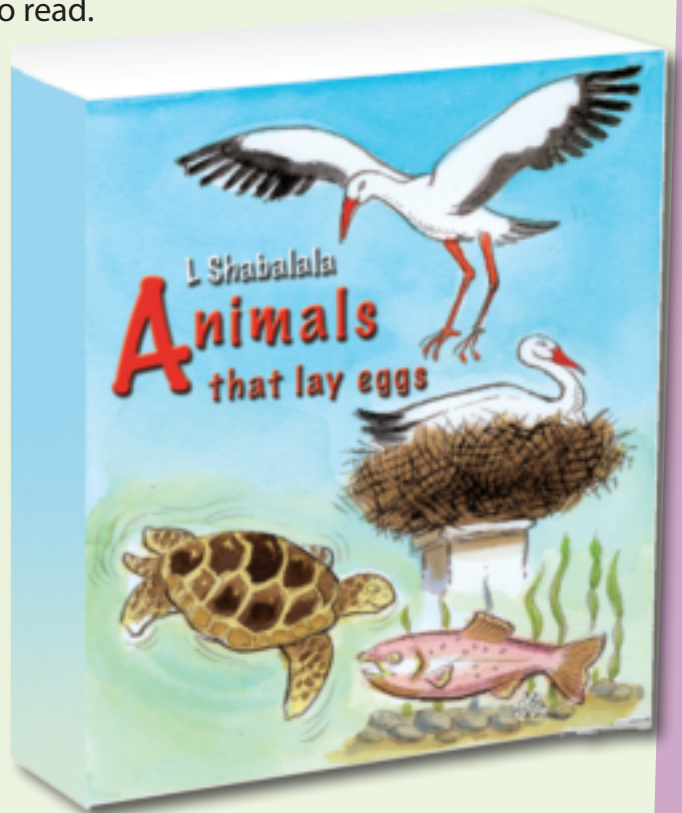
# 70 The books we read



Look at these book covers. Talk to your friend about what you think these books are about.

Think about which ones you would like to read.

Let's talk







Answer these questions.

Let's write

Which book would you like to read? Say why.

Four horizontal writing lines for the answer to the first question.

NEW  
WORDS

A vertical writing strip with four horizontal lines, resembling a page from a notebook.

Which book has two authors?

A horizontal writing line for the answer to the second question.

Which books are fiction (about imaginary people and things)?

Two horizontal writing lines for the answer to the third question.

Which books are nonfiction or factual? What are they about?

Three horizontal writing lines for the answer to the fourth question.

Imagine you can give these books as a present to your family or friends. Who will you give each one to? Fill in the person's name in the spaces below. Then write a reason for why you want to give the book to this person.



Let's write



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



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



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



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

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 71 Writing a book review



Let's read

Read the following book review. Look at the headings in the left-hand column. Write these words in your personal dictionary.



<b>Title of the book</b>	There's a nest in our tree house.
<b>Author</b>	I C High
<b>Plot</b> What happened in the story?	Two 11-year old girls build a tree house in their garden. They enjoy relaxing in the tree house looking down at the garden and street. They like to read their library books in the tree house. One day they find a mother bird has built her nest in the tree house and they have to decide whether or not to chase the bird away.
<b>Characters</b> Say who the people in the story are. Describe the main character/s.	The two main characters in this story are Mandu and Ann. They are Grade 4 learners who are both very kind and caring. They decide to leave the bird in their tree house.
<b>Setting</b> Where did the story take place?	The story takes place in Mandu's garden in a township in KwaZulu-Natal. Most of the story takes place near the tree house.
<b>Theme</b> What is the story about?	The story is about the kindness of the two girls who allow the birds to share their favourite space. They are careful not to disturb the mother bird while she waits for her egg to hatch. The two girls watch as the baby bird learns to fly.
<b>What I liked</b> What was the best part of the story	The best part of the story is when the baby bird learns to fly. It tries three times and then it flies up into the sky.
<b>Recommendation</b> Would you tell a friend to read the story? Why?	Yes, this is a very good story for Grade 4 learners. It teaches us how to care for animals.





Let's write

Choose a book or a story that you have read and enjoyed. Now write a review about it. Fill in the following information:



<b>Title of the book</b>	
<b>Author</b>	
<b>Plot</b> What happens in the story?	
<b>Setting</b> Where and when does the story take place?	
<b>Characters</b> Say who the people in the story are. Describe one of the main characters.	
<b>Theme</b> What is the story about? What is the message of the story?	
<b>What I liked</b> What was the best part of the story?	
<b>Recommendation</b> Would you tell a friend to read the book? Why?	



# 72 Can you remember?



DATE

We use inverted commas when we write in direct speech.  
We use inverted commas at the start and the end of the words that someone says.



Let's write

Fill in the inverted commas to show the words that the person is saying.

"I like playing in the garden," said Ann.

Where do you live? Ann asked the lost child.

When do you think the egg will hatch? Mandu asked her father.

Do you think we should play in the tree house this afternoon? Ann asked.



Let's write

Fill in the correct plurals for these words.



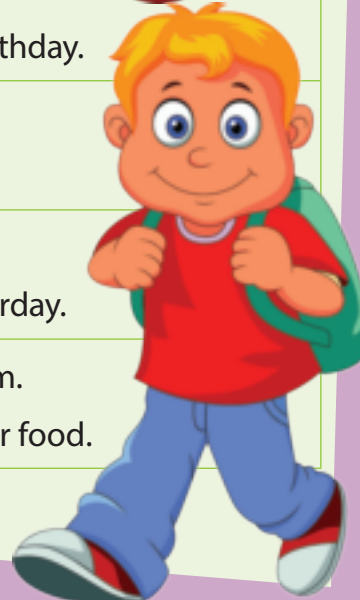
box		wish	
match		bus	
church		fox	



Let's write

Choose and fill in the correct verbs. Remember we add **-ed** to regular verbs when the action happened in the past.

cook	We _____ our lunch.
cooked	Yesterday we _____ a big pot of soup.
bake	Can you _____ cup cakes?
baked	He _____ a chocolate cake for his last birthday.
walk	We _____ to school every day.
walked	Yesterday I _____ in the rain.
laugh	I _____ when I read funny books.
laughed	I _____ when I saw the clown last Saturday.
sneeze	I always _____ when the flowers bloom.
sneezed	She _____ when we put pepper on our food.

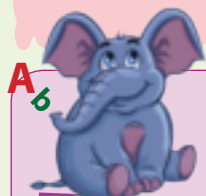
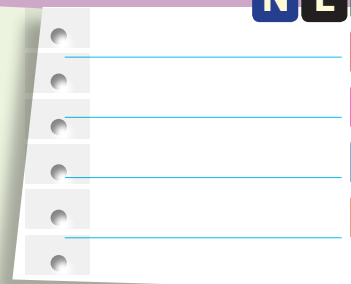


# Past tense

**Past tense:** When we write in the past tense we usually add **-ed** to the verb.

Some verbs are different and they change completely, for example **run – ran**. We call these irregular verbs.

**NEW WORDS**



A6

Draw a line to match the present and past tense verbs.

## Word work

eat	laughed
walk	woke
laugh	ate
wake	walked
play	started
start	played
want	went
go	wanted
take	ran
run	took
drive	sang
sing	swam
sit	drove
swim	slept
buy	sat
sleep	bought

Now circle the verbs that end in **-ed**. Underline those that are irregular and that have a different present and past tense, for example **buy – bought**.



## Let's write

Write five sentences about what you did last weekend. All the **verbs** you use must be in the **past tense**.



Blank writing area with horizontal lines for writing sentences.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 73 Which animals lay eggs?



Let's read

We all know that birds lay eggs. Did you know that turtles, snakes, fish, frogs, lizards and spiders all lay eggs too?

Read this web page with your friend. Tell him or her what each item on the page is about.


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**workbookpedia**


Quick links Snakes Turtles Frogs Spiders




**Turtles** make a nest in the sand. They lay their eggs in it. Later the babies hatch. They dig to get out of the nest. After they hatch, the baby turtles run straight to the water and start swimming. How long do we humans take to learn to walk and swim?




**Snakes** lay eggs in the damp ground. Snakes do not have legs, so when the babies hatch, they slide over the ground. Snakes can also swim.




**Frogs** also lay eggs. They lay them in the water. Baby frogs are called tadpoles, and they have tails. When they hatch, they start using their tails immediately to swim. Later, when they grow into frogs, they can jump on land.




**Spiders** lay eggs in sacs. When the babies hatch they can walk or run on their eight legs.




Did you know that **fish** also lay eggs? They lay lots of tiny eggs in the water. The babies can use their fins as soon as they hatch to help them swim in the water.



**Lizards** lay eggs on the ground. After hatching the little lizards are able to walk and run.



**Platypuses** dig a tunnel or a hole and lay their eggs in it. Later the babies hatch and go straight to the water where they swim.



# The reading process

## Before you start reading

- Look at the web page and think about what you already know about the topic.
- Look at the pictures and the headings and try to predict what the text will be about.
- Skim the page to get an overview of what you will read.

## While you read

- While reading, pause occasionally to check that you understand.
- Compare your predictions with what you read.
- If you can't work out the meaning of unknown words use a dictionary.
- If you don't understand a section read it again slowly. Read it aloud.

## What is a web page?

In this worksheet we look at another way of getting information by using the internet. Websites that contain web pages of information are very helpful. If you are looking for information or pictures for a school project you will be able to find this information on a website.

🔄 🔍 google

Which animals lay eggs?

Search 🔍



Most birds build nests to protect their eggs. The nests must be hidden in a place that their enemies cannot reach. Usually they make their nests with twigs and grass. Some birds build their nests by pushing stones into a pile. When the female is ready she lays her eggs and then she sits on them. She spreads her feathers over the eggs to keep them warm until her chicks hatch.

- Point to the different parts of the egg and tell your friend what each part is for.

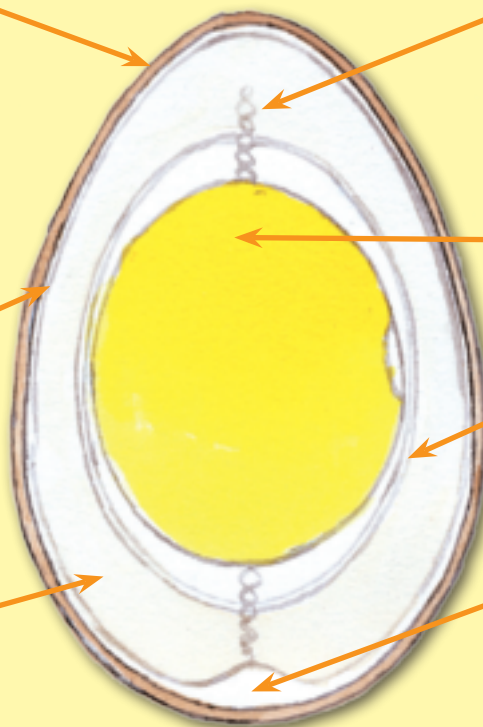


Let's talk

**Shell.** This is a hard covering that protects the egg. Some eggs have shells that are a pale colour, others have shells that are a darker colour.

**Outer membrane** (between the shell and the inside of the egg). It keeps the egg in good condition.

**The white** of the egg. It has no colour inside the egg but it goes white when it is cooked.



**Anchors.** They keep the yellow part of the egg in the middle of the white part.

**Yolk.** The yellow part is the yolk, and it is very good for you. It is full of vitamins.

**Inner membrane.** It keeps the yolk in the middle of the white of the egg.

**Air space.** This is at the round end of the egg. The air space gets bigger as the egg gets older.

Teacher:  
Sign:  
Date:

# 74 More about eggs



Let's write

Read the information on the web page.

Fill in the names of the animals in the first column. In the second column say where they lay their eggs. Then, in the third column which is on the opposite page, describe what their babies do shortly after birth.

Animal	Where they lay their eggs
Turtles	They lay their eggs in a nest in the sand.



Let's write

Read the description of the egg and answer these questions.



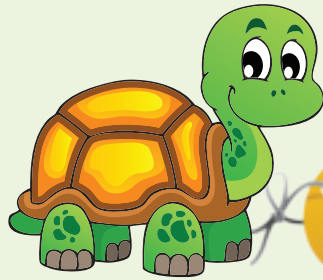
Which parts of the egg keep the yolk in the middle?	
Name the parts of the egg that protect it.	
What happens to the white of the egg when it is cooked?	
Which part of the egg gets bigger as the egg gets older?	





Look out for comparatives.

slow



slower

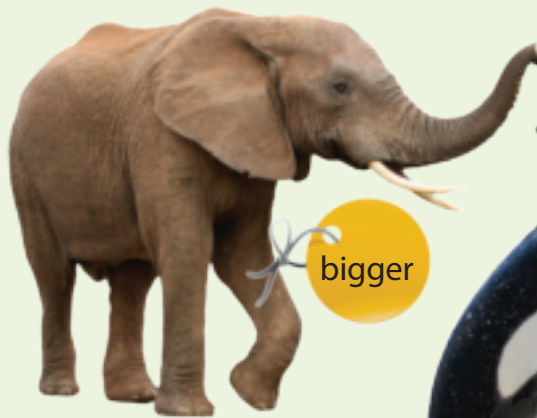


slowest

What their babies do shortly after birth




big



bigger



biggest



faster



fastest



fast

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 75 Bird watching



## New Town School

Join our new, after-school  
**BIRD-WATCHING CLUB**

Learn about the different  
birds of South Africa!

Who should join? **Boys and girls who are in Grades 4 – 7**

Where do we meet? **At the school vegetable garden**

When do we meet? **Every Wednesday at 14:30**

What to bring? **Binoculars, if you can**

- Watch and count the birds in the nearby park.
- Record what you see on your bird list.
- Have fun while learning about birds.
- Try out new binoculars donated by the Higher Education University.



Read the poster and discuss the following.

### Let's talk

Why does the designer use fonts of different colours and sizes?

Which sentences are in large font? Why?

How does the poster persuade the reader to join the bird-watching club?

Can you join the club if you do not have binoculars?

What will you do with the binoculars?





Let's write

Now design your own poster to advertise an event at your school. Remember to give information about the event itself and say when and where it will be held.

Use different fonts and pictures to attract the reader's attention.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

A large, empty rectangular box with a thin red border, intended for students to design their own poster.



Teacher:  
Sign:  
Date:



# 76 Sounds

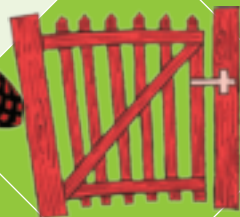
DATE

If a **g** is followed by an **e, i** or **y** then it often sounds like a **j**. We call this a **soft-g**.

The **g** in words like good is called a **hard g**.



giant



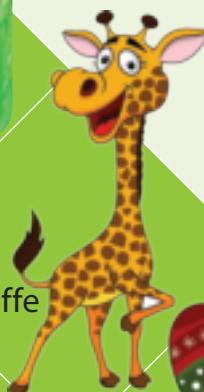
gate



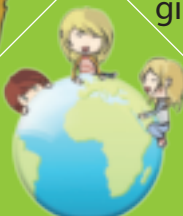
goat



grass



giraffe



geography



gloves



goose



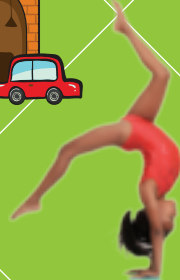
garage



germs



gold



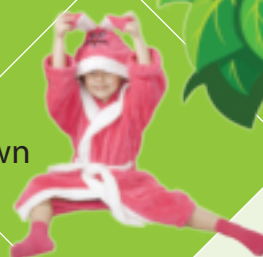
gymnast



green



goal



gown



garden

Fill the words into the correct sound boxes.

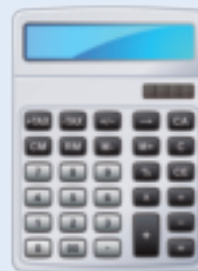
Hard-g as in **good**


Soft-g as in **giraffe**




Let's talk

Give your friend instructions on how to use one of these appliances. Remember to say how to look after the appliance, or how to use it carefully, so that it always works properly.

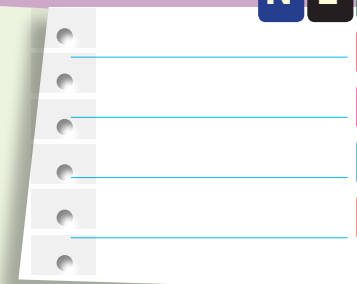




Let's write

## Subject-verb agreement

Select the correct word in the first column and use it to complete the sentences.



is/are	There _____ one book.	There _____ two books.
is/are	He _____ late for school.	They _____ late for school.
is/are	We _____ hungry.	The dog _____ hungry.
is/are	She _____ on the bus.	They _____ on the bus.
is/are	The boy _____ playing soccer.	The boys _____ playing soccer.
is/are	The children _____ in class.	The girl _____ at home.

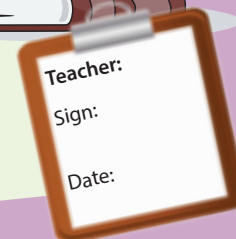
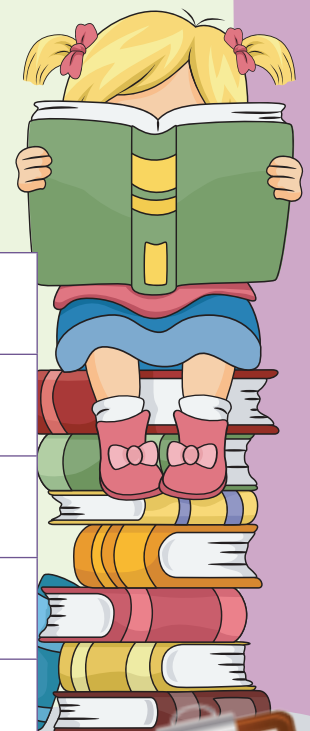


Let's write

## Abbreviations

What do these shortened words mean? Write them out in full.

Dr	
Ave	
TV	
Rd	
St	
ID	
RSA	



# 77 Animals and eggs



Let's read

Read the poem aloud, or sing it to the tune of *Twinkle, Twinkle Little Star*. Then underline the rhyming words in different colours. Use the same colour for the same sounds. We have done **eggs** and **legs** for you.



Lots of animals come from eggs,

Some with fins

And some with legs.

Some that chatter,

And some that cheep.

Some that fly,

And some that creep.



Some that slither,

And some that run.

Some with feathers,

And some with none.



There are quite a few

That hatch from eggs.

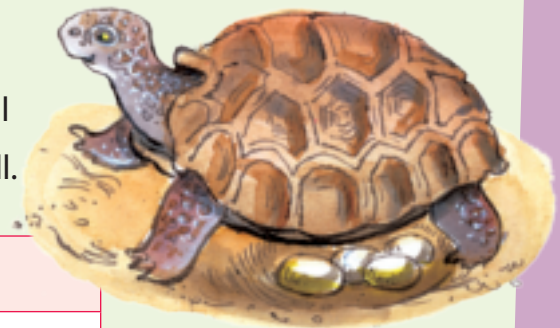
And lots of those that

Have eight legs.



Animal eggs can be quite small

And some as big as a tennis ball.



Let's write

Which animals do the following?

cheep		croak	
fly		neigh	
creep		meow	
slither		squeak	



1

# Adopt an animal

Are you a caring person?

Do you care for animals?

Give one hour a week to care for lost animals at the SPCA.

Join our Animal Support Group.

Meet at the SPCA Cat House.



2

# Do you care about our world?

Help to keep our environment clean.

Take part in weekly clean-ups around the school.

Join the Environment Group every Wednesday.

We meet in the school library at 2 pm.

Question	Poster 1	Poster 2
What is the poster about?		
What age group do you think will be interested in this activity?		
Where must you meet if you are interested?		
Which words are printed in large or bold text? Why?		

Do either of the two posters interest you? Say why or why not.

Blank space for writing answers to the question above.



Fun

Make a poster to advertise an activity or a club that interests you. The poster should give information about the activity or club.

Use different size letters and colours to draw attention to important information.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 78 What's news?

## KIDDY NEWS

29 August 2014



**Before you read**

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section, read it again slowly. Read it aloud.

### WINNING PHOTOS

Young photographers from the New Town School have won the cell phone photo competition.

*The South African Home for Lost Dogs* organised a fund-raising competition and offered prizes for the best nature photos taken with a cell phone. The New Town kids have spent the

last week clicking their phones trying to win one of the prizes.

Children sent more than 1 000 photos of animals, plants, insects, sunsets, storms and so on by MMS to **CellPHOne**.

Learners from all over South Africa entered the competition and three of the winners were from New Town School.

First prize went to Pieter Botha for his winning photo of a baby chick being fed in its nest.

Anna Naidu sent in a winning close-up photo of a peach blossom.

Thabo Mofekeng's winning photo showed a rainbow against the setting sun.



### EAT FOR HEALTH

Doctor Mnisi gave a talk at the New Town Primary School this term. The doctor encouraged the Grade 4, 5 and 6 children to look after their bodies. "You have only one body," he said. "Too many children spend their day in front of the TV and too few children play sports." He explained that children spend a lot of money buying food from the unhealthy food list. "Too many children buy chips and cola drinks for school lunch," he said. "These foods are not good for growing children and you should avoid them."

The following foods were included on the unhealthy food list: sweets, chips, chocolate, cakes, fizzy drinks and white bread.

Children should rather buy food from the healthy food list: milk, fresh juice (without sugar), and whole-wheat bread sandwiches with cheese or peanut butter.







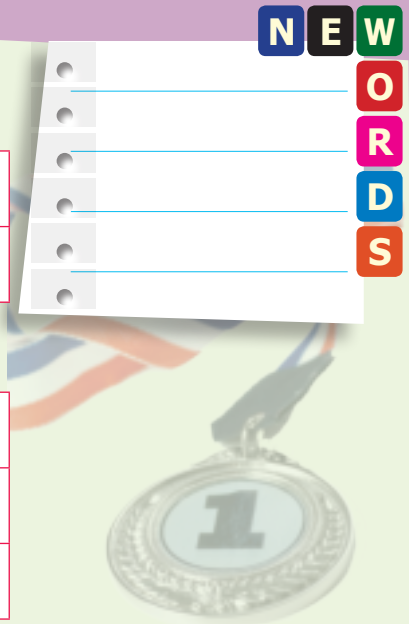
**Let's write**

What are the headlines of the two newspaper articles on this page?

Two empty rectangular boxes for writing newspaper headlines.

Give the names of the winners of the photo competition and say what the photos were about.

Three empty rectangular boxes for writing names and descriptions of photo winners.



Plan and then write your own newspaper. You should include one item of news about your school or your community. Draw a picture about the news item in the box.

\_\_\_\_\_  
Name of newspaper

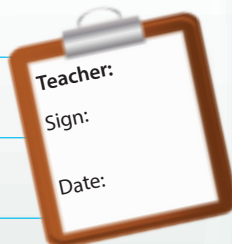
\_\_\_\_\_  
Date

\_\_\_\_\_  
Headline

Eight horizontal blue lines for writing the newspaper article.

A large empty rectangular box for drawing a picture related to the news item.

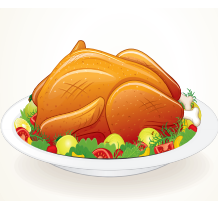

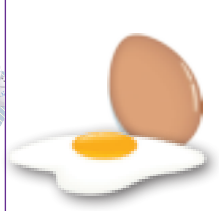

Four horizontal blue lines for writing the article's content.



# 79 Learning about language



Look carefully at the chart and say what food each person likes and dislikes.

Names				
Ann	✓	✗	✓	✓
Ken	✓	✓	✓	✗
Mandu	✗	✓	✓	✗
Sipho and Dan	✓	✓	✗	✓
Mom	✓	✗	✓	✗
Me	✓	✓	✓	✓



Ann likes chicken, eggs and cake.  
She doesn't like fish.



Ken likes \_\_\_\_\_

He doesn't like \_\_\_\_\_

Mandu \_\_\_\_\_

She \_\_\_\_\_

Sipho and Dan \_\_\_\_\_

They \_\_\_\_\_

Mom \_\_\_\_\_

She \_\_\_\_\_

I \_\_\_\_\_

I \_\_\_\_\_





**Let's write**

Now fill in **a**, **an** or **the** to complete these sentences.

I have \_\_\_\_\_ apple and a banana in my lunch box.  
(any fruit)

He has \_\_\_\_\_ new school bag. (any bag)

He has \_\_\_\_\_ new dog. (any dog)

\_\_\_\_\_ book "Winnie the Pooh" is still very popular.

Do you have \_\_\_\_\_ pen I lent to you yesterday?

Have you seen \_\_\_\_\_ film "Harry Potter".

**Definite article (the)**

We use **the** when we are talking about a specific thing, place or person.

**Example**

I can't find **the** book I borrowed from the library.

**Indefinite article (a or an)**

We use **a** or **an** when we are not referring to a specific thing or person.

**Example**

I bought **an** apple and **a** banana at the green grocer.

Remember we use **an** before a vowel.



**Let's write**

Talk to your friend about a story you want to write. Then fill in your ideas on this page.

Story about \_\_\_\_\_

Who are my characters?

Where does the story take place?

What happens in the story?

How does the story end?

Make your own book on page 33-34. Cut on the dotted lines. Fold the page on the lines. Write the title of the book on the cover. Put your name under the title, because you are the author. Draw a picture on the cover. Now write your story in the book.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Checklist



I can ...		
Predict what I will read using clues.		
Read a narrative text.		
Answer multiple choice comprehension questions.		
Describe the main characters in a story.		
Write a diary entry.		
Identify adjectives and nouns.		
Write a character description and underlines adjectives.		
Break up the words into their sounds.		
Identify adjectives.		
Use pronouns.		
Predict and write an ending for a story.		
Read a dialogue.		
Match words with their meanings.		
Retell a story in sequence.		
Plan and present a dialogue.		
Write in direct speech.		
Give the correct plural forms.		
Predict what a book will be about.		
Read a book review.		
Record words in a dictionary.		
Write a book review.		
Write sentences in indirect speech.		
Give the correct form of verbs in present and past tense.		
Identify irregular verbs.		
Write sentences using past tense.		
Read a web page.		
Use comparatives.		
Read a poster.		
Discuss questions based on the poster.		
Design and illustrate a poster.		
Distinguish between hard-g and soft-g sounds.		
Give instructions.		
Give meanings of abbreviations.		
Read a poem aloud.		
Identify rhyming words.		
Read newspaper articles.		
Answer questions based on the articles.		
Plan, write and illustrate a newspaper article.		
Use pronouns and nouns.		
Use definite and indefinite articles.		



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

Step 4: Cut on the solid line after you have stapled your book.

COVER

Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line.

5

Continue with your story here.

Draw picture here.

7

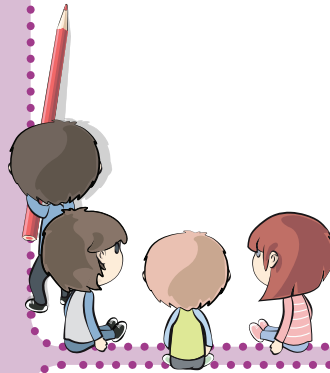
Write the middle of your story here.

Draw picture here.

Draw picture here.



Draw picture here.



Start writing your story here.

Four horizontal blue lines for writing.

2

Finish your story.

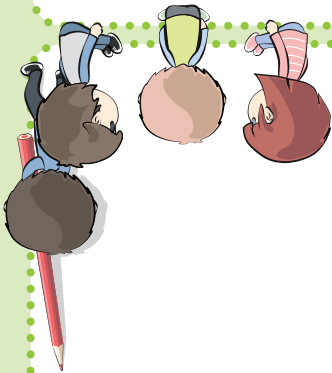
Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.

Continue with your story here.



Draw picture here.

9

Four horizontal blue lines for writing.

Write what happens at the end of your story.



Draw picture here.

# 2

# Reading and doing

## Theme 2: Reading and doing

## Term 3 Weeks 5 – 10

### Weeks 5 - 6 Stories

#### 81 The goats ate Gogo's garden 36

Reads narrative text.  
Writes and illustrates an ending for the story.

#### 82 Peter, Thabo and the goats 38

Reads the end of the story.  
Matches words with their meanings.  
Discusses and then answers questions based on the text.  
Writes an apology card.

#### 83 Let's write a story 40

Role plays the story of the goats and Gogo's garden.  
Retells the story in sequence.  
Plans to rewrite the story using a mind map.  
Writes the story in rough draft, edits, corrects and writes the final draft.

#### 84 Looking at language 42

Identifies nouns and adjectives.  
Uses **am, is** or **are** to complete sentences in present tense.  
Uses **was** or **were** to complete sentences in past tense.  
Uses adverbs of degree.  
Identifies adverbs of degree and uses them in sentences.

#### 85 Shadow Girl to the rescue 44

Reads narrative text.  
Discusses questions based on the text.  
Answers questions based on the text.  
Rewrites sentences into direct speech.

#### 86 Telling the story 46

Uses a mind map to plan a story.  
Sequences the story correctly in paragraphs.

#### 87 Sounds that speak 48

Identifies hard c-sounds and soft c-sounds.  
Sorts the hard c-sounds and soft c-sounds into sound boxes.

#### 88 Write a shape poem 50

Reads shape poems.  
Writes shape poems.

### Weeks 7 - 8 Instructional text

#### 89 Party clowns 52

Reads a recipe.  
Identifies the verbs.  
Answers questions based on the recipe.

#### 90 Numbers and place 54

Completes the sentences using prepositions.  
Uses prepositions to complete a word grid.  
Writes sentences using prepositions.  
Uses the modals **can** and **may** to complete sentences.  
Draws a bar graph.

#### 91 Hand washing 56

Reads the poster.  
Discusses questions based on the poster.  
Answers questions based on the poster.  
Designs a poster to encourage children to brush their teeth.

#### 92 Reading a chart 58

Predicts the content of books based on the covers.  
Discusses the chart about books read by children.  
Answers questions based on the chart.  
Writes a book review of a book that they have read.

### Weeks 9 - 10 Dialogues and poems

#### 93 The gingerbread man 60

Reads a dialogue.  
Retells the story.  
Role plays the story.

#### 94 Writing a dialogue 62

Plans a dialogue.  
Writes a dialogue.  
Role plays the dialogue..

#### 95 Fun with poetry 64

Reads a poem  
Finds words that rhyme with the given words.

#### 96 Book reviews 66

Discusses the book covers.  
Tabulates answers to the questions based on both books' covers.  
Writes a paragraph on which book they prefer to read and why.  
Checklist.  
Make own book.





# The goats ate

# Gogo's garden



Let's read

Peter and Thabo live in the same street, they go to the same school and they are in the same Grade 4 class. Both boys love playing soccer. They play soccer whenever they can. On most afternoons after school, they play soccer in the open field outside their house. Gogo Msila lives in the same street, on the opposite side of the field.

The two boys started playing soccer in the afternoons when they were still very young. As they grew older they began to kick harder, and if they kicked too hard, the ball landed in Gogo's garden. Gogo told them that they must always remember to shut the gate when they fetched their ball from the garden. There were many goats roaming around and Gogo didn't want the goats to get into her garden. She was afraid they might eat up her vegetables.

One Thursday afternoon, Gogo was getting ready for visitors from Botswana. She was very happy that they were coming and she was planning to make a delicious vegetable stew and a big pot of vegetable soup. Her garden was full of lovely fresh vegetables. She had carrots, beetroot, cabbages, tomatoes, spinach and green beans growing in her garden.

Peter and Thabo were playing soccer in the field as usual. Both were trying to score a goal. Peter kicked the ball into Gogo's garden, and they both ran to get the ball. They ran back to the field and they forgot to lock the gate. In no time the neighbourhood goats had eaten up the whole garden! They ate all the carrots, beetroot, cabbages, tomatoes, spinach and green beans! The garden was bare.

Gogo was very angry. "Did you leave the gate open?" she asked.

"No, Gogo, it wasn't me," said Peter.

"No, Gogo, it wasn't me," said Thabo.

"Then who was it?" she asked. She didn't wait for an answer. She ran for a taxi so that she could go to the market to buy vegetables.

Peter and Thabo knew they had lied. They felt very sorry about leaving the gate open but they were sorrier that they did not tell Gogo the truth.



### Before you read

- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.



### While you read

- Compare your predictions with what you read.
- If you don't understand a section read it again slowly. Read it aloud.





**N E W**  
**O**  
**R**  
**D**  
**S**



Let's do

What do you think happened next in the story?

How do you think the story will end?

Draw a picture to show what you think happened.  
Then write a paragraph to describe how you think  
the story will end.

Blank lined paper for writing.

Large blank lined area for drawing and writing.



Teacher:  
Sign:  
Date:



# Peter, Thabo and the goats

*Now read the end of the story*



Let's read

Peter and Thabo waited for Gogo to come back from the market. She got out of the taxi with some bags of vegetables. They helped Gogo to carry them home. They helped her prepare for the visitors from Botswana.



Gogo's visitors arrived. There were only two small pots on the stove. After lunch, everyone still felt hungry. Gogo shrugged sadly. She did not have enough money to buy vegetables for her visitors. She looked sadly at her empty garden and explained to them that the goats had eaten all the vegetables.

The next day when Gogo looked out of the window she saw Peter and Thabo and all the other children from the street digging and planting seedlings. Gogo came out to see the children working in the garden. Peter and Thabo showed Gogo the new spring lock they had put onto the gate so that it slammed closed automatically.

They looked at Gogo and said, "We're sorry that we lied Gogo ... we left it open, Gogo! But it will never happen again!"



Let's write

Draw a line to match these words with their meanings.

slammed		made people understand
automatically		baby plants
explained		closed with a bang
shrugged		without help from anyone
seedlings		raised and dropped the shoulders





**Let's write**

Look at these questions. Talk to your partner about the answers. Then write your answers in the spaces.

How do we know that Peter and Thabo were sorry that they lied to Gogo?

What did Peter and Thabo do to apologise for what they had done?

Why did Gogo only make small pots of food?

Do you think the boys will ever leave the gate open again? Why?



**Let's write**

We all need to apologise when we have done something wrong. Pretend you are Peter or Thabo and send an apology card to Gogo.



# 83 Let's write a story



Let's role play

Make up a role play to show what happened in the story about Gogo's garden. You need the following characters: Gogo, Thabo, Peter and a goat.



Let's write

Tell your friend the story about Gogo's garden in the correct sequence. Think about what happened at the beginning of the story, in the middle and at the end of the story.



Let's talk

Now plan to write the story using the following mind map.

### In the beginning

Firstly



### Then in the middle

Secondly



### Still in the middle

Thirdly,

### In the end

Finally,



Let's write

Now use your mind map to write the story about Gogo's garden. Write your story in rough and ask a friend to check it for you. Then make the corrections to the story and write the story neatly in the space on the opposite page.



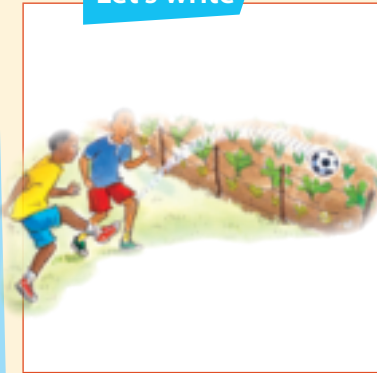


Let's write

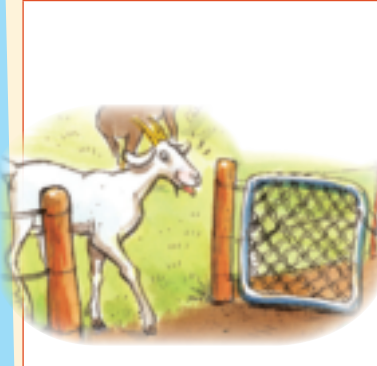
Write the story neatly in the space provided.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



Blank lined writing area for the first story.



Blank lined writing area for the second story.



Blank lined writing area for the third story.



Blank lined writing area for the fourth story.



Blank lined writing area for the fifth story.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





# 84 Looking at language



Let's write

## Adjectives before nouns

Fill in the adjectives that describe the nouns in the following sentences. Then circle the nouns they describe.

We use adjectives to describe nouns.

For example:  
The **small** dog.

- The **small** dog slept in the **warm** sunshine.
- The \_\_\_\_\_ goat ate Gogo's \_\_\_\_\_ garden.
- The \_\_\_\_\_ boys played soccer in the \_\_\_\_\_ street.
- The \_\_\_\_\_ girl passed a \_\_\_\_\_ maths exam.
- The \_\_\_\_\_ lady accidentally dropped the \_\_\_\_\_ pot on the floor.
- The \_\_\_\_\_ girl wore a \_\_\_\_\_ red dress to the party.
- The \_\_\_\_\_ firemen went into the \_\_\_\_\_ house.
- The \_\_\_\_\_ man reported the \_\_\_\_\_ accident to the police.

- dusty    clever
- bad    naughty
- difficult    little
- green    brave
- hungry    angry
- beautiful    hot
- old    burning

1 small, warm 2 hungry, green 3 naughty, dusty 4 clever, difficult 5 old, hot 6 little, beautiful 7 brave, burning, 8 angry, bad



Let's write

Fill in either **am**, **is** or **are** to complete these sentences in the present tense.

### The verb to be

Remember we use **is** or **am** for a **singular** subject. We use **are** if the subject is **plural**.

The goat _____ black and white.	The pen _____ on my desk.
I _____ happy that I found my glasses.	My crayons _____ in my pencil box
We _____ going swimming tomorrow.	You _____ the best soccer player.
Gogo _____ very old.	They _____ playing in the park.
The boys _____ playing in the road.	He _____ good at maths.



Let's write

Now fill in **was** or **were** in these sentences that are in the past tense.

### The verb to be

Remember we use **was** for **singular** subject. We use **are** if the subject is **plural**.

She _____ sick in bed.	I _____ was at the doctor.
I _____ late for school.	He _____ at soccer practice.
You _____ absent on the day of the test.	She _____ doing her homework.
We _____ swimming in the sea.	They _____ were playing soccer.
They _____ on holiday in December.	Ann _____ the referee.



# Adverbs of degree

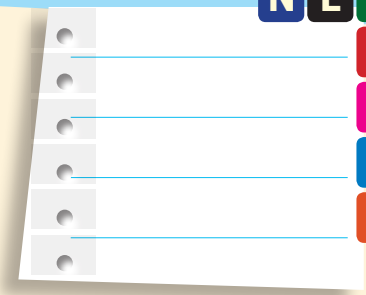


Let's write

Fill in either **too** or **very** or **nearly** to complete these sentences.

Looking at adverbs of degree.

They tell us to what extent something happens.



1. This tea is \_\_\_\_\_ hot.
2. She is \_\_\_\_\_ pretty.
3. I have \_\_\_\_\_ finished my homework.
4. The dog is \_\_\_\_\_ naughty.
5. It is \_\_\_\_\_ late to go to town.
6. I got 45% and so \_\_\_\_\_ passed my test.
7. We are \_\_\_\_\_ happy that we won.
8. I was \_\_\_\_\_ busy to go to soccer practice.
9. We were \_\_\_\_\_ in Durban when the car broke down.
10. He \_\_\_\_\_ won the race and then he fell.



1 too 2 very 3 nearly 4 very 5 too 6 nearly 7 very 8 too 9 nearly 10 nearly



Let's write

Draw lines to separate these adverbs of degree and then use five of them to form sentences of your own.

*almost/completely/enoughfullyhardlyincrediblyjustlittletotsmostmuchnearlyreallytooverly*



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# Shadow Girl to the rescue

**Before you read**

- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section read it again slowly. Read it aloud.

**Let's read**

The children at New Town School were glad to see Lindi Myeza at school today. For those of you who don't know her, Lindi looks just like any other eleven-year-old schoolgirl, in her uniform and pigtails. But when there is a problem, she instantly turns into a shadow with superhuman strength. Today, she became angry when the children told her about the three cell phones that had disappeared from the school. She knew New Town School was no longer a safe place to be.



When Lindi and her friend Wendy went out for their 10 o'clock break, they saw a man sitting in a big bakkie just outside the school. They saw him call a small grade 1 child and heard him offer her a ride and a chocolate.

"Chocolate my foot!" snorted Lindi. In a second, she was gone and all that was left was a long, dark shadow that stretched right across the street. Shadow Girl was back, and she was going after the man.

She immediately saw the three cell phones in his car. Ring ring!

"What's this?" she shouted as she picked up the phones. "Look at this name! This phone belongs to Thabo Ndlovu. And this name, can you read it, is Wendy Smith. What are you doing with their phones?" "I needed to make ... um ... uh ... a call ..." stammered the man. "I'm sorry I took the phones." What was going on? Where was this voice coming from? He started to shake.

"You stole their phones, you crook!"

And Shadow Girl twirled the man round on her finger. She lifted him above her head and shook him. A necklace fell from his pocket.

"I know this necklace!" shouted Shadow Girl. "It belongs to my teacher."

"Put me down!" muttered the man.

"The only place I will put you, Mister, is into the police van." The man looked down and saw a police van stopping behind them.

"He's all yours, constable!" she said. And Shadow Girl disappeared. Her work was done.

Lindi stood inside the school grounds with Wendy, watching and looking as though nothing unusual had happened. In a split second, she was back at her desk, ready to start writing in her workbook.



"Now children," said Mrs Smith. "Today let's talk about what we can do to make our neighbourhood safer."

The children all turned to Lindi and grinned.







**Let's talk**

A stereotype is a fixed belief that everyone in a certain group is the same. If you think girls can't be super heroes, you believe that no girls can ever be strong. You stereotype them. If you think only boys can be super heroes, you also stereotype them, because you believe that no boys ever get scared.



Answer these questions.

**Let's write**

What is special about Shadow Girl?

Blank writing lines for the first question.

What did the man do to anger Shadow Girl?

Blank writing lines for the second question.

Why did the man stutter and say "um ... uh ..." ?

Blank writing lines for the third question.

Why did the children grin at Shadow Girl in the last line of the story?

Blank writing lines for the fourth question.

Make up a good name for this story.

Blank writing lines for the fifth question.

Rewrite these sentences in indirect speech.

"Who took our cell phones?"

Wendy asked

"You must never go off with strangers."

Shadow Girl told the child that

Notepad with horizontal lines for writing.

**NEW  
WORDS**



Clipboard with fields for Teacher, Sign, and Date.



# 86 Telling the story



Let's write

Use the mind map and plan to write the story of *Shadow Girl*. Complete the mind map by answering the questions.



How did the story begin? What was the problem?

Handwriting lines for the first question.

What happened?

Handwriting lines for the second question.

## Shadow Girl

What happened after that?

Handwriting lines for the third question.

How did it end? How was the problem solved?

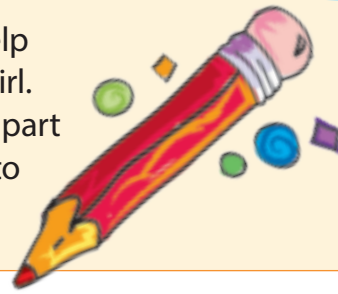
Handwriting lines for the fourth question.





Let's write

Now use your mind map to help you tell the story of Shadow Girl. Write a paragraph about each part of the story. Use the pictures to help you.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



First



Then



After that



Finally

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 87 Sounds that speak



Let's write

Draw a line from each sound to the picture that shows what makes the sound.



tick tock

meow

cheep

toot toot

drip drip

ring ring

squeak

tinkle



# SPLASH

Write down all the sound words that you can think of. Write them to look like the sound.

Fun



The soft C

The soft C works with e i y

Looking at the hard and soft C  
Use these illustrations to help you work out when to use a soft C and a hard C.

The hard C

The hard C works with a o u

Look at these words. Say them aloud and work out which start with the **soft C-sound** and which start with **the hard C-sound**. Circle the **soft sounds in blue** and the **hard sounds in red**.

cat

caterpillar

cake

city

cabbage

Carol

card

cover

cup

candle

camera

centimetre

centre

clinic

Merry Christmas

cents

circe

Write the words in the correct boxes.

Soft C		Hard C	

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

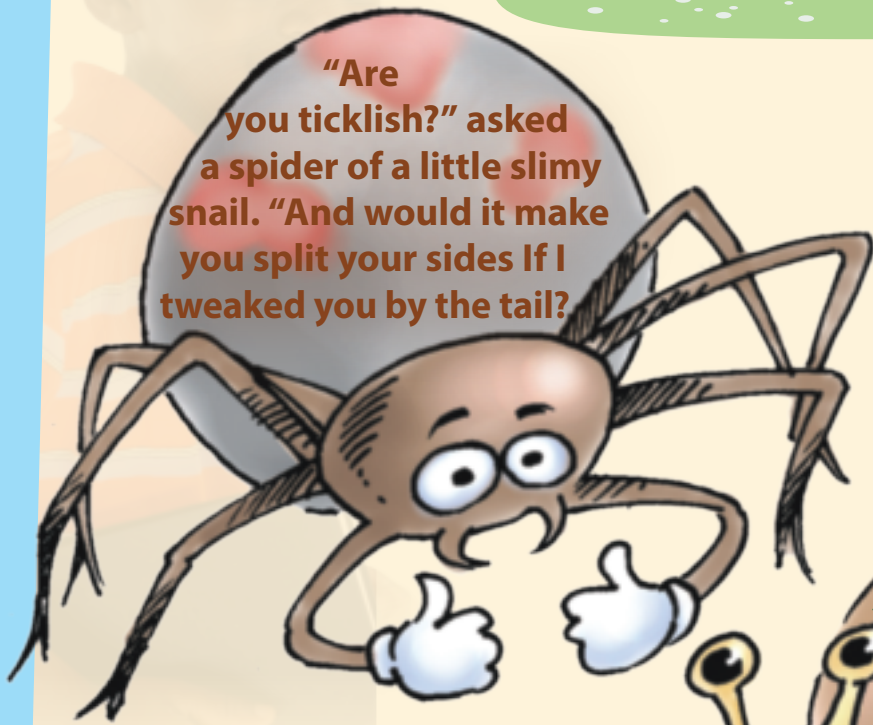


# 88 Write a shape poem



Let's read

Read these shape poems. Shape poems look like the thing they describe, but they do not have to rhyme.



# BIRDS

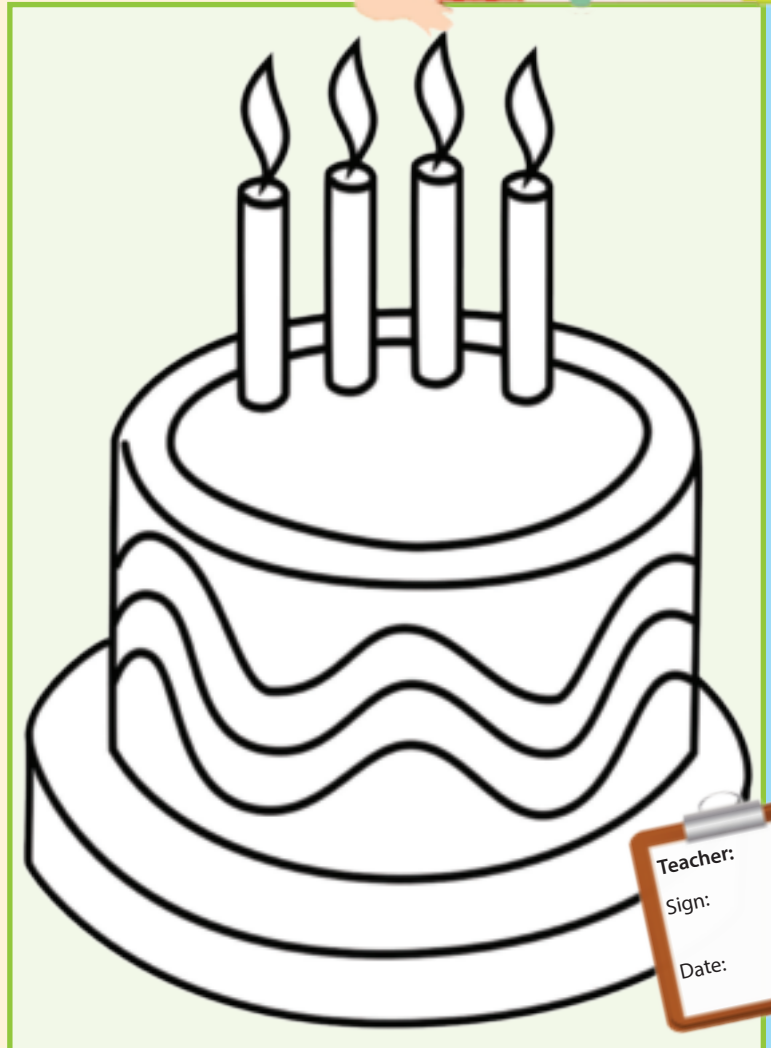
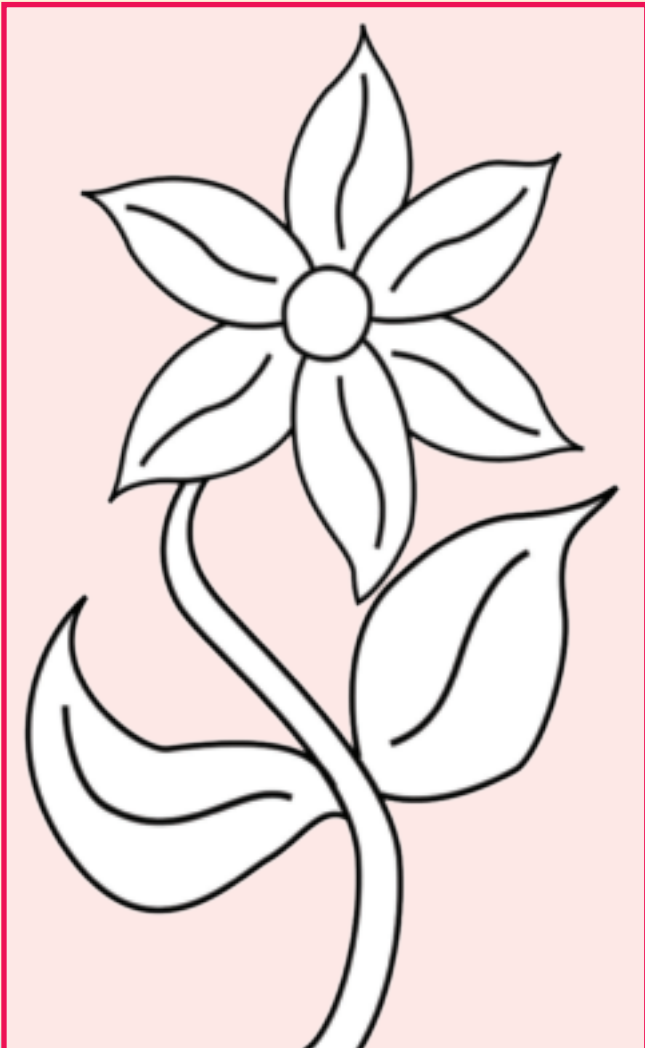
fly worms nest eggs wings beak chicks feathers big small  
hop flight swoop glide float flap sing big small  
legs claws

NEW  
WORDS



Let's write

Now write your own shape poems on these drawings. Begin by thinking about the words or sentences you will use.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 89 Party Clowns

DATE \_\_\_\_\_



Let's read

In this section we will look at texts that we read when we need information. We will start off with a recipe.



Recipes have two main parts. The first part tells you what ingredients you need. The second part tells you what to do with the ingredients.

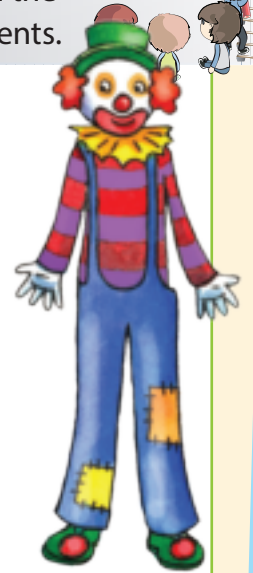
## PARTY CLOWNS

### What you need

* 6 ice cream cones	Half a cup of icing sugar
6 marie biscuits	Food colouring
6 marshmallows	2 - 3 tablespoons of water

### What you must do

1. Add the water to the icing sugar and mix to form a thick water icing. Use this as glue to make the clowns.
2. Spread the icing onto the marie biscuits and then press the cone onto the marie biscuit base.
3. Cut off the point of the cone. Push a marshmallow onto the cone to form a head.
4. Use icing to attach the point of the cone onto the marshmallow to form a hat.
5. Use a toothpick to paint a face on the marshmallow using coloured icing to form the face.
6. Stick some jelly tot buttons down the cone.
7. Allow to dry.



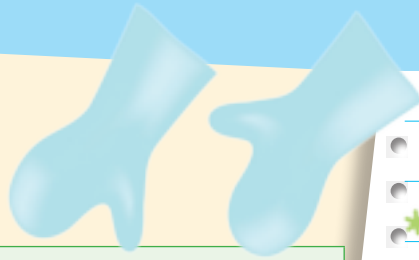
Underline all the verbs in these instructions. Usually they are at the beginning of each instruction.



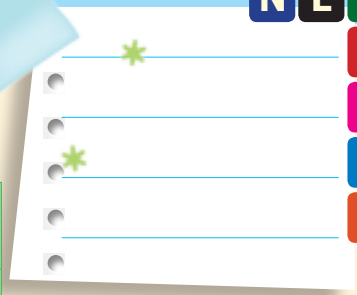


Let's write

Read the recipe carefully and then answer these questions.



**NEW**  
**WORDS**



How much icing sugar is needed?	*
What forms the clowns head?	
What forms the clown's hat?	
What do we use to paint the clowns face?	
What does the clown stand on?	*

What happens after the head is attached?

---

What happens after the face is painted?

---



**Ice cream clowns** Try making clowns by replacing the marshmallows with ice cream. Look at the picture and answer the questions



Ice cream clowns

What is the head made of?

---

Should you leave this clown to dry? Why?

---

How do the clowns' caps differ from those in the previous recipe?

---



# 90 Numbers and place

Fill in these words in the following sentences.

The clown stands  a marie biscuit.

We put the hat  it's head.

We mix the icing sugar  water.

The cone clowns are nice to eat  summer.

We looked  the door and saw the cat coming in.

No one spoke  the cooking class.

You must drive  the school and you will see the sports ground.



Let's write

towards

on

during

with



Let's write

Fill these prepositions into the word grid. Count the letters in each word to help you to find the correct space for each one.

a								d	

- alongside
- above
- between
- on
- during
- into
- under

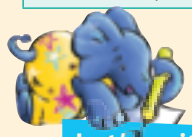
Now choose four of the prepositions and use them to form four sentences.

Blank writing area with horizontal lines for forming sentences.



<b>May</b> I leave school early today?	To request permission
<b>I can</b> play the guitar.	To show ability

The modals **can** and **may**  
 May is used to ask for permission.  
 Can is used to express ability.



**Let's write**

Now fill in either can or may to complete these sentences

- I borrow your ruler?
- you speak German?
- I leave school early today?
- I  play the piano.
- He  can play soccer but not rugby.
- I use your ruler please?
- you swim?
- She  can sing well.



1 may, 2 can, 3 may, 4 can, 5 may, 6 may, 7 can, 8 can. Put answers upside down



**Let's write**

Imagine that you have done a survey in your class to find out what fruit the children like. Look at the table and say what fruit each child likes and dislikes.

	Peaches	Apples	Plums	Apricots	Grapes	Total
<b>Zama</b>	✓	✓	✓	✓	✓	<b>5</b>
<b>Milly</b>		✓		✓		<b>2</b>
<b>Bheki</b>	✓		✓		✓	<b>3</b>
<b>Debs</b>	✓	✓			✓	<b>3</b>
<b>Redi</b>	✓		✓	✓	✓	<b>4</b>
<b>Kanya</b>	✓	✓		✓		<b>3</b>
<b>Mike</b>	✓	✓	✓	✓		<b>4</b>



Now draw a bar graph. Colour the correct number of blocks in the table.

<b>FRUIT</b>	5							
	4							
	3							
	2							
		Zama	Milly	Bheki	Debs	Redi	Kanya	Mike
		<b>NAMES</b>						



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 91 Hand washing

DATE



Let's read

Read these posters and then answer the questions that follow.



Posters and pamphlets are designed to give you information. They usually use different fonts, lots of colour and pictures.



Let's talk

What is the poster heading?

What is the main message in the poster?

Who should read the poster? (Say what age group.)

Why must we wash our hands?



Let's write

According to the poster when should we wash our hands?

Why do you think we should wash our hands when we get home?

Why should we wash our hands after we sneeze or cough?

How many times did you wash your hands yesterday?

Why did you decide to wash your hands at those times?





Let's do

Now design a poster to encourage children to brush their teeth every day.

Your poster must say when they should brush their teeth and why they should brush their teeth.

At the bottom of the poster you must write down some instructions for brushing your teeth. Remember to use a catchy heading.

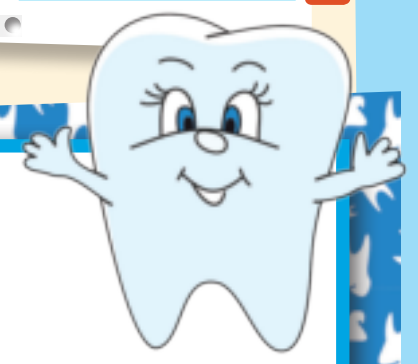
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

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



# 92 Reading a chart

Look at these book covers. Draw a line from each cover to one of the words below to show what type of book it is.



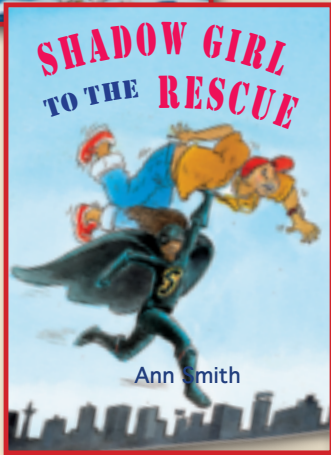
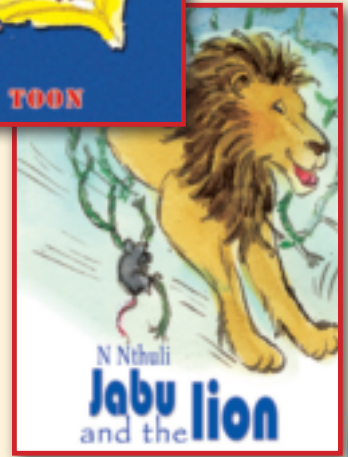
informative

cartoons/comics

folk tales

story

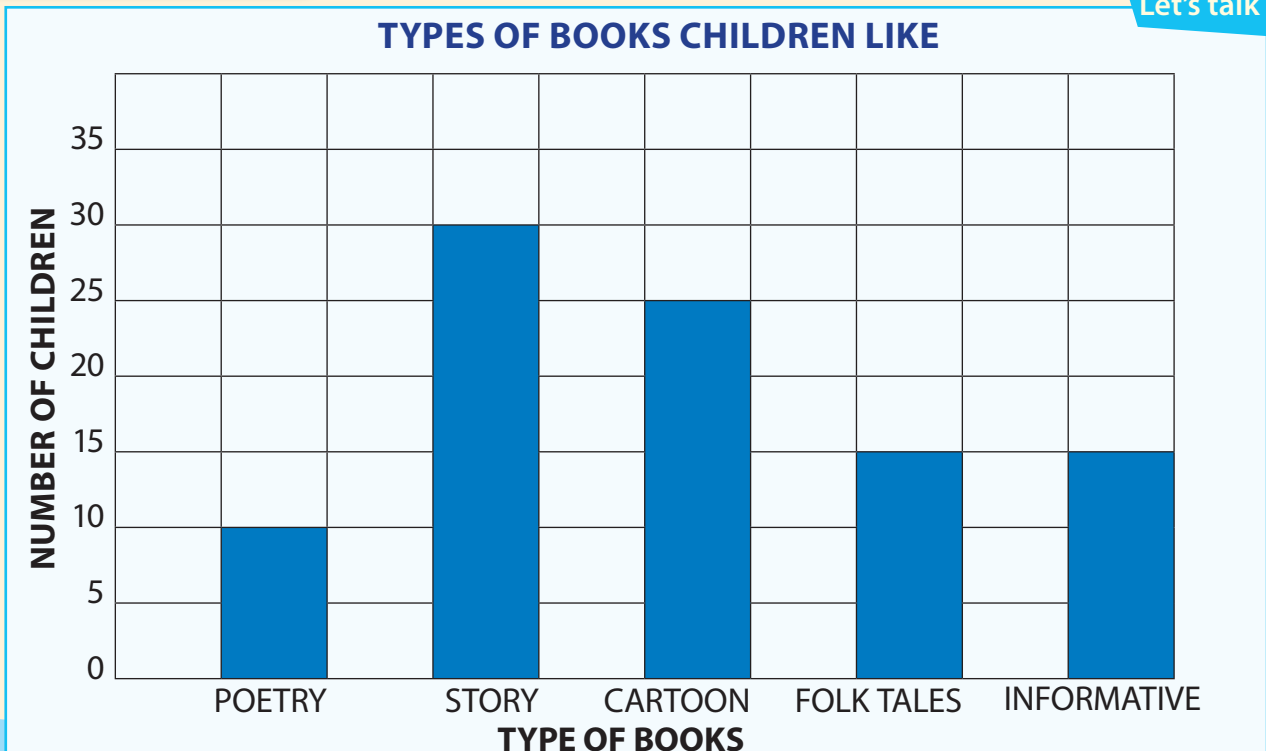
poetry



Look at the chart. What does it tell you? Talk to your friend about which kinds of books are the most popular and which are the least popular among children.



Let's talk

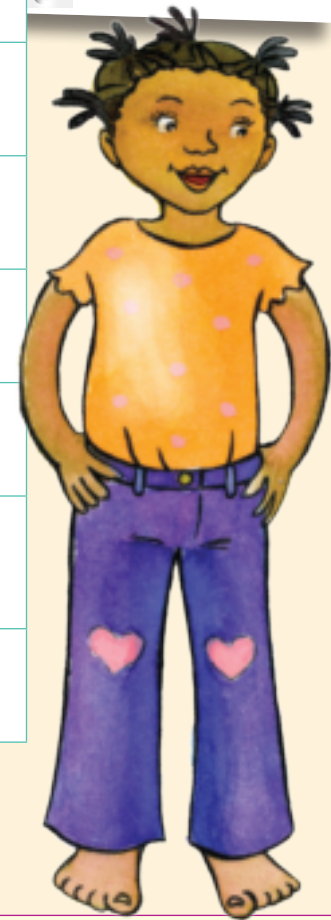




**Let's write**

Now fill in the answers to these questions.

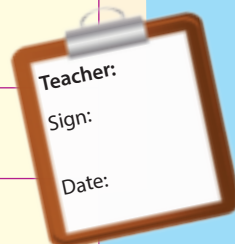
Which type of book is the most popular?	
Which type is the least popular?	
Which two types are equally popular?	
How many children liked poetry the most?	
How many children liked cartoons the most?	
How many children altogether liked folk tales and informative books the most?	
What type of books do you like most?	



**Let's write**

Now write a book review of a book you have read.

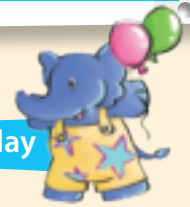
Name of book	
Type of book	
Author	
What was the book about?	
Would you recommend it to a friend? Why?	



# 93 The gingerbread man

This is a role play based on a very popular children's story. Act out the role play. You will need the following characters: Old lady, old man, gingerbread man, pig, horse and fox.

Role play



**Narrator:** Once upon a time a little old woman and a little old man lived in a cottage. One day they were very hungry and so they decided to bake a gingerbread man. They used raisins for eyes and cherries for buttons and put him in the oven to bake. As soon the old woman opened the oven, the gingerbread man jumped out and ran through an open window.



**Gingerbread man:** Don't eat me!

**Woman:** Stop! Stop!

**Gingerbread man:** Run, run as fast as you can! You can't catch me, I'm the Gingerbread man.

**Narrator:** He ran down the road towards the river. Along the way he met many hungry animals.



**Pig:** Stop! Stop! I want to would like to eat you.

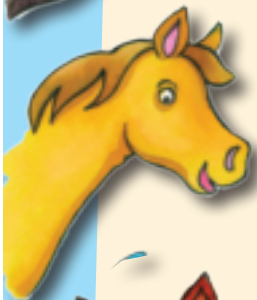
**Gingerbread man:** Run, run as fast as you can. You can't catch me, I'm the gingerbread man.

**Cow:** Stop! Stop! I want to eat you.

**Gingerbread man:** Run, run as fast as you can. You can't catch me, I'm the gingerbread man.



**Narrator:** The cow chased the gingerbread man along with the pig and the little old woman. But the gingerbread man was too fast for them. It was not long before the gingerbread man met a horse.



**Horse:** Stop! Stop! I want to eat you, little man.

**Gingerbread man:** Run, run as fast as you can. You can't catch me, I'm the gingerbread man.

**Narrator:** The horse and the cow and the pig and the little old lady and the little old man all ran after the gingerbread man. The gingerbread man laughed and laughed until he came to a river.



**Gingerbread man:** Oh no! They will catch me. How can I cross the river?

**Fox:** I can help you cross the river. Jump onto my tail and I will swim across.

**Gingerbread man:** You won't eat me, will you?



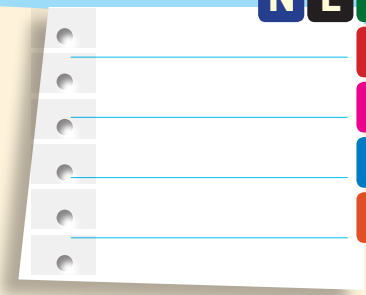


Fox: Of course not.

Narrator: So the gingerbread man climbed on the fox's tail.  
Soon the gingerbread man began to get wet.

Fox: Climb onto my back. ... Oh dear, you are too heavy and I am very tired. Jump onto my nose.

Narrator: They no sooner reached the other side when the fox tossed the gingerbread man into the air.  
He opened his mouth and 'Snap!' that was the end of the gingerbread man.



Let's write

Retell the story in sequence.

	<p>First</p> <hr/> <hr/> <hr/> <hr/>
	<p>Second</p> <hr/> <hr/> <hr/> <hr/>
	<p>Third</p> <hr/> <hr/> <hr/> <hr/>
	<p>Fourthly</p> <hr/> <hr/> <hr/> <hr/>
	<p>Lastly</p> <hr/> <hr/> <hr/> <hr/>

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 94 Writing a dialogue



Let's write

Now write a dialogue of your own. Write about something that happened to you and your friends in the school playground.

Who are the characters?

Lined writing area for identifying characters.

What is the setting for the play?

Lined writing area for identifying the setting.

Speaker	What they say



Let's do

# Collective nouns

Trace the lines to find the correct collect nouns.

Looking at collective nouns  
Collective nouns are names for groups of people or things of the same kind.



flock

army

peep

herd



team

school

bunch



flock

tribe

swarm



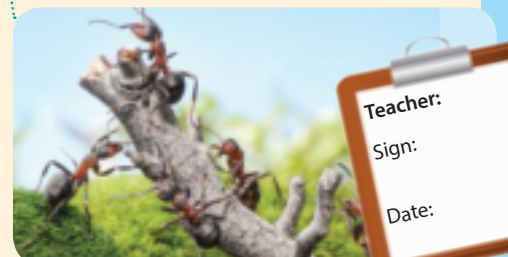
school

fleet

bunch



litter



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 95 Fun with poetry



Let's read

Read the poem aloud and listen to the rhyming words.

## MY ELEPHANT IS MISSING

I cannot find my elephant.  
He must have run away.  
He isn't on the sofa  
where he promised he would stay.

I've looked around the living room,  
the kitchen and the hall.  
My elephant is missing  
and I'm not sure who to call.

I'll need to get a bloodhound  
who can track him by his scent,  
or hire a house detective  
to discover where he went.

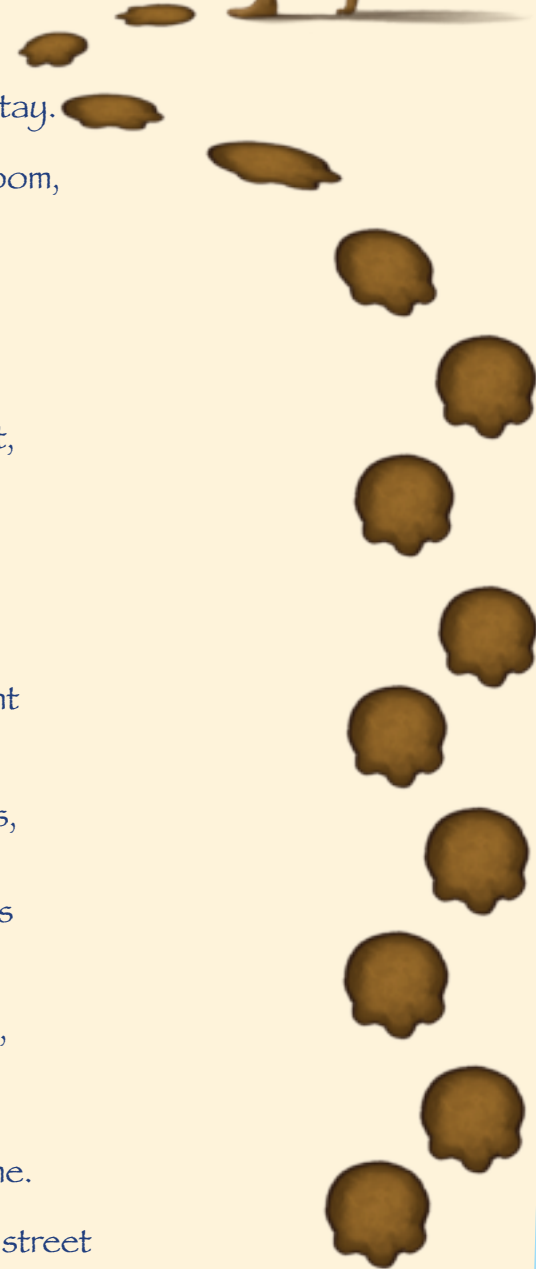
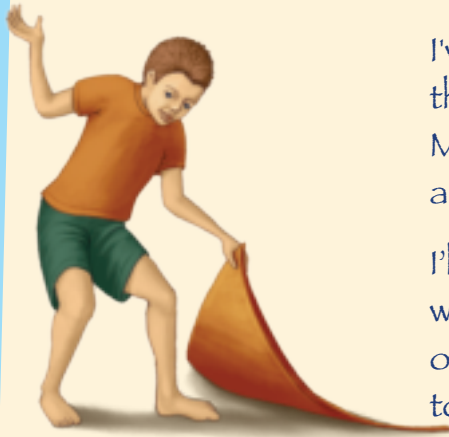
He isn't in the basement  
or the attic or the yard.  
You'd think, to find an elephant  
would not be quite so hard.

Perhaps I'll make some posters,  
and I'll offer a reward.  
I'd make it more, but fifty cents  
is all I can afford.

If you should see my elephant,  
he answers to "Jerome."  
Please tell him that I miss him  
and I wish he'd come back home.

He knows the way. It's up the street  
and down our garden path.  
And next time I won't warn him  
when it's time to take his bath.

Kenn Nesbitt





Let's write

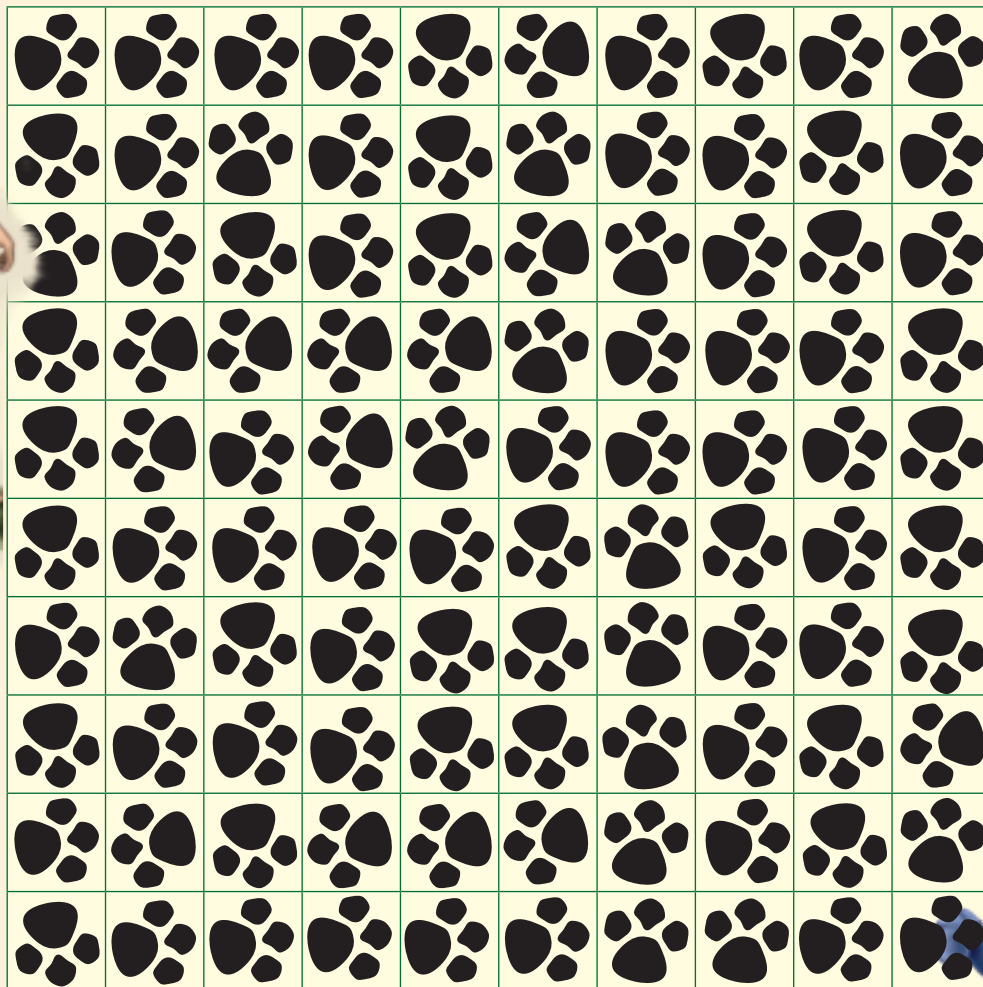
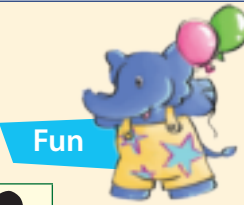
Find the words in the poem that rhyme with these.

away	hall	scent	yard	reward	Jerome	path

Do you think the poem is about a true story? Why?

Why do you think the poet wrote the poem?

Help Jim to find his missing pet. You must move in the direction that the pawprint is pointing to help him through the maze.

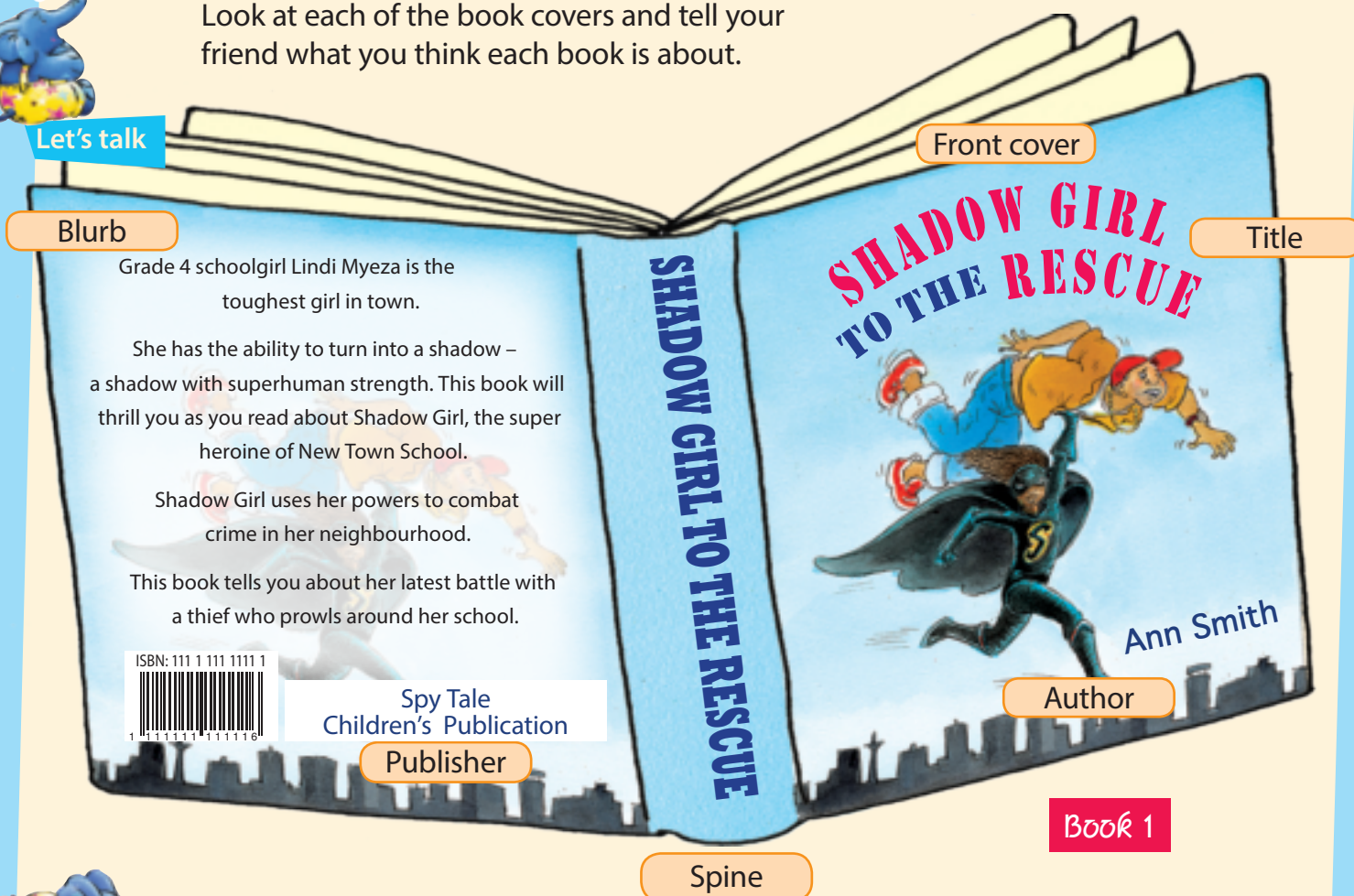


# 96 Book reviews



Let's talk

Look at each of the book covers and tell your friend what you think each book is about.



Blurb

Grade 4 schoolgirl Lindi Myeza is the toughest girl in town.

She has the ability to turn into a shadow – a shadow with superhuman strength. This book will thrill you as you read about Shadow Girl, the super heroine of New Town School.

Shadow Girl uses her powers to combat crime in her neighbourhood.

This book tells you about her latest battle with a thief who prowls around her school.



Spy Tale  
Children's Publication

Publisher

Front cover

Title

Author

Spine

Book 1



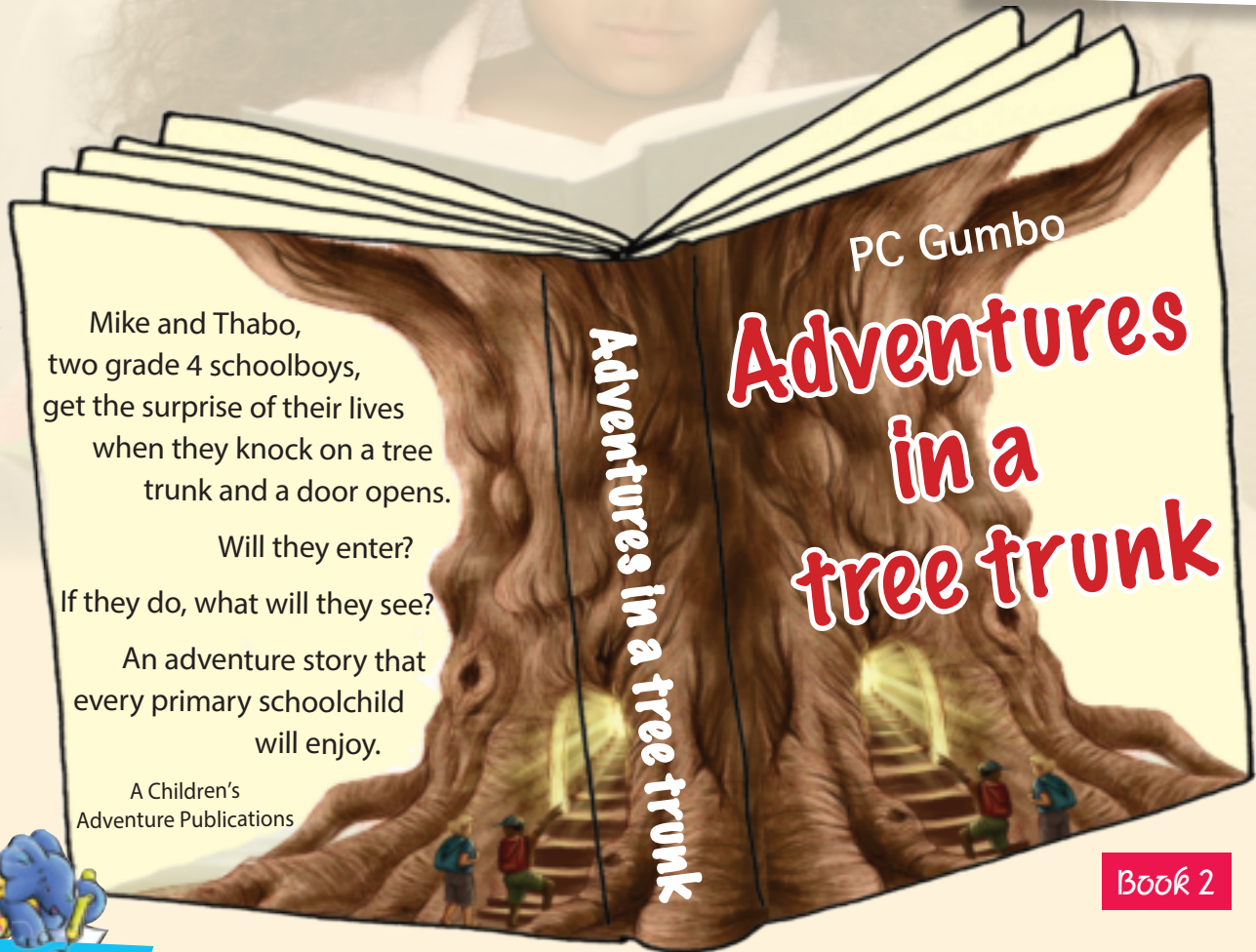
Let's write

Read both book covers and then answer these questions.

Book 1	Questions	Book 2
	What is the title of the book?	
	Who is the author?	
	Who is the publisher?	
	Who are the main characters?	
	What is the plot about?	
For ____ to ____ years.	For what age group is the book?	For ____ to ____ years.



Blank lined paper for writing new words.



Mike and Thabo, two grade 4 schoolboys, get the surprise of their lives when they knock on a tree trunk and a door opens.

Will they enter? If they do, what will they see?

An adventure story that every primary schoolchild will enjoy.

A Children's Adventure Publications

Book 2



Let's write

Which of the two books would you like to read? Say why.



Large lined area for writing a response to the question.

Clipboard with fields for Teacher, Sign, and Date.



# Checklist

DATE

I can ...		
Read a story		
Identify the plot of the story.		
Use a mind map to guide story writing.		
Write an ending for a story.		
Write an apology card.		
Role play a story.		
Correct and edit my essay.		
Identify nouns and adjectives.		
Use <i>am, is or are</i> correctly.		
Use <i>was or were</i> correctly.		
Use adverbs of degree.		
Read narrative text.		
Discuss questions based on the text.		
Rewrite sentences in direct speech.		
Plan to write a story using a mind map.		
Sequence a story according to paragraphs.		
Identify hard c-sounds and soft c-sounds.		
Read shape poems.		
Write a shape poem.		
Read a recipe.		
Identify the verbs in a recipe.		
Answer questions about the recipe.		
Complete sentences using prepositions.		
Use modals <i>can</i> and <i>may</i> to complete the sentences.		
Draw a bar graph to show the results of a survey.		
Read a poster.		
Answer questions based on a poster.		
Design a poster to persuade.		
Predict stories from book covers.		
Explain a bar chart.		
Answer questions based on a chart.		
Write a book review.		
Read a play.		
Identify the characters in the play.		
Read a poem.		
Identify rhyming words.		
Answer questions based on book covers.		
Write a paragraph about a book.		





BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

Continue with your story here.

Draw picture here.

7

Write the middle of your story here.

Draw picture here.

Draw picture here.



Draw picture here.



Start writing your story here.

Four horizontal blue lines for writing.

2

Finish your story.

Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.

Continue with your story here.



Draw picture here.

9

Four horizontal blue lines for writing.

Write what happens at the end of your story.

Draw picture here.



# 3

# People, creatures and the weather



Theme 3: People, creatures and the weather

Term 4: Weeks 1 – 4

## 97 Anansi and the talking 72

Discussion and prediction based on the pictures.  
Reads a folk story.  
Discusses questions based on the text.  
Writes an ending for the story.  
Writes an SMS that Anansi might send to his friend.

## 98 The elephant goes bananas 74

Reads the rest of the folk story.  
Answers multiple choice questions based on the text.

## 99 More about the watermelon 76

Makes up a role play about Anansi and the talking watermelon.  
Numbers sentences to show sequence of the story.  
Writes cause and effect sentences.  
Reads a poem aloud and identifies the rhyming words.  
Rewrites sentences in indirect speech.  
Punctuates sentences.

## 100 Planning a story 78

Plans and writes a story using the pictures as a basis.  
Writes the story using a mind map.

## 101 It happened because ... 80

Reads narrative text.  
Discusses the stages of the story (beginning, middle and end).  
Writes sentences to distinguish meanings of homophones.

## 102 Writing a letter 82

Writes a friendly letter.  
Uses prepositions to complete sentences.

## 103 Mike and Thabo go hiking 84

Reads narrative text.  
Punctuates text with missing speech marks.  
Writes an ending for the story.  
Role plays the story.

## 104 Reading and writing a story 86

Writes two book reviews.  
Identifies the correct verb so that there is subject-verb agreement.  
Completes the sentences in the future tense.

## 105 Around the world 88

Discusses questions about other countries.  
Reads text about children in other countries.  
Tabulates answers to questions based on the text.  
Writes a descriptive paragraph about their school.

## 106 Our world 90

Fills in a map according to the number chart.  
Matches flags with the correct country.  
Fills in the ocean names according to a key.

## 107 Managing my time 92

Reads a timetable.  
Discusses a timetable.  
Writes a timetable for one day and compares with a friend.  
Gives directions to different places on a map.

## 108 What's in the news? 94

Reads a newspaper article.  
Answers questions based on the article.  
Designs a poster for Teacher's Day.

## 109 Dragons and dinosaurs 96

Reads a poem.  
Discusses questions about the poem.  
Identifies the rhyming words in the poem.  
Draws and labels a picture.  
Uses adjectives to describe the picture.

## 110 Real dragons 98

Reads a web page about dinosaurs.  
Discusses different dinosaurs.

## 111 Protecting our wildlife 100

Reads a pamphlet.  
Discusses the importance of saving our wildlife.  
Designs a poster to save an animal.  
Writes sentences about the importance of animal conservation.

## 112 Can you remember? 102

Identifies the correct pronoun.  
Joins the sentences using **and** or **then**.  
Uses possessive pronouns correctly.  
Uses a mind map to plan and write a story.  
Makes a cut-out book.



# Anansi and the talking watermelon



Let's read

Look at each frame of the story. Tell your friend what you think the cartoon story is about.

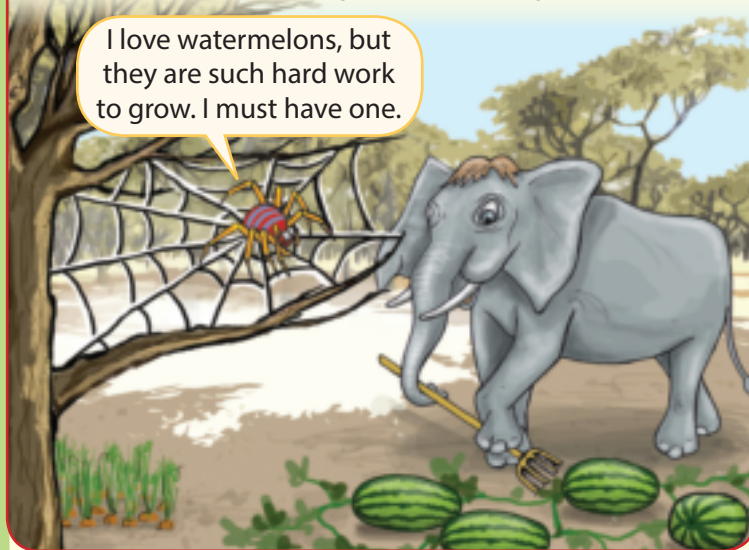
Anansi is the clever spider that we read about regularly in West African folk stories. He is clever and always manages to trick others. He is a little lazy and he is always hungry! There are many stories about this little character.



**Before you read**

- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.

1 One fine morning Anansi the spider sat high up in a thorn tree watching the elephant hard at work raking his watermelon patch. Anansi became hungrier and hungrier.



2 At midday the elephant went to rest. Here was the moment Anansi had been waiting for. He broke off a thorn and used it to make a hole in the biggest, ripest melon.



3 Anansi squeezed through the hole into the watermelon and started eating. He ate and ate until he was as round as a ball.



4 After eating the whole watermelon, Anansi was too fat to get out.





Let's talk

- What was Anansi's problem in picture 4?
- What caused Anansi's problem?
- What could Anansi do now?
- How do you think this story will end?

NEW WORDS

Write a paragraph about what you think Anansi will do.

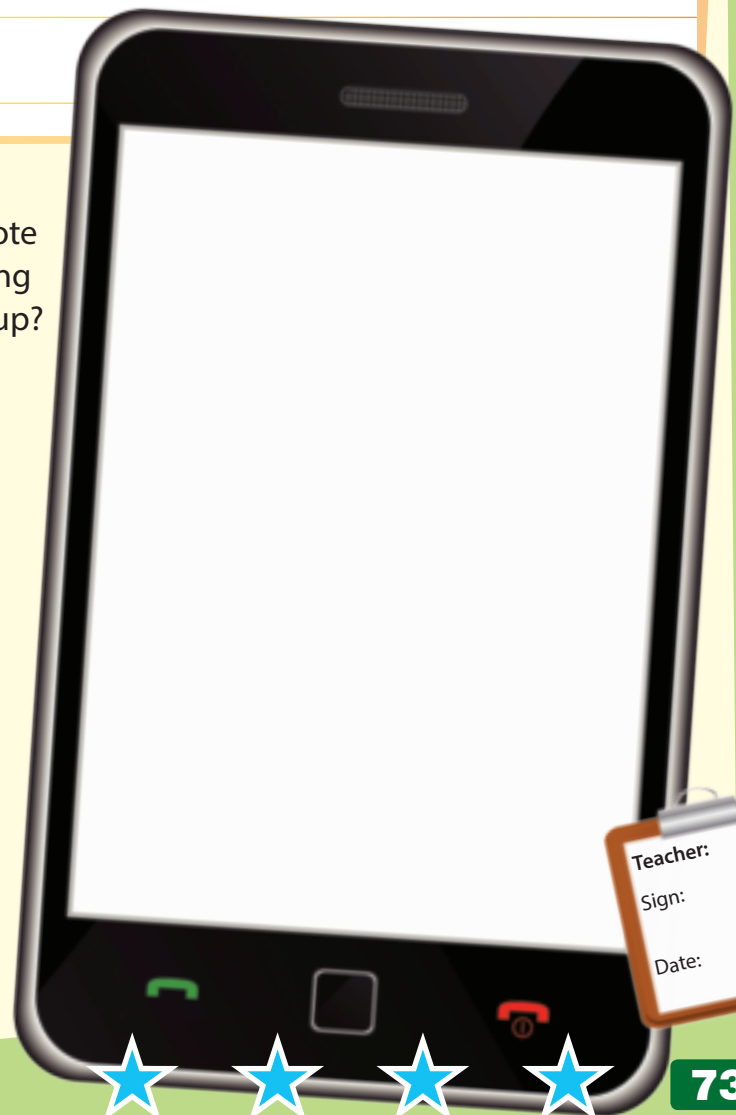
Handwriting practice area with multiple horizontal lines for writing.



Let's read

Read what three of your friends wrote about what Anansi did. Which ending do you think is the best in your group? Why?

Now write an SMS that Anansi might send to his friend.



Teacher:  
Sign:  
Date:



# The elephant goes bananas

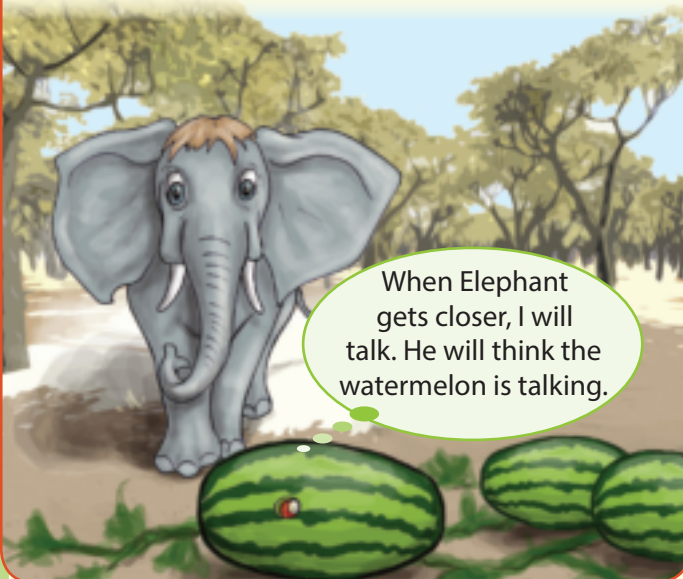


Let's read

Read the story and see if it ends the way that you thought it would.

1

Anansi sat inside the watermelon wondering what to do next. Just then he heard Elephant coming back to the garden. And that was when Anansi had an idea.



2

The elephant was about to pick up the watermelon when he heard it talking. He listened carefully. Yes, the watermelon was talking! This was something the king should see.



3

The king was surprised when the elephant gave him the watermelon. The king liked special gifts. A watermelon was not a special gift.



4

The king thought the elephant was making fun of him. He was beginning to feel angry.



5

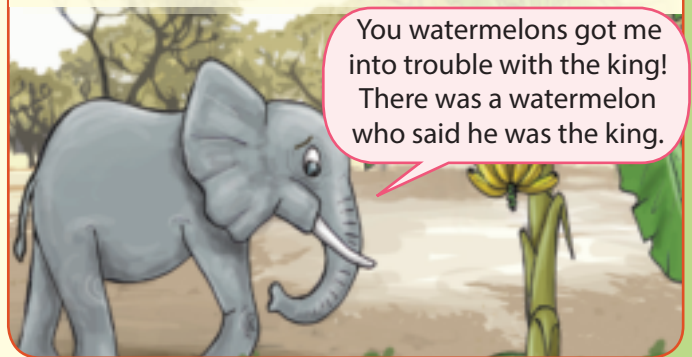
The king was so angry he threw the watermelon as far as he could. It bounced and rolled back to the elephant's house. It hit the thorn tree and burst into pieces. Anansi was free!



6

By now Anansi was hungry again. He climbed the banana tree looking for bananas to eat.

Just then the elephant came home. He was upset. What was going on in his garden? Where was the talking watermelon?



7

Anansi smiled to himself. This was going to be a good joke!



8

And the poor elephant thought he was going bananas.



Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the story again.

Let's write

What was Anansi's problem?		Why did the elephant want to show the king the watermelon?	
A	He wanted to visit the King.	A	He wanted the king to see how big it was.
B	He wanted to scare the elephant.	B	He wanted to give the king a present.
C	He was trapped inside the watermelon.	C	He wanted the king to see a talking watermelon.
Why was the king so angry?		How did Anansi escape from the watermelon?	
A	He did not want any more watermelons because he had his own.	A	He made the king so angry that he threw the watermelon against a tree.
B	He did not like the watermelon calling itself a king.	B	He got thin and crawled out through the hole.
C	He did not like the elephant.	C	He bit a big hole in the watermelon.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 99 More about the watermelon



Let's role play

Make up a role play about Anansi and the talking watermelon. You will need an elephant, a spider, a king and a watermelon.

Now number these sentences from 1 to 6 to show the correct order in which things happened in the story about Anansi.



Let's write



	The king threw the watermelon across the garden.
	Anansi made a hole and crawled into the watermelon.
	The elephant took the watermelon to the king.
	The elephant went to rest.
1	Anansi sat in a tree watching the elephant working in the garden.
	Anansi got hungrier and hungrier as he watched the elephant.



Let's talk

Tell your friends about what caused certain things in your life. For example, you could say:

**Cause and effect**

Because I am the youngest child in my family, I have to go to bed first. Then write down your sentences..

**Cause** is the reason why something happens.

**Effect** tells us what happened.

Because I

Because I

We have given you the causes of things that happened in the story about Anansi. Fill in the missing effects. If you don't know what they are, look at the story again.

Cause		Effect
Because Anansi sat in the tree	⇒	
Because he was hungry	⇒	
Because he ate too much watermelon	⇒	
Because he said he was the king	⇒	







Let's read

Read the poem aloud, then underline the rhyming words.

### Holding hands

Elephants walking along the trails  
 Are holding hands by holding tails.  
 Trunks and tails are handy things  
 When elephants walk in circus rings.  
 Elephants work and elephants play  
 And elephants walk and feel so gay.

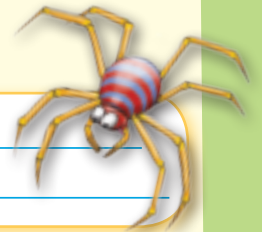


Let's write

Change these sentences into indirect speech.

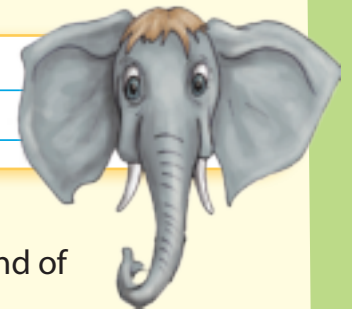
Anansi said "I am so hungry I could eat a horse."

Anansi said \_\_\_\_\_



The elephant said "It's hard work to grow watermelons."

The elephant said \_\_\_\_\_



Let's write

Fill in either a question mark or an exclamation mark at the end of each of these sentences.

Are you afraid to climb the tree

Have you read "Shadow girl"

Watch out there is an alien in the tree

Stop  the robot is red

Did Nomsa forget her repair kit

Help my house is on fire

When did she wake up

Do you like curry



# 100 Planning a story



Let's write

Look at each of the pictures of the story. Write sentences about each of the pictures. Plan your story in rough. Ask a friend to check it for you. You should also check your friend's plan.

1

Blank writing area for step 1.



2

Blank writing area for step 2.



3

Blank writing area for step 3.



4

Blank writing area for step 4.



Now use your mind map to write your story neatly.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

1



2



3



4



Lined writing area for the story.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 101 It happened because ...

DATE



Let's read

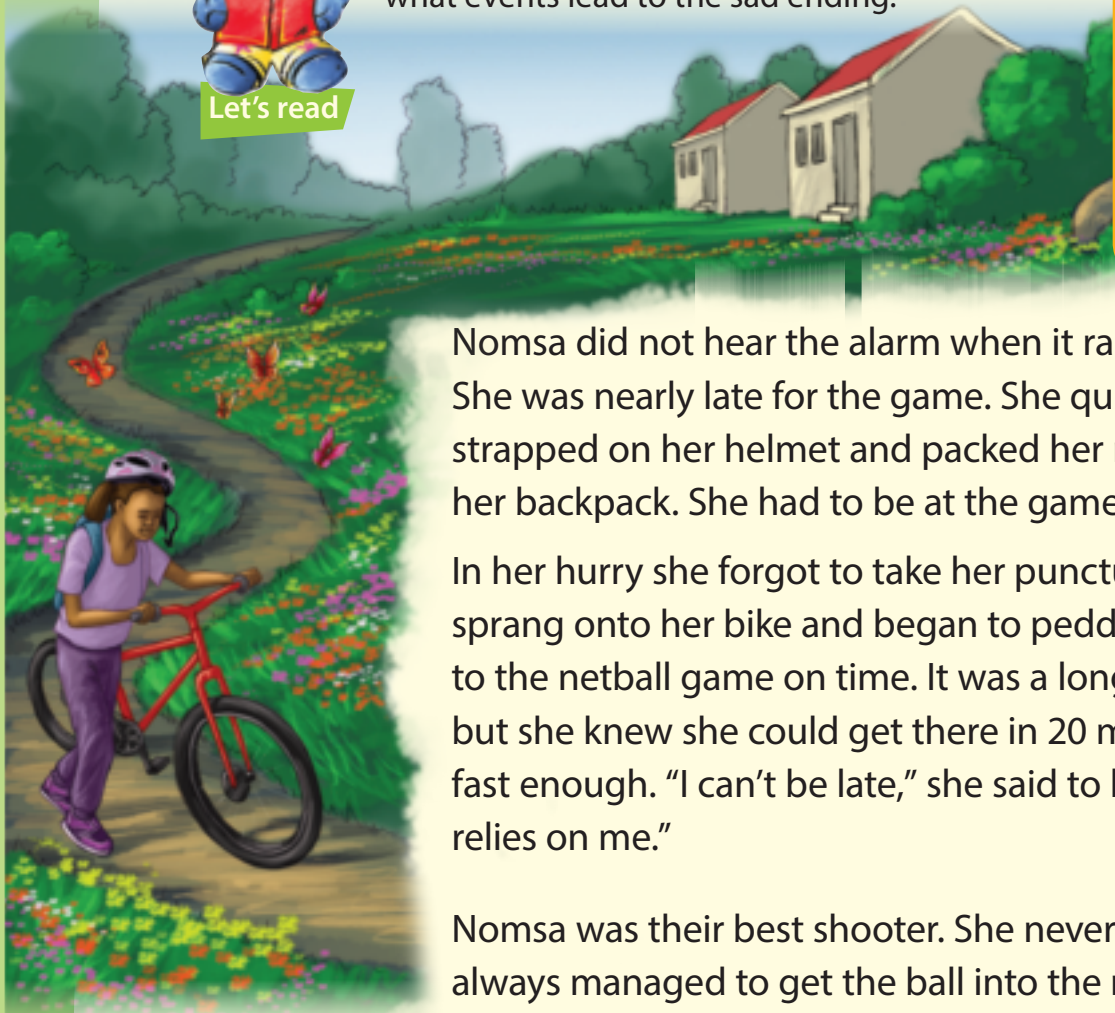
Read the story. As you read, think about what events lead to the sad ending.

**Before you read**

- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.

**While you read**

- Compare your predictions with what you read.
- If you don't understand a section read it again slowly. Read it aloud.



Nomsa did not hear the alarm when it rang this morning. She was nearly late for the game. She quickly got dressed, strapped on her helmet and packed her netball clothes into her backpack. She had to be at the game in thirty minutes.

In her hurry she forgot to take her puncture repair kit. She sprang onto her bike and began to peddle furiously to get to the netball game on time. It was a long and lonely **road**, but she knew she could get there in 20 minutes if she **rode** fast enough. "I can't be late," she said to herself. "The team relies on me."

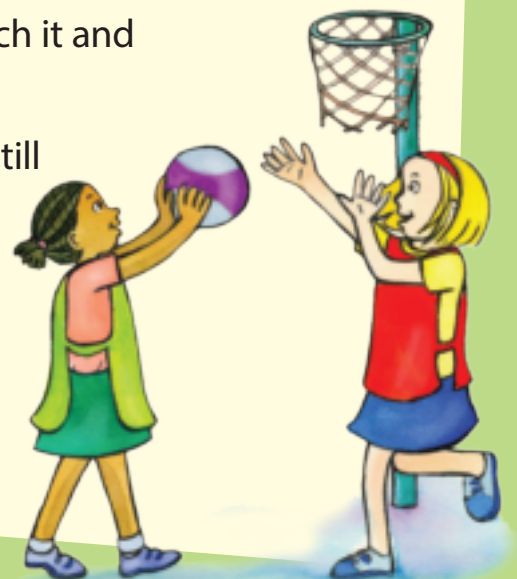
Nomsa was their best shooter. She never missed a goal. She always managed to get the ball into the net even from a long distance away.

About halfway to the school she **rode** over some broken glass on the **road** and got a puncture in her front tyre.

"Oh no!" she said to herself. "But never mind. I will patch it and pump it up in no time!"

Then she discovered that her puncture repair kit was still at home. She began to push her bike along the road.

She walked as fast as she could, and she pushed as hard as she could. But by the time she got to the school, the game was over and New Town School had lost the match.

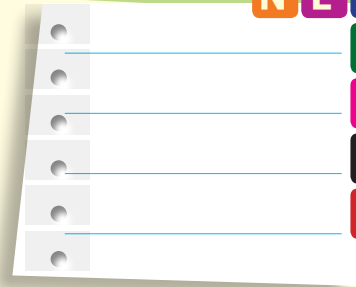




Let's talk

Talk to your friend about what happened in this story. Decide how it started, and what happened in the middle. Then say how it ended.

**N E W**  
**O R D S**



In your group, talk about the effect of each of the causes on the left. Then complete each sentence by filling in the effect.



Let's write

CAUSE	EFFECT
Because Nomsa woke up late	she
Because Nomsa left her repair kit behind	she
Because she did not reach the school in time	she
Because she got to the school after the game	her team



Let's write

Write sentences using these words. They sound the same but they have different meanings. Words like these are called homophones.



rode	
road	
pear	
pair	
bear	
bare	
stair	
stare	
wear	
where	



# 102 Writing a letter

DATE



Let's write

What was the problem?

---

---

---

---

---

Where did it happen?

---

---

---

---

---

What was the result?

---

---

---

---

---

How did it end?

---

---

---

---

---

Think about a time when you experienced a problem. It may have been a day that you missed a bus or a day that you left your school bag on the bus.

Write a letter to a friend and tell her or him what the problem was and how it affected you.

Use the organiser to help you to write your letter in rough. Let someone check your rough draft. Edit it and then write it in the space on the opposite page.

- Use the organiser on the left to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.



Let's write

## Prepositions

Complete these sentences by filling in **on**, **under** or **above**.

We rode  our bikes.

We sat  a tree.

We live upstairs in a flat  theirs'.

I pasted the poster  my bed.

I lay  my bed.

I hid my box  my bed.

They lived downstairs in the flat

ours.





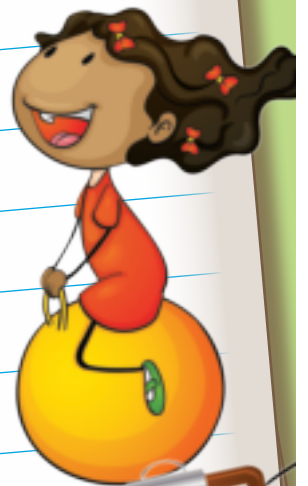
Write your address here.



Write the date here.

Dear

From



Teacher:  
Sign:  
Date:



## Mike and Thabo go hiking

DATE



Let's read

Read the story carefully. You will see the story does not end. You are going to write an ending to the story.



Let's write

As you read the story, you will notice that we have left out some of the punctuation marks in the shaded spaces. Fill in the correct punctuation marks. Also fill in the quotation marks to show direct speech.

Mike and Thabo are both in grade 4 at New Town School.

Today school closed early and the two boys decided to go for a hike in the forest.

They packed their backpacks and walked deep into the forest. After a few hours they began to feel hungry, so they sat under an enormous tree to eat their lunch.

\_This looks like a very old tree,\_ Mike told Thabo.

\_Yes,\_ said Thabo. \_Look how wide the trunk is. It's probably more than 100 years old.\_

\_I have never seen a tree with such a thick trunk,\_ said Mike.

\_I wonder how hard this wood is,\_ Thabo said, as he knocked on the tree trunk.

\_Hey\_\_ screamed the boys.

\_Look, there's a door\_\_ shouted Mike.

And the two boys looked up into what seemed to be a dark tree trunk. They saw some stairs leading up to a light.

\_What is that\_\_ asked Mike.

\_Should we go in\_\_ asked Thabo.

\_Um ... yes ... ok, let's go,\_ said Mike.

And then their adventure began ...







Let's write

Now you are going to finish the story. Think of an ending then write it down. When you have done this, compare your ending with the endings your friends wrote.

NEW  
WORDS

Lined writing area for 'NEW WORDS' with a spiral binding on the left.

Main writing area with horizontal blue lines. The left margin is decorated with a green border containing a row of daisies and a larger illustration of a daisy vine with leaves and flowers.



Let's role play

Now you and your friends should pick the best ending in your group, and then make up a role play to present your story to the class.

Clipboard with fields for 'Teacher:', 'Sign:', and 'Date:'.



# 104 Reading and writing a story



Let's write

Choose two books you have read and enjoyed. Now write a book review about them. Fill in the following information:



Book A

Book B

	Book A	Book B
<b>Title of the book</b>		
<b>Author</b>		
<b>Plot</b> What happens in the story?		
<b>Characters</b> List the people in the story.		
<b>Recommendation</b> Explain why you would recommend the story to a friend.		





Let's write

## Subject-verb agreement

Underline the correct form of the verb in the brackets in each sentence.

Nomsa (live/lives) in Pretoria.

She (go/goes) to New Town School.

She (start/starts) school at 07:00.

She (has/have) lunch at 13:00.

She (plays/play) netball at 15:00.

She (ride/rides) her bike.

She usually (watch/watches) TV at 18:00.

She (go/goes) to bed at 21:00.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Future Tense



Let's write

Finish these sentences using the future tense. Use either **shall** or **will**.

When do we use shall?  
We say "I shall" or "We shall" when we make a promise. We say "You shall" when we give a command.

Tomorrow I \_\_\_\_\_

Tomorrow he \_\_\_\_\_

Tomorrow she \_\_\_\_\_

Tomorrow we \_\_\_\_\_

Tomorrow they \_\_\_\_\_

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

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



# 105 Around the world



Let's talk

- Have you ever thought about what it would be like to live in another country?
- Do you know children from other countries?
- What do you think the schools would be like in different countries?



Let's read

These children all live in different countries. Read about their schools and what they do every day.



Sheila lives in Australia. She is 9 years old. She starts school at 09:00 each day and the school day ends at 15:30. The children at her school wear blue school uniforms. Sheila has lunch at school at midday. Every afternoon she swims at school. Swimming is a popular sport at her school. She is a very good swimmer and hopes to swim in the Olympic Games one day.

José is a ten-year-old from Brazil in South America. He goes to school from 07:00 to about midday each day. Then he goes home for lunch. He has to wear a uniform to school. Soccer is the most popular sport at his school. At age 10 José already plays for a soccer club. His country has part of the world's largest rain forest and José will be going to the forest for his holidays.

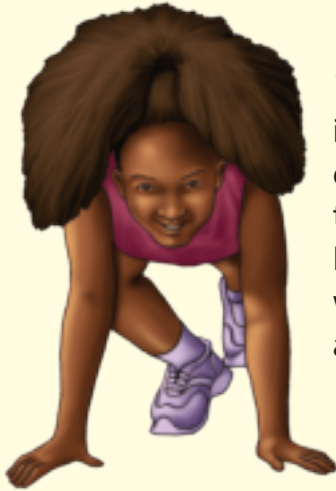


Ming is ten years old and lives in China. She is in her fourth year at school and wears a neat uniform every day. Her school runs from 07:30 to 17:00 each day. They have a 2 hour lunch break in the middle of the day and then they continue with their work. There are only 21 children in her class. Ming plays table tennis. There is not a lot of space for other sports or for sports fields at her school. China has more people than any other country in the world.

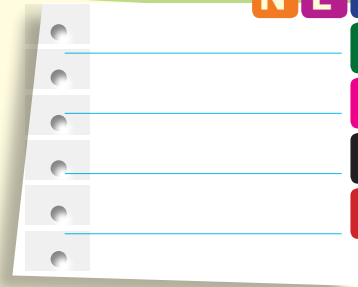
Jacques lives in France. His school starts at 08:00 and ends at 16:00. He does not go to school on Wednesdays but attends for half a day on Saturdays. At his school, they have a 2 hour lunch break and then they continue with their work. He does not need to wear a uniform to school. After school he goes to a chess club.



**N E W  
O  
R  
D  
S**



Wangari is eleven years old and lives in Kenya in Africa. She goes to school from 8:00 to 16:00 each day. They wear uniforms to school and they have their lunch at school. She is a runner. Her father and mother were both runners as well. She hopes to become a world champion athlete when she leaves school.



**Let's write**

Fill in the information you have about these children into this table. We have done the first one for you.

Name	Age	Country	Hours of school	Hobbies or something about their countries
Sheila	9	Australia	09:00 to 15:30	She is a swimmer.
About me				



**Let's write**

Write a paragraph describing your school. Say when it starts and ends, what extramural activities you do and what you wear.

Large lined writing area for the student to describe their school.

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 106 Our world



Let's write

Look at the map. Fill in the names according to the numbers.

1	Africa	4	Australia	7	South Africa	10	Brazil
2	North America	5	Asia	8	Antarctica	11	China
3	South America	6	Europe	9	Greenland	12	France





Let's do

Draw a line to match the flag with the country.



India

Brazil

Australia

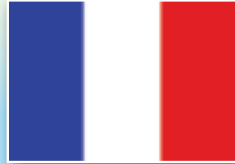
China

South Africa

Kenya

France

Japan



Now fill in the names of the oceans.

13	Indian
14	Atlantic
15	Pacific

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_

# 107 Managing my time



Look at what Thabo will be doing on Sunday and Monday.



Let's read

SUNDAY	MONDAY
07:00 Sleep late	07:00 Leave for school
08:00 Wake up	08:00 Assembly
09:00 Shower	09:00 Maths (remember to take scissors)
10:00 Go to church (Remember bible)	10:00
11:00	11:00 English
12:00 Visit grandma	12:00 Lifeskills (remember to take photos)
13:00 Lunch with family	13:00 Zulu (must still do homework)
14:00 Play soccer with Sbu & Jim	14:00 School ends (need lunch)
15:00 Go to Jabu's house	15:00 Soccer practice (Remember boots)
16:00 Homework (apostrophe 's exercise)	16:00
17:00 Watch TV	17:00 Bus home, visit Peter
18:00 Send an email to Peter	18:00 Get library books.
19:00 Read	19:00 Supper
20:00 Shower	20:00 Watch TV
21:00 Go to bed	21:00 Go to bed with a good book



Let's talk

Look at Thabo's time table for Sunday and Monday.



Let's write

Now fill in a timetable for yourself for Monday. Swop books with your friend and see if you and your friend will be doing the same things at any time on the two days.

Talk about how much time he spends

- doing school work
- playing sports
- with (and communicating with) his friends
- with his family
- relaxing

What different places does he go to on Sunday and Monday?

Find them on the map on the opposite page.

MONDAY
07:00
08:00
09:00
10:00
11:00
12:00
13:00
14:00
15:00
16:00
17:00
18:00
19:00
20:00
21:00







Let's talk

Now look at the map on this page. Give your friend directions to different places. Always start your directions from school.

Example

Question: I am going 4 blocks south and 1 block west. Where am I going?

Answer: To the dentist.

NEW WORDS

Blank lined paper for writing new words.



Let's write

Read these directions. Fill in the place the person is going to in the column on the right. Use the same map.

I am going 2 blocks east and 2 blocks south.	<i>The post office</i>
I am going 3 blocks south and 3 blocks west.	
I am going 3 blocks east.	
I am going 3 blocks north and 2 blocks west.	
I am going 2 blocks north and 1 block east.	
I am going 2 blocks south.	

Clipboard with fields for Teacher, Sign, and Date.



# 108 What's in the news?

## KIDDY NEWS

### TEACHERS' DAY BLAST OFF

The children at New Town School had a big "thank you" celebration for their teachers last week. The children made posters to advertise Teachers' Day.

They wrote poems for their teachers and read them out at the morning assembly.

### THANKS FOR A LOVELY YEAR

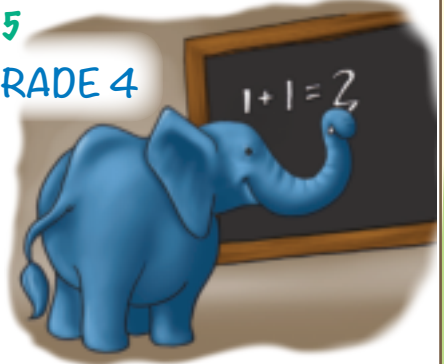
The Grade 4 children excelled. Twenty learners stood in a row, each holding one letter of the alphabet written on a piece of paper so that it read THANKS FOR A LOVELY YEAR.



15 September 2015

### ELEPHANT IN GRADE 4

An elephant that escaped from the zoo attended class at New Town School.



The elephant walked into the open door of the Grade 4 classroom. It moved around knocking over the furniture.

Mrs Shabangu, the principal, said she was afraid and so she phoned the police.

The children were very sad that they had to go home so that the elephant could be removed.

Let's write Answer these questions.

What is the name and the date of the newspaper?

Why did the children at New Town School make posters and write poems?

♥ THE BEST TEACHER EVER!

What was the news about the elephant?

---



---



---



---





Let's do

Design a poster to advertise Teachers' Day. Give information on what each class must do for the event. Say where the event will take place. Use different colours and different fonts.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

# THANKS



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 109 Dragons and dinosaurs

DATE

## Puff the magic dragon



Let's sing

Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honalee,  
Little Jackie Paper loved that rascal Puff,  
And brought him strings and sealing wax and other fancy stuff. Oh!

### Chorus

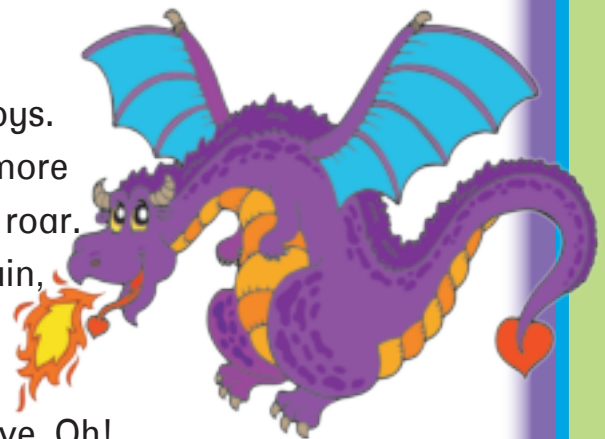
*Puff, the magic dragon, lived by the sea  
And frolicked in the autumn mist in a land called Honalee. [Twice]*



Together they would travel on a boat with billowed sail  
Jackie kept a lookout perched on Puff's gigantic tail,  
Noble kings and princes would bow whenever they came,  
Pirate ships would lower their flag when Puff roared out his name. Oh!

### Chorus

A dragon lives forever but not so girls and boys  
Painted wings and giant rings make way for other toys.  
One grey night it happened, Jackie Paper came no more  
And Puff that mighty dragon, he ceased his fearless roar.  
His head was bent in sorrow, green scales fell like rain,  
Puff no longer went to play along the cherry lane.  
Without his life-long friend, Puff could not be brave,  
So Puff that mighty dragon sadly slipped into his cave. Oh!



### Chorus



Let's talk

Who are the characters in this poem?

Where do they live?

How did the story change from a happy beginning to a sad ending?

Tell your friends what the song is about.

Why did Puff become so sad when Jackie no longer wanted to play with him?

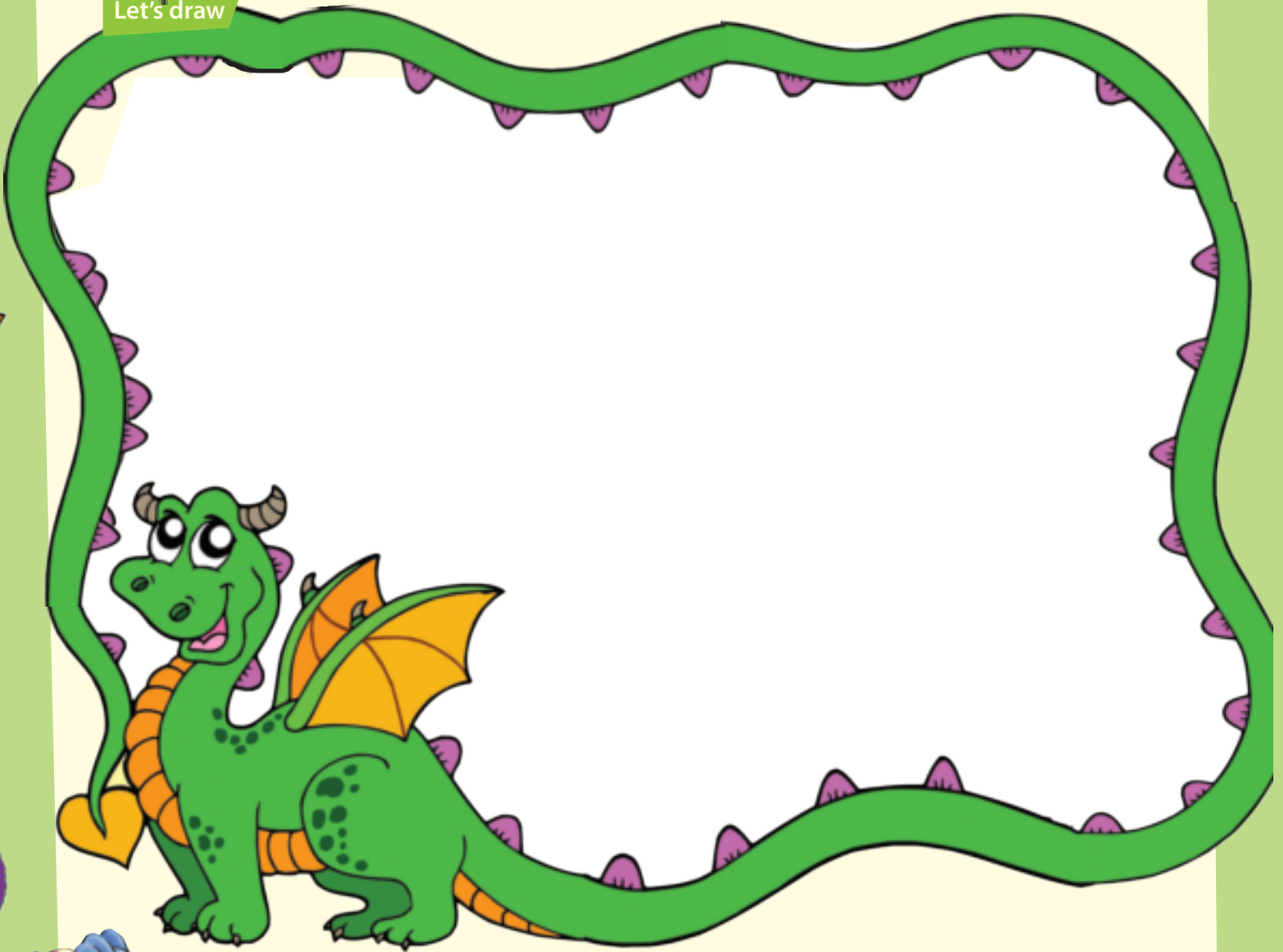
Find all the rhyming words and underline them.





Let's draw

Design your own dragon or dinosaur and then label it.  
Then describe it to your friend.



Let's write

Now write five sentences about your picture. Use as many  
adjectives as you can to describe your dragon.

Five horizontal lines for writing, alternating between light pink and light yellow backgrounds.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 110 Real dragons

DATE



Let's read

Read about the different dinosaurs on this web page. Tell your friend about how they differ. Which dinosaurs ate meat?

Navigation bar with search and social media links:

http://en.workbookpedia.org.work.sterkfontein

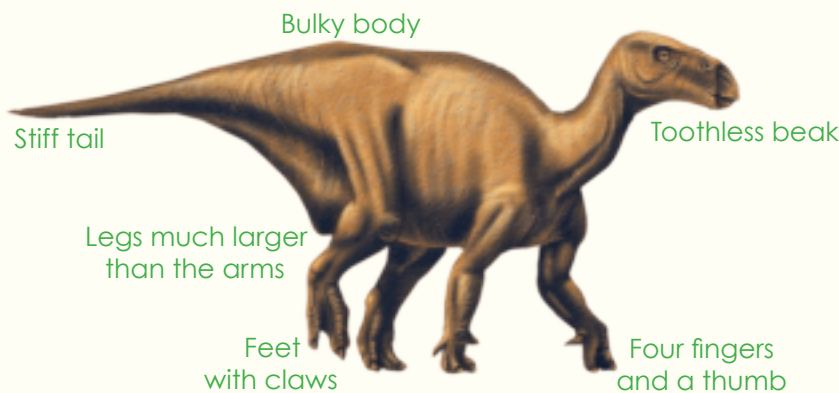
Yahoo! Google Maps YouTube Wikipedia News (585) Popular

Phone: +1-615-668-5422 Email us

workbookpedia

Quick links: Dinosaurs (selected), Tyrannosaurus rex, Triceratops, Brontosaurus

**DINOSAURS** lived on earth millions of years ago. They became extinct, which means they died out forever. No one has ever seen a dinosaur but we know about them because scientists dug up pieces of their bones and teeth. From these the scientists could work out how they looked and how they lived.

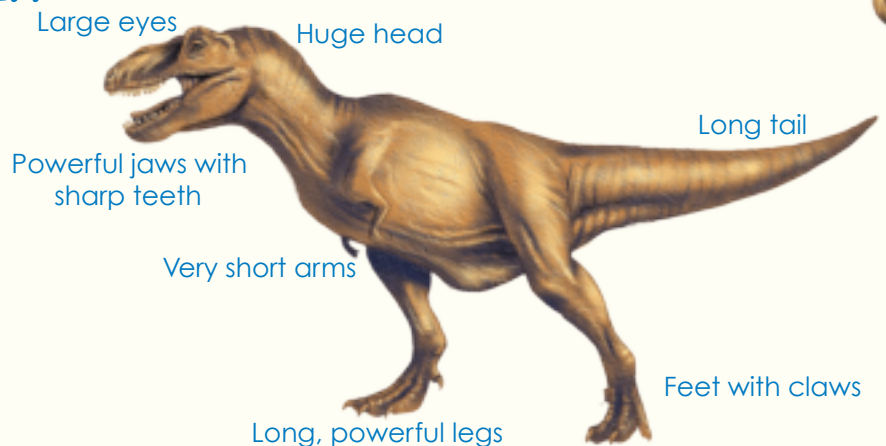


## IGUANODON

(pronounced i-GWAHN-o-don)  
Iguanodon was a plant-eating dinosaur that had a spike on each thumb. It was the second dinosaur discovered.

## TYRANNOSAURUS REX

(pronounced ti-ran-o-SAWR-us)  
Tyrannosaurus rex (we call it T-Rex for short) was the biggest meat eater ever. It ate other dinosaurs, such as Triceratops. T-Rex was about 6 metres tall. It walked on two long back legs. It had very short arms with two clawed fingers. Its jaws and teeth were very strong – perfect for eating other animals.





Let's write

Read the web page and then tell your friend which dinosaur/s:

Ate meat	
Lived in herds	
Was the biggest animal to live on land	
Did not have teeth	

google

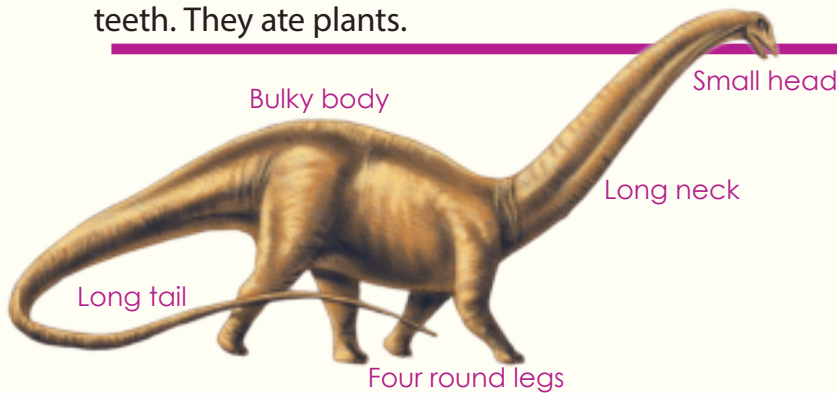
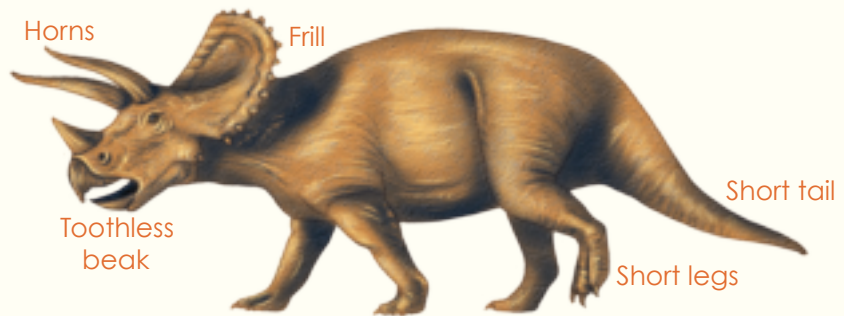
Dragons and dinosaurs

Search

## TRICERATOPS

(pronounced try-SER-a-tops)

This dinosaur had three horns and a frill on its head. Triceratops means "three-horned face". Triceratops hatched from eggs. They lived in herds and protected their babies. They had strong beaks but no teeth. They ate plants.



The **BRONTOSAURUS** (pronounced bront-o-SAWR-us, also called the Apatosaurus) was one of the largest land animals that ever lived. It had a long skull and a very tiny brain. This plant-eater had a long neck. Its nostrils were located on the top of its head.

## STEGOSAURUS

(steg-o-SAWR-us)

This was a plant-eating dinosaur with rows of plates on its back and spikes on its tail.

It was very big but it had a very small head and a small brain. It had a beak and it ate plants.



Teacher:  
Sign:  
Date:



# Protecting our wildlife

Read the wildlife pamphlet.



Let's read

DATE

## Animals can easily become extinct

Did you know that wildlife crime is a serious crime in our country? Our best loved animals are slaughtered by poachers who kill the animals for their skins, horns or tusks. If poaching is not stopped, many animal species may become extinct.



## Furs, Skins, Feathers, Horns and Tusks

Each year South Africa loses a number of elephants, rhinos and whales. Since 2008 South Africa lost more than 2000 rhinos. It is difficult to protect animals in the wild because the game parks are very large and we do not know where the poachers will go next.



As a country, we all need to join forces to protect the endangered species in our game parks and oceans.

### What do we mean by extinct and endangered?

- Animals are "extinct" when there are no more of them alive.
- Animals that are "endangered" are at risk of becoming extinct.



## What can you do?

Many communities and many children live in the areas around the game parks.

If you live near an animal reserve, it is your responsibility to report any unlawful killing of animals. We are all responsible for caring for our wildlife.



Let's write

Write down what these words mean in your first language.

endangered

extinct

Talk about the importance of saving our wildlife.  
Talk about what threatens our animals.



Let's talk



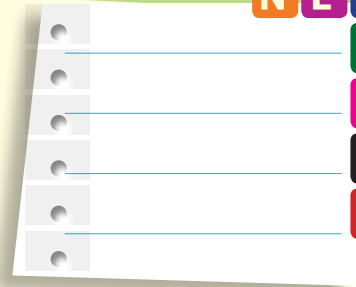


# Save our animals



Let's do

Make a poster to encourage people to save one of the following animals. Make your heading bright and colourful to attract readers. Give some information about why they are endangered and what we need to do to ensure they are saved.



**SAVE A TURTLE!**



**SAVE THE WHALE**



**DYING FOR MY HORN**

Write five sentences about the importance of animal conservation.

---

---

---

---

---

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 112 Can you remember?



Let's write

Underline the correct pronoun in each of these sentences.

Ann is my/mine friend.  
 This car is they/theirs.  
 Are these books your/yours?  
 This is our/ours house.

This is his/him book.  
 This is her/she ball.  
My/mine jacket is blue.  
 It is our/ours.

Join these sentences using **and** or **then**.

They killed the animals for their skin		horns.
Rhinos, elephants		whales are endangered.
First we protect the animals		we arrest the criminals.
First we have Wild Life Day		we have Teachers Day.
First we do our homework		we play soccer
For lunch I had beans, chicken		potatoes.

Use these possessive pronouns in the blank lines next to the correct sentences.

theirs his hers ours hers

It is John's car. It's his.  
 This is Ann's dress. It's \_\_\_\_\_.  
 This is our car. It's \_\_\_\_\_.  
 This is Thabo's book. It's \_\_\_\_\_.  
 These are the boys' bags. They're \_\_\_\_\_.  
 This is Jim's elephant. It's \_\_\_\_\_.

## Uncountable nouns

Remember

If you can't count it, it does not have a plural. Look at these uncountable nouns.

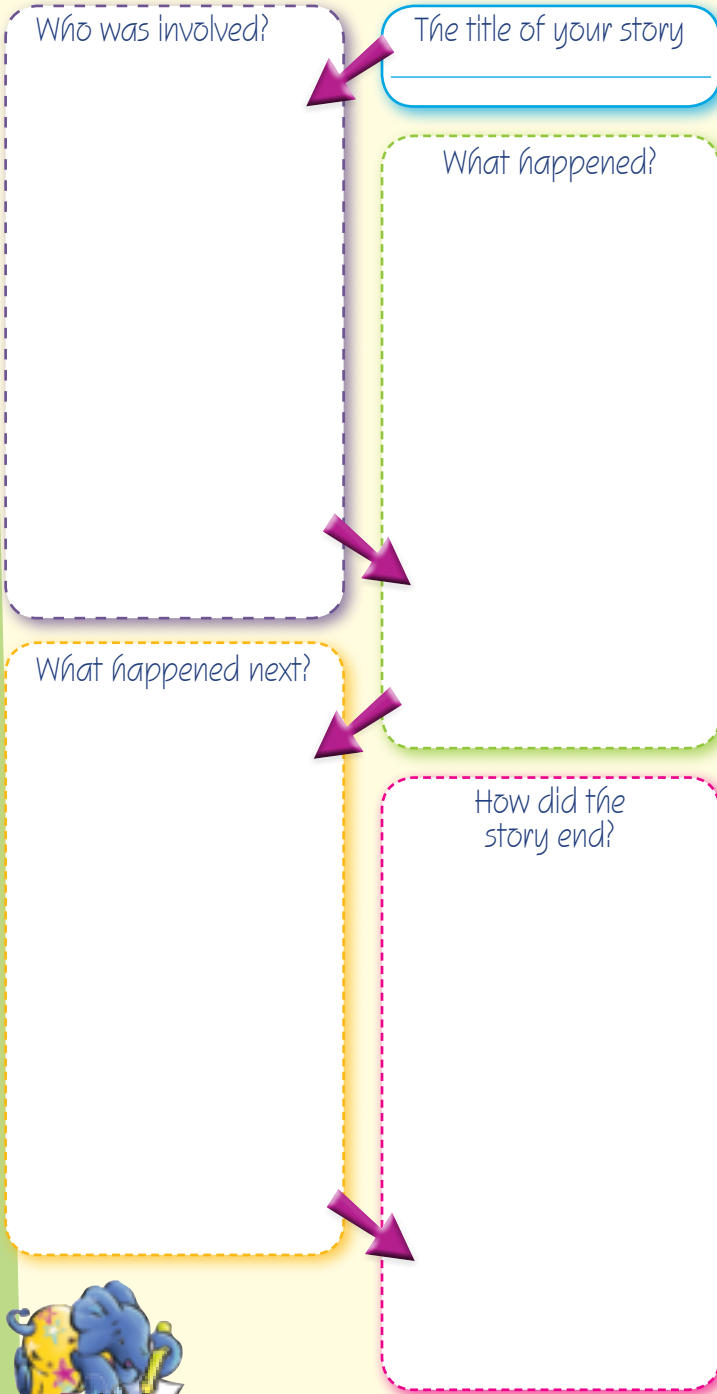
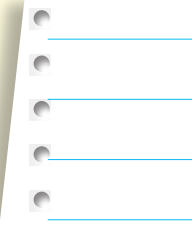
Singular	Plural
milk	some milk
sugar	some sugar
oil	some oil
salt	some salt
water	some water
sand	some sand
flour	some flour





**Let's write**

Think of an interesting event you could write a story about. Fill in the mind map to help you get started.



**Let's write**

Write your story on a piece of paper. It must have a beginning, a middle and an end. Ask your friend to help you correct it. Cut out the book on pages 105-106. Now write your story in the book.

**I CAN**



Discuss and predict a story based on clues.		
Read a folk tale.		
Answer questions about the story.		
Write an ending for a story.		
Write an SMS.		
Make a role play about the story.		
Retell the story in sequence.		
Write <i>cause</i> and <i>effect</i> sentences.		
Read a poem aloud.		
Identify rhyming words.		
Rewrite sentences into direct speech.		
Identify the beginning, middle and end of a story.		
Distinguish meanings of homophones.		
Punctuate text with missing speech marks.		
Write a book review.		
Ensure correct subject-verb agreement.		
Write sentences using the future tense.		
Read text about children in other countries.		
Answer questions based on the text.		
Label a map according to a key.		
Match flags with the correct country.		
Fill in the ocean names according to a key.		
Read and discuss a timetable.		
Write a timetable for a day.		
Give directions to different places using the map.		
Read a newspaper and answer questions based on it.		
Design a poster for Teacher's Day.		
Answer questions about the poem.		
Identify rhyming words in the poem.		
Use adjectives to describe things.		
Read a web page and a pamphlet.		
Join sentences using <i>and</i> or <i>then</i> .		
Use possessive pronouns correctly.		
Identify uncountable nouns.		
Plan a story using a mind map.		
Draft and edit a story.		



**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY**  
**should touch**  
**your private**  
**parts.**

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

Step 4: Cut on the solid line after you have stapled your book

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line

5

Continue with your story here.

Draw picture here.



7

Write the middle of your story here.

Draw picture here.



Draw picture here.

Draw picture here.



Start writing your story here.



Finish your story.

Four horizontal blue lines for writing.

Four horizontal blue lines for writing.

2

7

3

9

Continue with your story here.

Write what happens at the end of your story.



Draw picture here.



Draw picture here.

# 4

# Celebrations

## Theme 4: Celebrations

## Term 4: Weeks 5 – 8

### Weeks 5 - 6 Stories to celebrate

#### 113 A birthday 108

Use contextual clues to predict a story.  
Reads narrative text and dialogue.  
Answers multiple choice question based on the text.

#### 114 Birthday wishes 110

Tabulates cause and effect answers.  
Underlines **either** and **or** in each sentence.  
Identifies all the verbs in the paragraph.  
Uses verbs to complete the sentences.  
Rewrites sentences in indirect speech.

#### 115 Birthday invitation 112

Reads a birthday invitation.  
Answers questions based on the text.  
Reads a diary entry.  
Answers questions based on the diary entry.

#### 116 Birthday tales 114

Plans to write a story about their own birthday. Uses the mind map for planning.  
Plans a story. Writes and edits it.

#### 117 My cousin's wedding 116

Reads narrative text.  
Matches words with their meanings and records the words in their dictionary.  
Answers questions about the text.



#### 118 Going to the wedding 118

Looks at the pictures to see the sequence of events.  
Reads a timetable.  
Answers questions based on the timetable.  
Identifies the verbs and then joins the sentences correctly.  
Uses prepositions to complete sentences.

#### 119 The wedding 120

Reads three texts associated with weddings.  
Matches words with their meanings.  
Identifies and matches the different texts.  
Answers questions based on the three texts.

#### 120 Writing about the wedding 122

Uses apostrophe correctly.  
Says the words and then identifies the silent letters.  
Writes descriptions for the pictures.

### Weeks 7 - 8 Celebrations

#### 121 Celebrating our heritage 124

Discusses the map and the various provinces in South Africa.  
Reads informative text.  
Matches the words with their meanings.  
Answers questions based on the information text.

#### 122 What we can do for others 126

Completes mind map of ideas of what they can for others on Mandela Day.  
Writes a paragraph on what they can do for others using ideas from mind map.

Matches the phrases to their meanings.  
Reads information text about South African flag.  
Answers questions about the flag.

#### 123 What I did on Mandela Day 128

Discusses the picture with the class.  
Reads a letter.  
Matches the words with their meanings.  
Answers questions based on the letter.

#### 124 More about Mandela Day 130

Writes a diary entry about what they did for Mandela Day.  
Forms words using prefixes and suffixes.  
Writes sentences using words from the prefix and suffix list.  
Writes a friendly letter.

#### 125 Celebrating our differences 132

Discusses the pictures.  
Reads narrative text.  
Matches the words with their meanings.  
Answers questions based on the text.

#### 126 Writing about our differences 134

Designs a menu for a fundraising dinner.  
Uses conjunctions to join the sentences.  
Writes a postcard to a friend telling them about the fund-raising dinner.  
Writes a paragraph about their own achievements.

#### 127 Planning my story 136

Discusses a story that they liked.  
Plans to write a story using the planner.  
Follows the instructions for the cut-out book and writes and illustrates their story.  
Cut-out book.

# 113 A birthday

DATE

Look at the picture and talk about it.



Let's talk

What do you do on your birthday? Tell the class.

What games do you play at the birthday parties you go to? Explain a game to the class and then play the game.



Let's read

It is such an **exciting** time of the year. It is my best friend's birthday, and my cousin is getting married in KwaZulu-Natal. It's also time for **celebrating** Diwali, Christmas, Chanukah and lots of other special **occasions**.

This year, my best friend, Nokuzola, didn't know what we planned at school. My teacher's birthday and her birthday are on the same day. We planned a big surprise party for our teacher and for her – but she didn't know. She was in for a big surprise.

Yesterday we all hung coloured streamers from the ceiling. Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.

We love our teacher, Ms Maaku. She helps us and encourages us when we don't understand our work, and she gives us good marks when she can see we have tried hard. When it is someone's birthday, she makes the person a card and cookies. She is really super!

We knew she wouldn't want us to buy her a present. We decided to make her a huge card that stretched all the way across the board, and a big cake.

This morning, we heard her coming down the corridor. We closed the curtains so that it was dark in the classroom. When she came inside, she switched on the light to see what was going on. We all jumped up and shouted "Happy birthday!" She was so surprised! But we were also surprised. Ms Maaku was holding a big tray of cookies and a big bunch of brightly coloured balloons.

"A surprise party for me?" asked Ms Maaku. She walked over to the **giant** card. "This is the most beautiful card I have ever seen." She turned to Nokuzola and said, "It makes my birthday card for you look very small." She gave Nokuzola the cookies and the balloons. "Happy birthday, Nokuzola. I was so pleased when I found out that you and I have the same birthday."

"Happy birthday, Noks," everyone said. And we all sang our **favourite** birthday song.





Children: Surprise! Surprise! Happy birthday Mrs Maaku!

Mrs Maaku: What a big surprise. Is this my birthday party?

Children: Yes Mrs Maaku. It is your birthday and Nokuzola's birthday today.

Nokuzola: Is the party for me too?

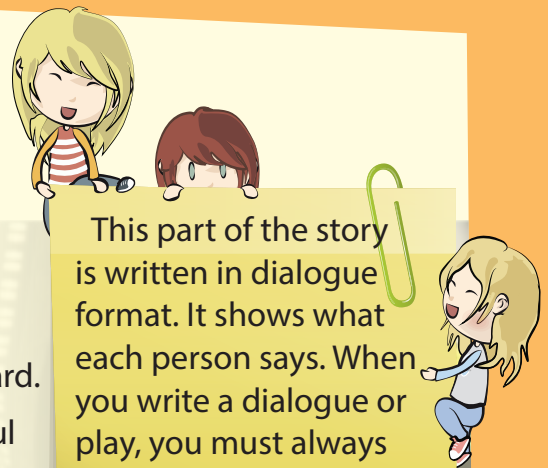
Children: Yes, Noks and you didn't even realise you were helping to organise your own party.

Mrs Maaku: What a surprise and who made this beautiful giant card. Thank you very much. You have all written wonderful messages to me.

Nokuzola, here is a card I made for you. It looks so small.

Children: [Sing loudly] Happy birthday to you. Happy birthday to you.

Nokuzulu: [Speaks softly to herself.] This is my first birthday party. I am so grateful.



This part of the story is written in dialogue format. It shows what each person says. When you write a dialogue or play, you must always use a colon (:) after the name of the speaker and then use the exact words of the speaker.



**Let's write**

Answer each question. Remember to start your answer with a capital letter and end it with a full stop.

Why was Nokuzola disappointed at the beginning of the story?

---



---

About how big do you think Ms Maaku's card was? Say why you think so.

---



---

How do you think Nokuzola felt at the end of the story? Say why.

---



---

Why do you think the author wrote this story? Tick the right answer.

- to entertain us about two people's birthday
- to teach us how to have surprise birthday parties
- to persuade children to have parties for their teachers

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 114 Birthday wishes

Read the passage again and then complete this table.



Let's write

Cause [if]	Effect [then]
We don't understand our work.	
We work really hard.	
	Our teacher gives us cookies and a card.
	We sing "Happy birthday".
We decorate the class.	



Let's write

Underline the use of **either** and **or** in each of these sentences.

Then the two items what you need to choose between. Lastly fill in which of the two items you would choose.

We use either with or when we choose between two things.

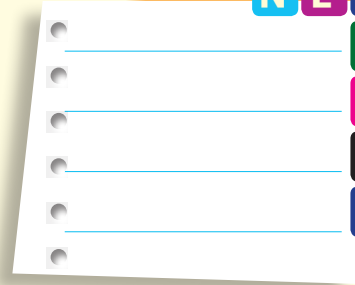
	Which do you prefer?
We can have either <b>strawberry ice cream</b> or <b>chocolate ice cream</b> .	Chocolate ice cream
We can travel either by bus or train.	
We can go camping either in July or September.	
You should either wear your school uniform or a tracksuit.	
You should either do athletics or play soccer.	
You can either do your homework or go to the movies.	
You can have either stew or chicken for supper.	





**Let's write**

We love our teacher, Ms Maaku. She helps us and encourages us and she gives us good marks when she can see we have tried hard. When it is someone's birthday, she makes the person a card and cookies. We made her a huge card that stretched all the way across the board. We heard her coming down the corridor. We closed the curtains. When she came inside, she switched on the light. We all jumped up and shouted "Happy Birthday".



Now complete these sentences using your own verbs.



First we \_\_\_\_\_

Then we \_\_\_\_\_



After blowing out the candles we \_\_\_\_\_

Lastly we \_\_\_\_\_

Write these sentences in reported (indirect) speech.

"A surprise party for me?" Ms Maaku asked.



**Let's write**

She said, "Your card makes my birthday card for you look very small."

She said, "I was so pleased when I found out that you and I have the same birthday."

"Happy birthday to you, Nokuzola," we said.



# 115 Birthday invitation



Let's read



Sweets, treats and cupcakes from heaven

Come join in our party

Our Noks turns eleven

## BIRTHDAY PARTY

A day full of hotdogs A day full of fun Join us to celebrate

And hit a home run! It's Noks's 11th birthday!

Date: 4 December

Place: 51 Sunshine Street, Malvern

Time: 11:00 – 16:00

Please phone by 1 December if you can come:  
011 222 3333 or email to noks@sunny.co.za



Let's write

Answer the questions. Make sure your answers begin with a capital letter and end with a full stop.

Who is having a birthday party?

Where is the party taking place?

What kind of birthday party is she having?

When is the party going to take place?

Would you like to have a party like this one? Say why.





Let's read

Now read Nokuzola's diary and then answer the questions that follow.

Dear Diary

Today was a wonderful day. After spending so much time arranging Mrs Maaku's party I was surprised to find out that I was also arranging my own birthday party. This was the first party I have ever had.

I was so amazed when my friends gave me presents and sang happy birthday. What a day! We played party games until I was exhausted. And of course we had lots of delicious cakes and snacks to eat. I am very lucky to share my birthday with Mrs Maaku. She is very special in my life.

She is not only an excellent teacher, she is also very kind to me because she knows I am an orphan. My grandmother is very caring but she could not afford to give me a party or a birthday present. This was the first party I have ever had.

I am now exhausted and I will go to sleep and dream about my party.

Noks



Let's write

Read Nokozulu's diary and write down what we know about her.

Who does she live with? Why?

Why is Nokozulu happy to share her birthday with her teacher?



# 116 Birthday tales



Let's write

Now plan to write a story about your own birthday. Include a dialogue in your story.



- Use a mind map to help you to plan your writing.
- Write a rough draft.
- Ask a friend to edit the draft.
- Revise your text and make the necessary corrections.
- Then write it neatly in your book.

My special birthday



Why was it special?

Blank writing lines for the 'Why was it special?' section.



Who were you with?



Blank writing lines for the 'Who were you with?' section.

What was the setting?



Blank writing lines for the 'What was the setting?' section.

What dialogue will you include in the story?

Speaker	What he/she says

When you have completed you mind map, write your story in rough. Ask one of your classmates or your teacher to edit the story for you. Make the corrections and then write your story neatly into the place on the next page. Remember to include the dialogue in the correct format.





Let's write



Lined writing area with 20 horizontal red lines.

Teacher:  
Sign:  
Date:



# 117 My cousin's wedding

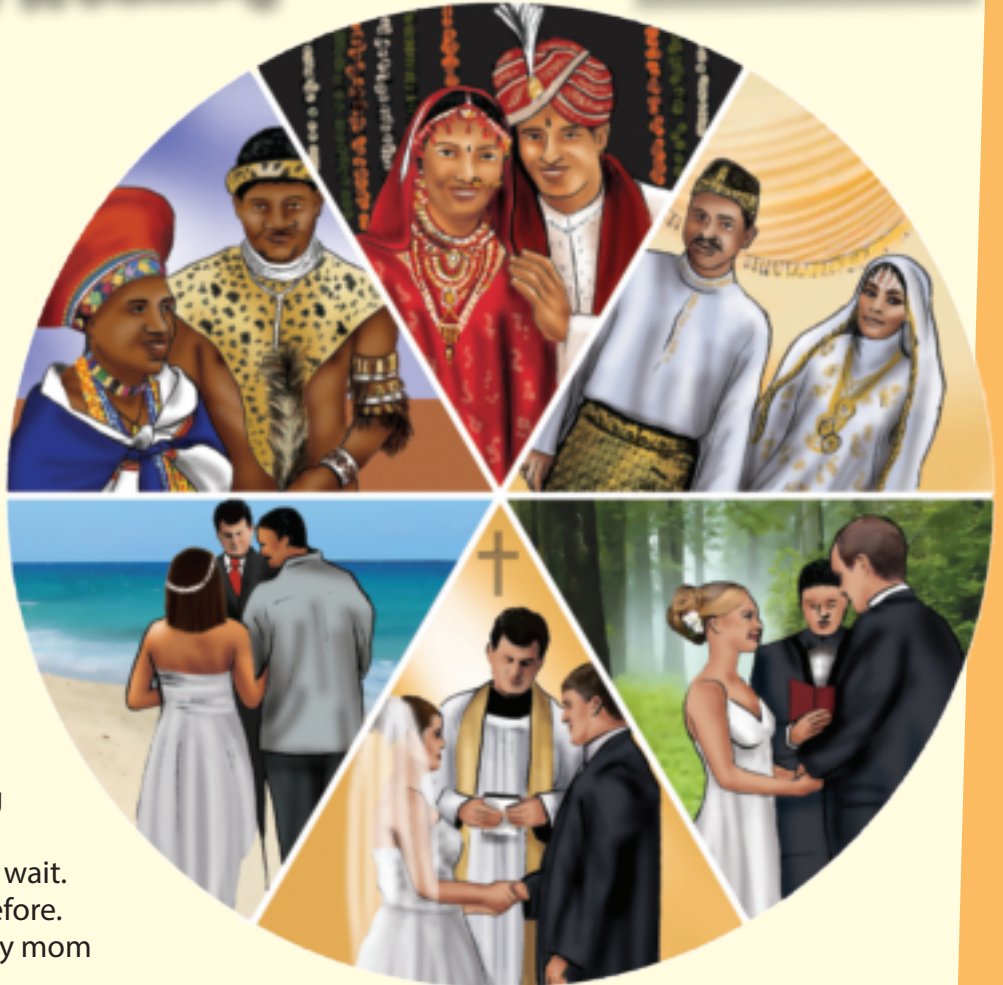


## Let's talk

Look at the picture and talk about it.

Have you ever been to a wedding?

What kind of wedding was it? Tell the class about it.



## Let's read

I am so excited! My cousin is going to get married. We are all going to Ulundi for the wedding and I can't wait. I have never been to a wedding before. Last night, before I went to bed, my mom told me all about Zulu weddings.

She said that before the wedding takes place, the groom has to pay a bride price. This is a **sign** that the groom is going to be **faithful** to his future bride. A lot of people **prefer** to do two weddings: a western wedding and a traditional wedding.

All the members of the community, friends and family are invited to attend the weddings.

For the western wedding, the bride wears a white wedding dress. After the church wedding, the bride and groom change into traditional clothing. The groom wears a skin **loincloth** and the bride wears traditional headdresses, beautiful beaded necklaces and soft leather aprons.

When two Zulu people marry, the marriage **unites** two people. But it does more than that. It also unites two families and the **ancestors** of the two

families. The families pour beer on the ground to show that the ancestors of both families are part of the ceremony.

My mom said that during the wedding, Zulu traditional dancing is important. Sometimes, the relatives of the bride and of the groom compete to see who can dance better.

When a groom marries a bride, he is welcoming not only her, but also her family and her ancestors. To show that they are welcoming them into the family, they kill a cow. Some families also kill a goat.

During the wedding ceremony, the groom offers gifts to the family of the bride. The wedding is something very special and everyone sings and dances.

I can't wait to go. There are just a few sleeps more before the bus leaves!







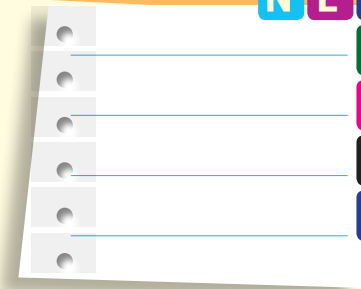
Let's write

Match the words on the left with their meanings on the right. We have done the first one for you.

Write the words in bold in your dictionary.

<b>sign</b>	true
<b>faithful</b>	garment worn by Zulu men
<b>prefer</b>	foremothers and forefathers
<b>loincloth</b>	brings together
<b>unites</b>	like better
<b>ancestors</b>	indication

**N E W**  
**O**  
**R**  
**D**  
**S**



Let's write

Answer each question. Remember to start your answer with a capital letter and end it with a full stop.

Where is the wedding going to take place?

---

---

In your own words explain what a bride price is.

---

---

What does the bride wear at her traditional wedding?

---

---

Why do the families pour beer on the ground?

---

---

Have you ever been to a wedding? How was the wedding you went to different from this wedding?

---

---

---

---

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 118 Going to the wedding



Let's write

Vashda and her mother got ready to catch the bus to KwaZulu-Natal. Look at the pictures to see the order in which they did things. Then complete the sentences.



First Vashda and her mother

at

Next, they

Then, they

Finally, they

Write a sentence of your own saying what you think they did on the bus.




Let's write

Read the timetable and then answer the questions.

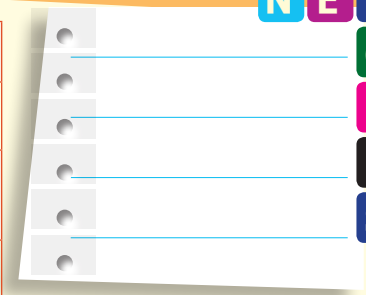
Board	Destination	Date	Depart	Arrive	Carrier	Fare per person
Johannesburg Station	Durban Station	12 Dec	09:30	16:45	Translux	R290
Johannesburg Station	Durban Station	12 Dec	17:15	00:30	Translux	R290



What bus will they be travelling on?

Vashda's mother buys two tickets. There is a 25% discount for children under 12. How much must she pay?

If you were Vashda's mother, which bus would you take? Say why.



Underline the verbs or action words in the box on the right. Then draw a line to join the two parts of the sentence.

Subject
Vashda and her mother
My mother
My cousin
My mother and I
My mother
I
My father

Find the verb
stayed with my brother in Johannesburg.
travelled by bus to Durban.
arrived in Durban in the afternoon.
bought me a pretty purple dress for the wedding.
slept on the bus.
packed lunch for us to eat on the bus.
was getting married in Ulundi.



Fill in the right prepositions. Use those in the boxes.

We use prepositions to tell us about a particular time (at), a certain day (on) and a particular place (under, in,).

The bus left  09:15.

My mother and I travelled  bus not train.

We sat  a seat near the back.

We put all our luggage  the seat.

What are you going to do  Ulundi?

People  65 get a discount when they travel on the bus.

- under
- at
- in
- by
- on
- over



# 119 The wedding



Let's read

## TEXT A

My cousin's white wedding dress has a delicate bodice with a pleated collar and a little bow in the centre. The dress has wide sleeves and tiny ribbons. The skirt is very large and full. The train is five metres long and is trimmed with lace.

The designer made the dress from three different types of material: satin, high-quality taffeta made from silk, and lace which the designer hand-embroidered with more than 10 000 white beads and sequins.

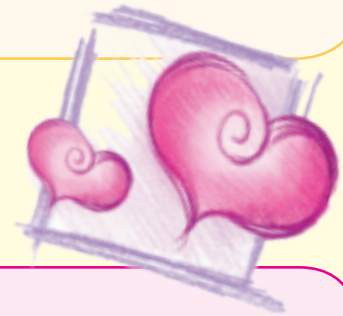
## TEXT B

Nohlanha Maria Dlamini and Zane Mandu Mbathe were married on December 13, at the Ulundi Methodist Church. A traditional wedding took place afterwards at the groom's home.

The Reverend Simon Mantu performed the ceremony.

The bride is the daughter of Abel and Deborah Dlamini of Durban.

The groom is the son of Mende and Martha Mbathe of Ulundi.



## TEXT C

Nohlanhla and Zane thank you most sincerely for your lovely gift. Both the thought and the gift are much appreciated.



Let's write

Match the words on the left with their meanings on the right. We have done the first one for you.

<b>delicate</b>	gathered; folded
<b>bodice</b>	decorated
<b>pleated</b>	sparklers; beads
<b>trimmed</b>	carried out
<b>designer</b>	dainty; soft
<b>sequins</b>	were thankful for
<b>performed</b>	someone who creates something
<b>appreciated</b>	top part of a dress





Let's write

What kind of texts are Texts A, B and C? Draw a line from each one to match it with the kind of text it is. Now draw a line to match each kind of text with what it does.

NEWS  
WORDS

TEXTS	KIND OF TEXT	REASON
Text A	narrative	It gives information.
Text B	argumentative	It gives a picture of what you are reading.
Text C	instructive	It thanks someone.
	fable	It entertains you and holds your attention.
	announcement	It gives reasons for or against something.
	note of appreciation	It shows how something works.
	fairy tale	It gives a moral lesson.
	descriptive	It amuses children.



From the description, do you think the wedding dress was beautiful? Say why.

---

When did the couple get married?

---

Where did the marriage take place?

---

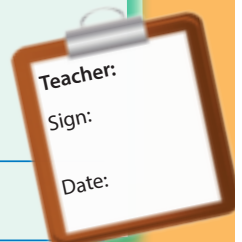
Which do you think is more exciting: a western wedding or a traditional wedding? Say why.

---

Do you think the bride and groom wrote different thank-you notes to everybody or did they send everyone the same note? Say why you think so.

---

---



# 120 Writing about the wedding



Let's write

Fill in the apostrophes in these phrases.

the brides dress

the couples gifts

the mens drums

the childrens bracelets

the mans speech



Let's write

Say these words, then circle the silent letters.

know	right	who	talk
biscuit	aisle	cake	wrist
comb	calf	walk	knot
knock	knee	dumb	should
sword	listen	honest	psalm

Now write sentences with five of the words above.



Let's write

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





Let's write

Imagine that you have taken some beautiful pictures of the wedding. You decide to put them into an album. On the one page of the album you put your picture and on the other side you write a description of the picture.

**N E W**  
**O**  
**R**  
**D**  
**S**



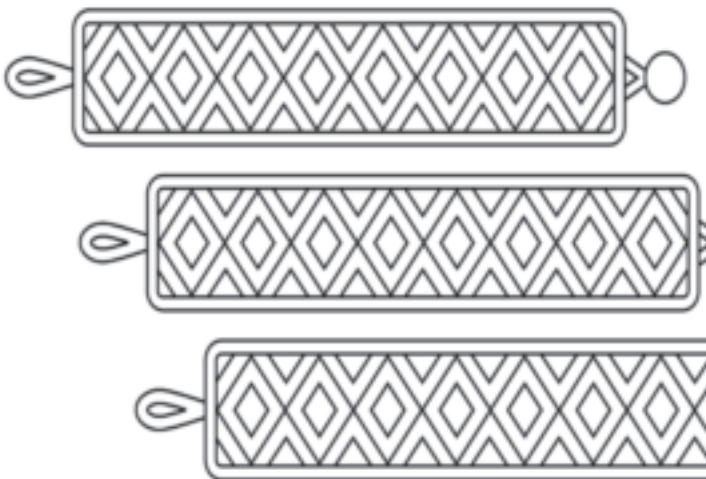
Describe the wedding dress

Lined writing area for describing the wedding dress.

Describe the traditional wedding

Lined writing area for describing the traditional wedding.

Colour in these beautiful bracelets. Then describe them.



Lined writing area for describing the bracelets.

Clipboard with fields for Teacher, Sign, and Date.



# 121 Celebrating our heritage



Let's talk

Talk about the map. What things are popular in the different provinces.  
What province do you live in?

What is popular in the town you live in?



Let's read

## 18 July: Mandela Day

Mandela Day gives people in South Africa and all over the world the opportunity to do something good to help others. It is named after Mr Nelson Mandela, who spent 67 years fighting for a better life for South Africans and people all over the world. On Mandela Day people all over the world, in the workplace, at home and in schools, are asked to spend at least 67 minutes of their time doing something useful within their communities, especially among people who are less fortunate.

## 24 September: Heritage Day

Here are some ways we can celebrate our heritage:

1. Show your true colours and fly our flag – be an ambassador for South Africa and fly our flag in thought, word and deed. The way we think, the stories we tell and the things we do can make a difference in how we see ourselves and how the rest of the world sees South Africa.
2. Celebrate our successes and share your life story; we have a lot to be proud of.
3. Proudly buy South African products and South African services. This is not only a celebration of our heritage but it helps our economy too. Marmite, boerewors, Mrs Balls Chutney, Ouma's Rusks and biltong – does it get any better than that? Why not have a Heritage Day lunch and serve only South African food?







Let's write

Match the words on the left with their meanings on the right.  
We have done the first one for you.



**opportunity**

**ambassador**

**celebrate**

**products**

**composed**

**declare**

**awesome**

**attached to**

representative

rejoice in

made up of

splendid

chance

part of

announce

goods



Let's write

Read the questions carefully and then answer them. Write full sentences, start each sentence with a capital letter and end each sentence with a full stop.

Mandela Day is not an official public holiday, but it is still an important day. Why do you think it is important?

Write down three things that you think you can do to help others on Mandela Day.

Why are we asked to spend 67 minutes of our time do something for others?

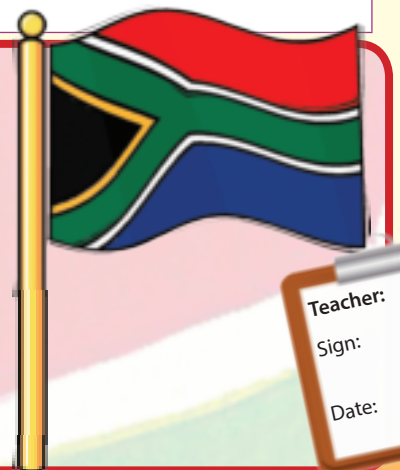
Six things are mentioned under Heritage Day. What three things do you think are most important? Say why.

Do you think it is important to know as many South African languages as possible? Why do you think so?

4. Learn our anthem. We are the only country that has a national anthem composed in five different languages. Our anthem, with its different languages and its different tunes, shows how different our nation is, and the words of each verse proudly declare the love we all have for this awesome country.

5. Learn the story of our flag. Did you know that our flag is the third best-known flag in the world?

6. Learn one more of our eleven languages and find out about the culture attached to it.



# 122 What we can do for others



Let's write

On Mandela Day we can do things to make life better for other people. What do you think you can do to help others? Fill in your ideas on this mind map.

Blank writing area for ideas.

Blank writing area for ideas.

What I can do to make things better for others

Blank writing area for ideas.

Blank writing area for ideas.



Let's write

Now write a paragraph saying what you could do for others on Mandela Day. Use what you have written in your mind map. Don't forget to begin your paragraph with a topic sentence or main idea.

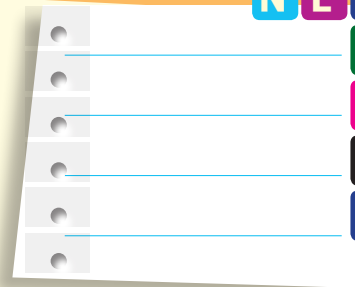
Large blank writing area for a paragraph.





**Let's write**

Match the phrases on the left with their meaning on the right. Then write a sentence for each phrase.



called upon	how we think about ourselves
less fortunate	have a good effect
true colours	asked to do something
make a difference	not as lucky, poor
see ourselves	real attitude



**Let's write**

**The South African Flag**

This flag became our new flag on April 27, 1994. The black triangle (between the two arms of the "Y") is the hoist side (the side that attaches to the flagpole).

The "Y" on the flag symbolises the union of many groups of people in South Africa. The many colours represent the rainbow of people in South Africa.



- What does the "Y" represent?
- When did this become our new flag?
- What do the different colours represent?

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# 123 What I did on Mandela Day

DATE



Let's talk

Look at the picture and talk about it.

Tell the class what you think you can do on Mandela Day to help someone else.



234 Chocolate Road  
Malvern  
Johannesburg  
4093  
15 December 2015

Dear Ryan

I haven't written to you for a long time but I really would like to tell you the most amazing story. We were all talking about Mandela Day at school and what we were going to do to help someone for 67 minutes. I had no idea what to do. That afternoon, our team was playing cricket against another team and they were winning.

A father walked past the field with his disabled child. The child asked his father if he could play with us. The father knew that his son was not at all athletic and that most boys would not want him on their team. But the father understood that if his son was chosen to play it would give him a comfortable sense of belonging.

The father approached one of the boys in the field and asked if his son, Shaya, could play. The boy looked around for guidance from his teammates. Getting none, he took matters into his own hands and said "We are losing by six runs and the game is in the eighth inning. I guess he can be on our team and we'll try to put him in to bat in the ninth inning."

Near the end of the game, our team was still losing by four runs, but, surprisingly, the child was asked to bat. Everyone knew that it was all but impossible because he didn't even know how to hold the bat properly, let alone hit with it. However as he stepped up to bat, the bowler moved a few steps to lob the ball in softly so he should at least be able to make contact.

The first ball came in and Shaya swung clumsily and missed. One of Shaya's teammates came up to Shaya and together they held the bat and faced the bowler. The bowler again took a few steps forward to toss the ball softly toward Shaya. As the ball came in, Shaya and his teammate swung at the bat and together they hit a ball that rolled towards the boundary. It was a slow ball but the other team pretended they couldn't get to it – and the ball reached the boundary. Shaya had hit the ball that allowed our team to win. All of us lifted him high – he had won the game for us!

I now knew what I would do! I went to the school for disabled and helped there – and I haven't stopped!

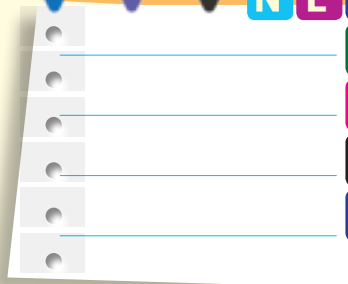
Love

Mandla.





**NEW WORDS**



Let's write

Match the words on the left with their meanings on the right. We have done the first one for you.

**comfortable**

feel right

**belonging**

help

**approached**

awkwardly

**guidance**

came near

**clumsily**

at ease



Let's write

What is the main reason that Mandla wrote this letter?

---

How do you think Shaya felt when the team allowed him to play?

---

How do you think the father felt?

---

In what ways do you think Mandla helped disabled children?

---

What lesson can you learn from the story that Mandla told?

---

What do you think your team would have done if something similar had happened to you?

---

---

---

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 124 More about Mandela Day



Let's write

Write a diary entry about what you did or what you would like to do on Mandela Day. Say why you decided to do what you did, how you felt after you helped someone and how the other person felt.



Let's write

Do these word sums.

un + able =		aware + ness =		accept + able =	
un + even =		playful + ness =		action + able =	
un + fasten =		bitter + ness =		absorb + able =	
un + do =		fresh + ness =		account + able =	
un + tie =		forgive + ness =		agree + able =	

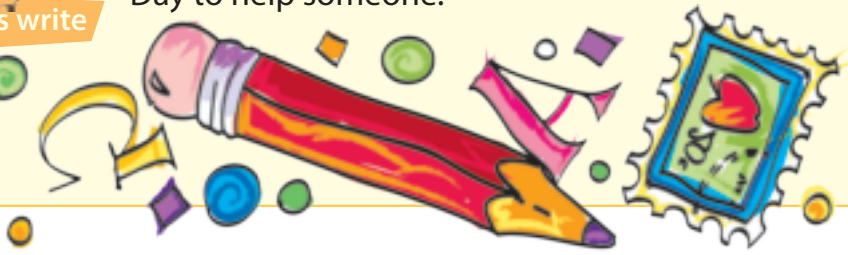
Write a sentence using an **un** word, a sentence using a **ness** word and a sentence using an **able** word.



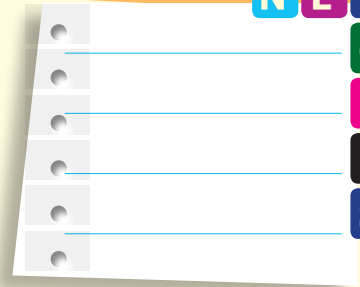


Let's write

Pretend that you are Mandla's friend. Reply to Mandla's letter to tell him what you did on Mandela Day to help someone.



NEW WORDS



Write your address here.

Write the date here.

Write a suitable greeting or salutation.

Write your ending here.

Write your name here.



# 125 Celebrating our differences

DATE \_\_\_\_\_



Let's talk

Mandla goes to a school in Johannesburg where there are children from many different countries. Look at the pictures and talk about them.



Let's read

Mandla's school needed to have a fundraiser so they could earn money to buy more computers.

Mandla knew that many of his classmates' families were from different countries around the world. They had many special traditions, spoke many different languages, and ate many different types of foods.

Mandla had a brilliant idea for a fundraiser! He suggested that every student could bring in their favourite dish and hold an ethnic dinner night. He knew parents and members of the community would be glad to pay money in order to try foods from all over the world!

"That's a great idea," Mandla's teacher said. "Let's call it 'Dinner Around the World!'"





Mandla brought his favourite meal, chicken and pap.

His friend Amina was from Ethiopia, an African country. She brought stewed beef with spices over rice pilaf with Ethiopian bread.

Ibrahim, from Morocco, brought a dish of spiced grilled lamb over white rice with fried eggplant and hummus with pita bread.

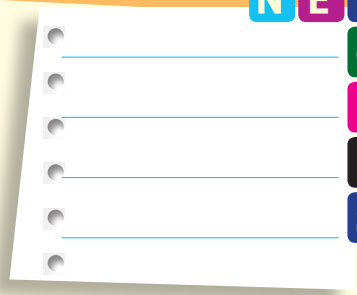
Juan, from Mexico, brought chicken fajitas with Spanish rice and tortilla chips with cheese dip.

Rajat, whose family is from India, brought in chicken curry over rice with raita, a sauce of yogurt mixed with cucumber.

August, a vegetarian, brought a meal with no meat. She brought lentil soup, dinner rolls, and a salad.

There was fruit salad and ice cream for dessert. Something enjoyed by all!

The fundraiser was a great success. Everyone enjoyed seeing, smelling, and tasting foods from so many different cultures.



Let's write

Match the words on the left with their meanings on the right. We have done the first one for you.

<b>special</b>	
<b>traditions</b>	
<b>ethnic</b>	
<b>pilaf</b>	
<b>hummus</b>	

customs
cultural
rice dish
dish made from chick peas
different; unusual



Let's write

Give the passage a heading.

Why did Mandla want to raise money?

What did he decide to do?

What did Rajat bring to the supper?

If you were asked to bring a dish to the fundraising dinner, what would you have brought?



# 126 Writing about our differences



Let's write

Read the passage again and then design a menu for the fundraising dinner.



Let's write

Join these sentences using one of the words in the boxes below.

and

but

because

I don't want to send Moses an e-mail. He never replies.

The children were cute. They were very naughty.

Dinah brought ice cream to the party. Mary brought the chocolate sauce.





Let's write

Pretend that you are Mandla.

Send a postcard to your friend telling her about your fund-raising dinner. Address the card to your friend.

NEW  
WORDS



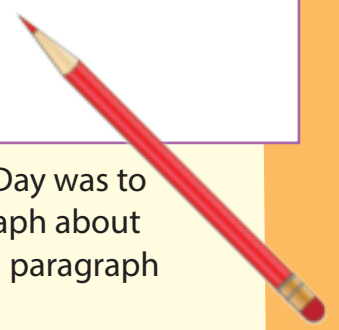
Handwriting lines for the postcard message.

Your friend's name

House number and name of street

City, town or village

Postal code



Let's write

One of the things you read about that you could do for Heritage Day was to celebrate your successes and share your life story. Write a paragraph about something that you have done that was a great success or write a paragraph about yourself.

Large writing area for the paragraph.

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# 127 Planning my story



Plan to write your own story.

Let's write

What will it be about?

---

---

---

---

---

---

---

---

Who will your main characters be?

---

---

---

---

---

---

---

---

What information will you give?

---

---

---

---

---

---

---

---



I CAN ...		
Discuss celebration.		
Read a story with a dialogue.		
Answer multiple choice questions based on the text.		
Use <i>either</i> and <i>or</i> in sentences.		
Identify verbs.		
Rewrite sentences in indirect speech.		
Read a birthday invitation.		
Read a diary entry.		
Answer questions based on the diary entry.		
Use a mind map to plan a story.		
Write story in rough, edit, correct and write final version.		
Match words with their meanings.		
Punctuate sentences correctly.		
Recall the sequence of events correctly in sentences.		
Read a timetable.		
Answer questions based on the timetable.		
Use prepositions to complete the sentences.		
Use the apostrophe correctly.		
Identify the silent letters in words.		
Read a map.		
Match phrases to their meanings.		
Read a letter.		
Answer questions based on the letter.		
Write a diary entry.		
Identify stem words, prefixes and suffixes.		
Write a friendly letter.		
Design a menu.		
Use conjunctions to join the sentences.		
Write a postcard to a friend.		

Make your own book on page 137-138. On the cover, write the title of the book. Put your name under the title, because you are the writer. Draw a picture on the cover. Now write your story with a beginning, a middle and an end.



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8



Step 4: Cut on the solid line after you have stapled your book.

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

Step 1: Fold on the dotted line.

5

Continue with your story here.

Draw picture here.



7

Write the middle of your story here.

Draw picture here.



Draw picture here.



Draw picture here.



Start writing your story here.

Four horizontal blue lines for writing.

2

Finish your story.

Four horizontal blue lines for writing.

7

3

Four horizontal blue lines for writing.



Continue with your story here.

Draw picture here.

9

Four horizontal blue lines for writing.

Write what happens at the end of your story.



Draw picture here.

# My dictionary



A  
a



B  
b



C  
c



D  
d



E  
e



F  
f



G  
g



H  
h



# My dictionary



I

i



J

j



K

k



L

l



M

m



N

n



O

o



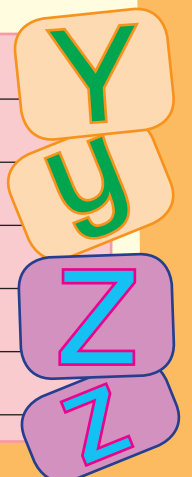
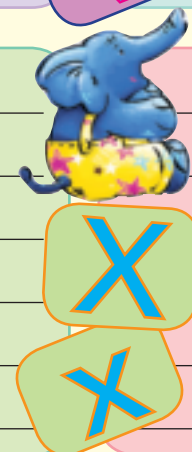
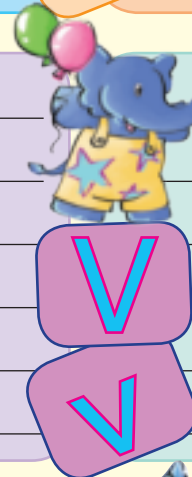
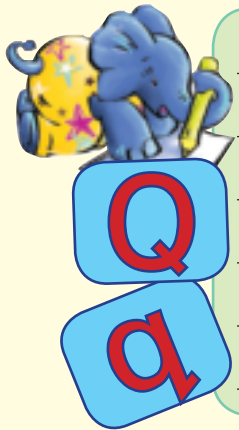
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# My dictionary



### Learning about the Constitution of the Republic of South Africa (1996)

The Constitution of South Africa (1996) is the highest law in the country. This law is higher than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of us now, and our children in the future.

**Be aware of  
our past.**

**Let us not repeat the  
mistakes of past.**

**Our Constitution  
helps us to imagine  
and build a better  
future for all.**

We, the people of South Africa;

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as law of the Republic so as to—

Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a Sovereign state in the family of nations.

**Claim your rights as a South  
African and be responsible to  
protect the rights of others.**

**Know your Bill of  
rights & Bill of  
Responsibilities.**

*May God protect our people.*

*Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.*

*God seën Suid-Afrika. God bless South Africa.*

*Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.*



A





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