

Mrs Angie Motshekga,
Minister of Basic
Education



Mr Enver Surty,
Deputy Minister
of Basic Education

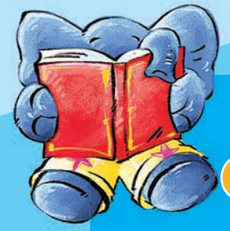
These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

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.



Rainbow WORKBOOKS

ENGLISH HOME LANGUAGE
GRADE 4 – BOOK 1
TERMS 1 & 2
ISBN 978-1-920458-38-6

THIS BOOK MAY NOT BE SOLD.

a b c d e
f g h i j
k l m n o p
q r s t u
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ENGLISH HOME LANGUAGE – Grade 4 Book 1

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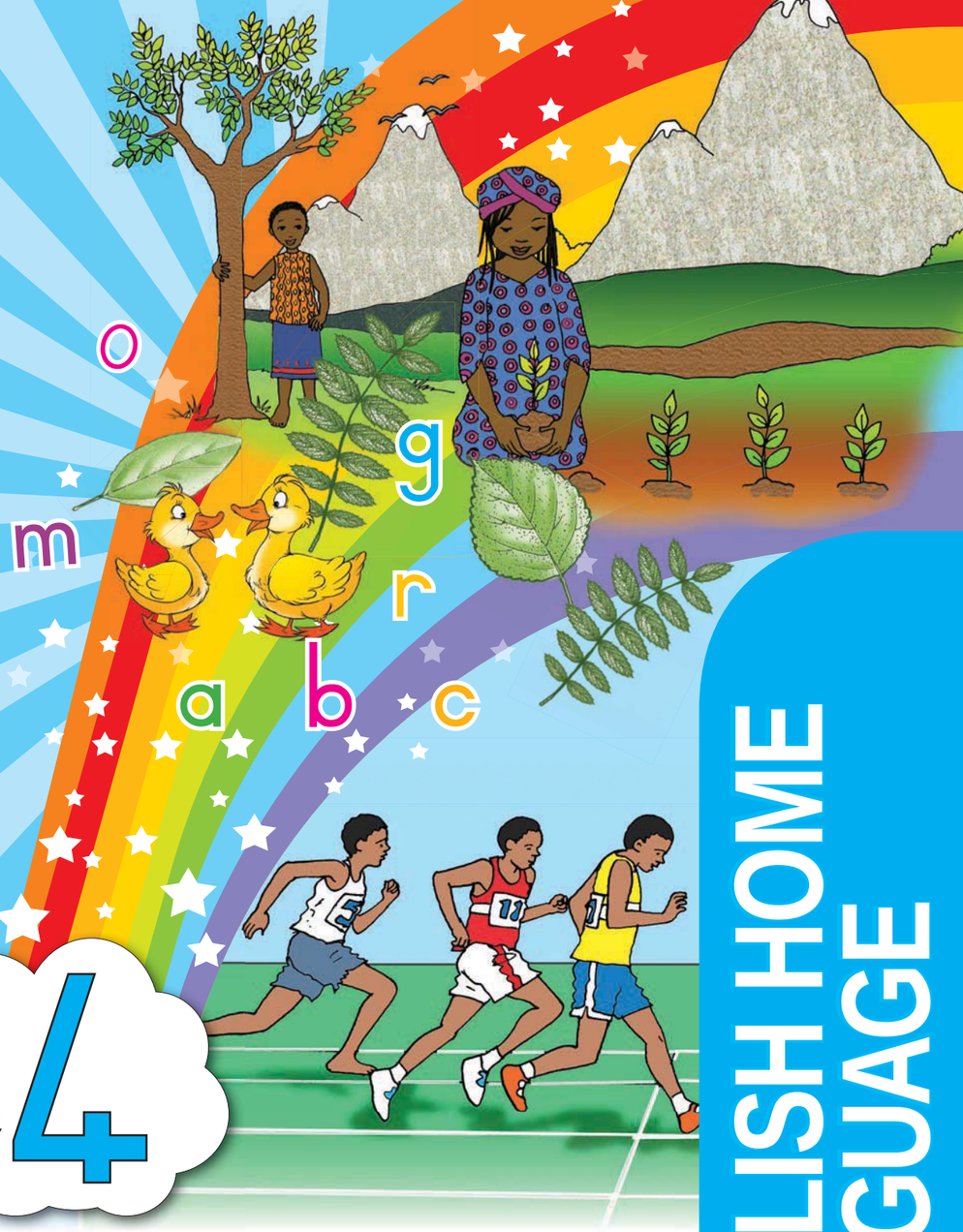


Grade 4

Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ENGLISH HOME LANGUAGE

Book 1

Terms 1 & 2

RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

Equity

Treat every person equally and fairly. Do not descriminate.



Human dignity

Respect everyone. Be kind and caring.



Life

All life is precious. Treat all life with respect.



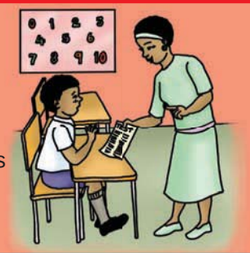
Family



Honour and respect your parents. Be kind and loyal to your family.

Education

Attend school, learn and work hard. Adhere to the school's rules.



Work

Help your family with work in your home. Children must not be forced to get a job.



Freedom and security



Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way.

Property

Respect the property of others. Do not damage property and do not steal.

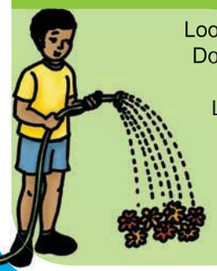


Religion, belief and opinion

Respect the beliefs and opinion of others.



Safety



Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe.

Citizenship



Be a good and loyal South African citizen. Obey the laws, and ensure others do as well.

Freedom of expression

Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.



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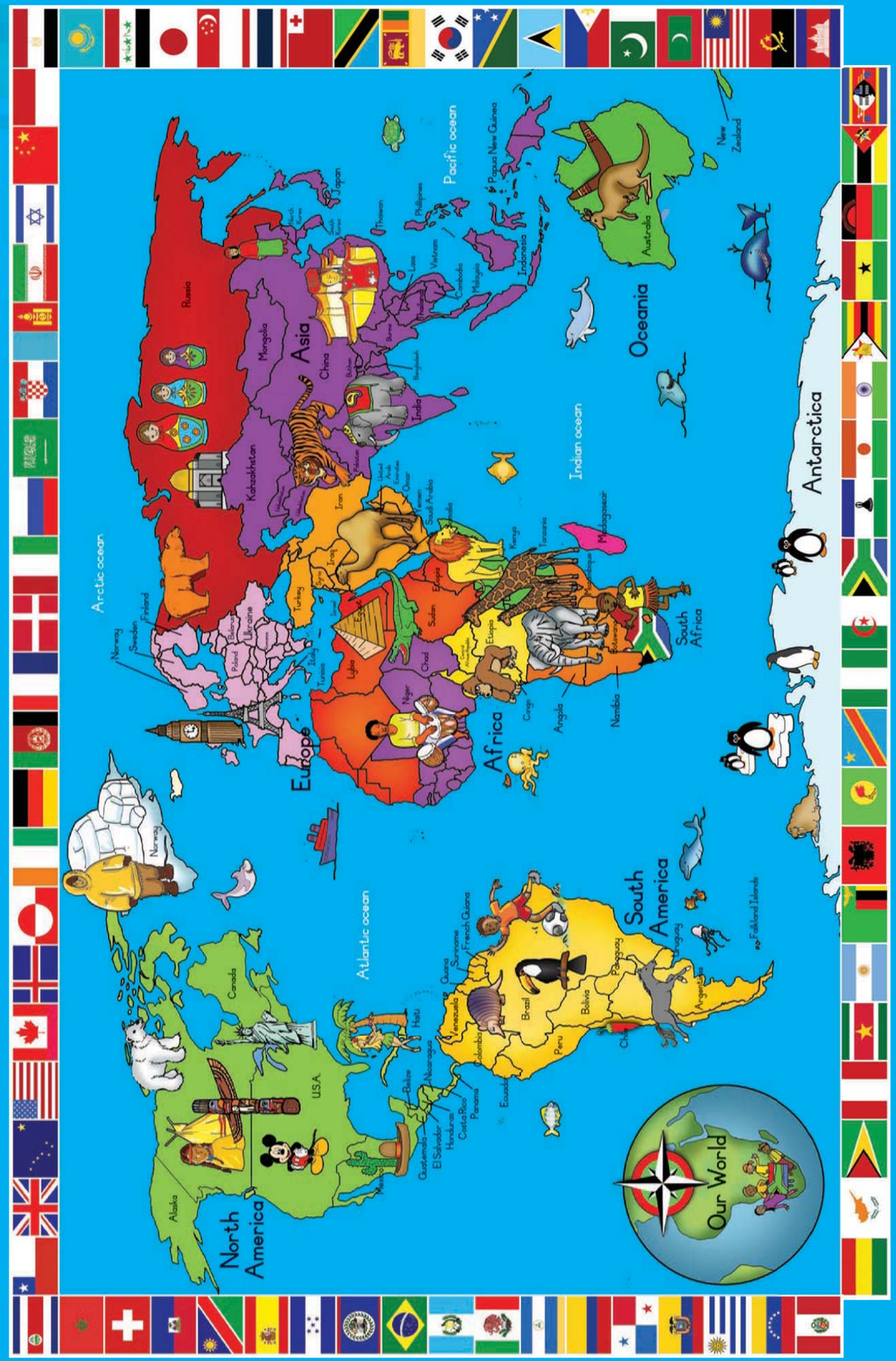

Grade 4

Rainbow WORKBOOKS

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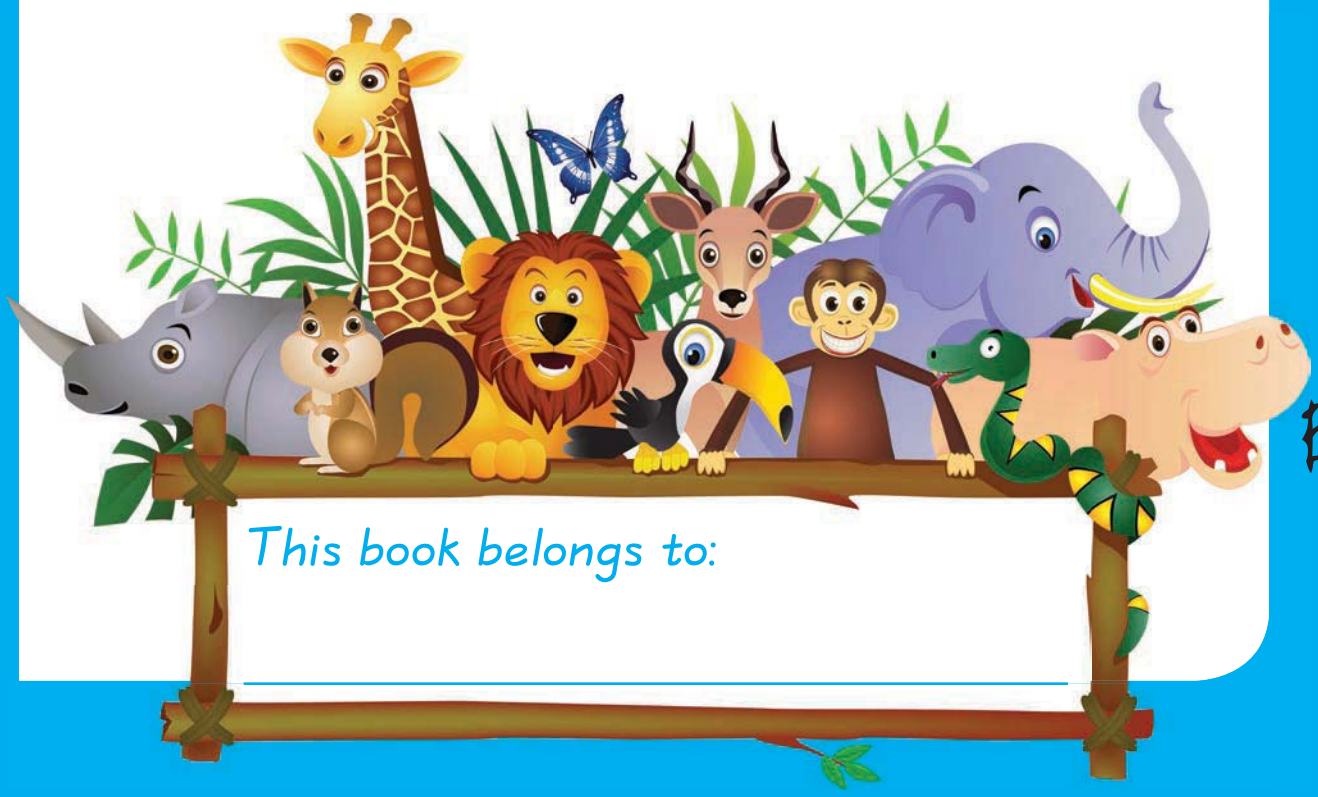


This book belongs to:

_____

ENGLISH Book 1

Date:

The young Nelson Mandela

Let's speak

- Have you heard of Nelson Mandela?
- What other famous people do you know?



Let's read

My name is Nelson Mandela. I live in South Africa, a very beautiful country right at the tip of Africa. You and I both live in South Africa. I was born in the tiny village of Mvezo in the Eastern Cape on 18 July 1918, so I am a very old man now. My father was a chief. He gave me the name of Rolihlahla, which in Xhosa means "troublemaker".

I was still very young, about 1 or 2, when my family moved to Qunu. My days in Qunu were very happy days. As I grew up I used to herd my family's sheep and goats.

I played with my friends in the fields. We swam in the rivers and we ate the sweetest honey, which we took from the beehives. I was always careful to avoid bee stings. Once I tried to ride a donkey and I was doing very well until the donkey threw me into a thorn bush!

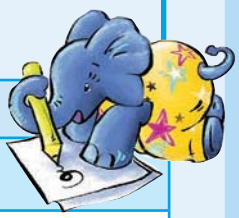
When I turned 7, my father sent me to a mission school. I was the first person in my family to go to school. My father had never been to school. We had to wear smart clothes for school, but my family was too poor to buy school clothes. My father took some of his old trousers and cut them off at the knees. I did not have a belt, so my father took a piece of string and drew the trousers in at the waist. But I was proud, very proud, to wear those trousers.



At school, my teacher decided to call me Nelson. Can you imagine getting a new name when you are 7?

I was happy at school and happy at home. My mother used to tell me lots of stories from long ago.

I learnt so much from her stories. She taught me to always be kind to people.
My father taught me to be brave. I wanted to be brave like him. I wanted to be just like him.
I used to put ash on my hair to make it look grey like his.
I loved my father.



Let's write

When was Nelson Mandela born?

What games did he play when he was a child?

What lessons did he learn from his parents?

What do you think will happen next in Nelson Mandela's story?



Let's write

Make complete sentences by drawing a line from the part on the pink side to the correct part on the yellow side.

Because we were too poor to buy clothes	because I wanted to look like my father.
I learned kindness	to be brave.
My father taught me	from my mother.
I used to put ash on my hair	my father cut his old trousers off at the knees.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

2

Date:

Nelson Mandela's story

Let's read

Soon after I turned 9, my life changed because my father died. I had to pack the few things I had and walk with my mother to my new home. It was painful for me to leave Qunu. I turned and looked back at my home and the happiness I was leaving behind.

I looked at the huts and the people going about their business. I looked at the stream where I had splashed and played with the other boys. I imagined that I could no longer play with my friends. My eyes rested on the three huts at my home. I left – but I could not imagine my future.



I went to live with my Uncle Jongi in Mqhekezweni, a nearby village. He was my father's best friend. I missed Qunu and my family there, but my life with Uncle Jongi was a good one. I played with his son, Justice, and we had lots of fun. We rode horses, worked in the garden, played in the green fields and swam in the river. My uncle treated me like his own child.

I went to the nearby school. Then when I was 16 Uncle Jongi sent me to Clarkebury School. Like my father, my uncle believed that education was very important. Three years later I went to Healdtown High School. I did my best at school and studied hard. When I finished school I went to the University of Fort Hare. By then I was 21.

Let's write

Write 3 sentences about the schools Nelson Mandela attended.
Finally, say where he went to university. Start the sentences with these words.

First, when I was 7, _____.

Then, when I was 16, _____.

Afterwards, when I was 19, _____.

Finally, when I was 21, _____.

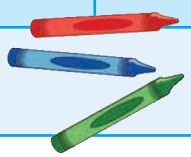


Let's write

In the blue half of the table, fill in the main events of Nelson Mandela's childhood. Then in the yellow half, fill in some important events in your own life.

Age	Important events in Nelson Mandela's childhood.
Born 1918	
From about 2	He lived in Mvezo. He played in the fields.
7	
9	
16	
19	
21	

My age	Important events in my life.
Born	



Circle the correct verbs (or action words) in the past tense.

Let's write



We take/took honey from the beehives.

The bees never sting/stung me because I was careful.

When it was hot we swam/swim in the rivers.

When I was young I learned/learn to be brave from my father.

My mother teaches/taught me to be kind.

We ride/rode horses.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

The places where Nelson Mandela lived

Let's read



When I was a young boy, I lived in the village of Qunu. In the village we had clean streams and green hills. The sheep, cows and goats used to walk around. There were no roads, only paths. We lived in mud huts. We had three huts. We used one for cooking, one for sleeping and one for storing our things. We used to get our water from the river. My mother cooked our food in a three-legged pot. We ate umngqusho, made of samp and beans, and we had plenty of milk from the goats and cows.

Let's do

Read the paragraph about the village of Qunu again.
Underline the important ideas in the paragraph. Now draw a picture of Qunu.

Let's read

When I was older I moved to Johannesburg. There I lived in Alexandra (we called it Alex, for short). I was surprised at how big Johannesburg was. Life was different there. The air was thick with smoke. It was dangerous to walk at night. People lived in small square houses that looked like matchboxes. We had no electricity or running water.

But what I liked about Alex was that the people there came from all over. They all spoke different languages. Some people spoke isiZulu, Sesotho and Xitsonga. Although Alex was different from the Eastern Cape, I was happy there.

Let's do

Read the paragraph describing Alexandra again. Underline important ideas in the paragraph.
Now draw a picture based on the description in the paragraph.

Now write two sentences to describe your drawing.

Let's speak

- Tell your friend what Qunu and Alex looked like.
- Tell your friend how the two places differed.

Let's do

Draw a picture of where you live.

Now write two sentences to describe your drawing.

Date:

Thank you Madiba

Let's write

Nelson Mandela has done a lot of work to help children like you. He has built many schools and hospitals for children. He cares for children who do not have parents or who are very sick.







Write a card to Nelson Mandela to thank him for what he has done to help South Africa's children.

On the front of the card, draw a picture about something from his childhood.
Then, on the inside, write a very special thank you message for him.

Thank you

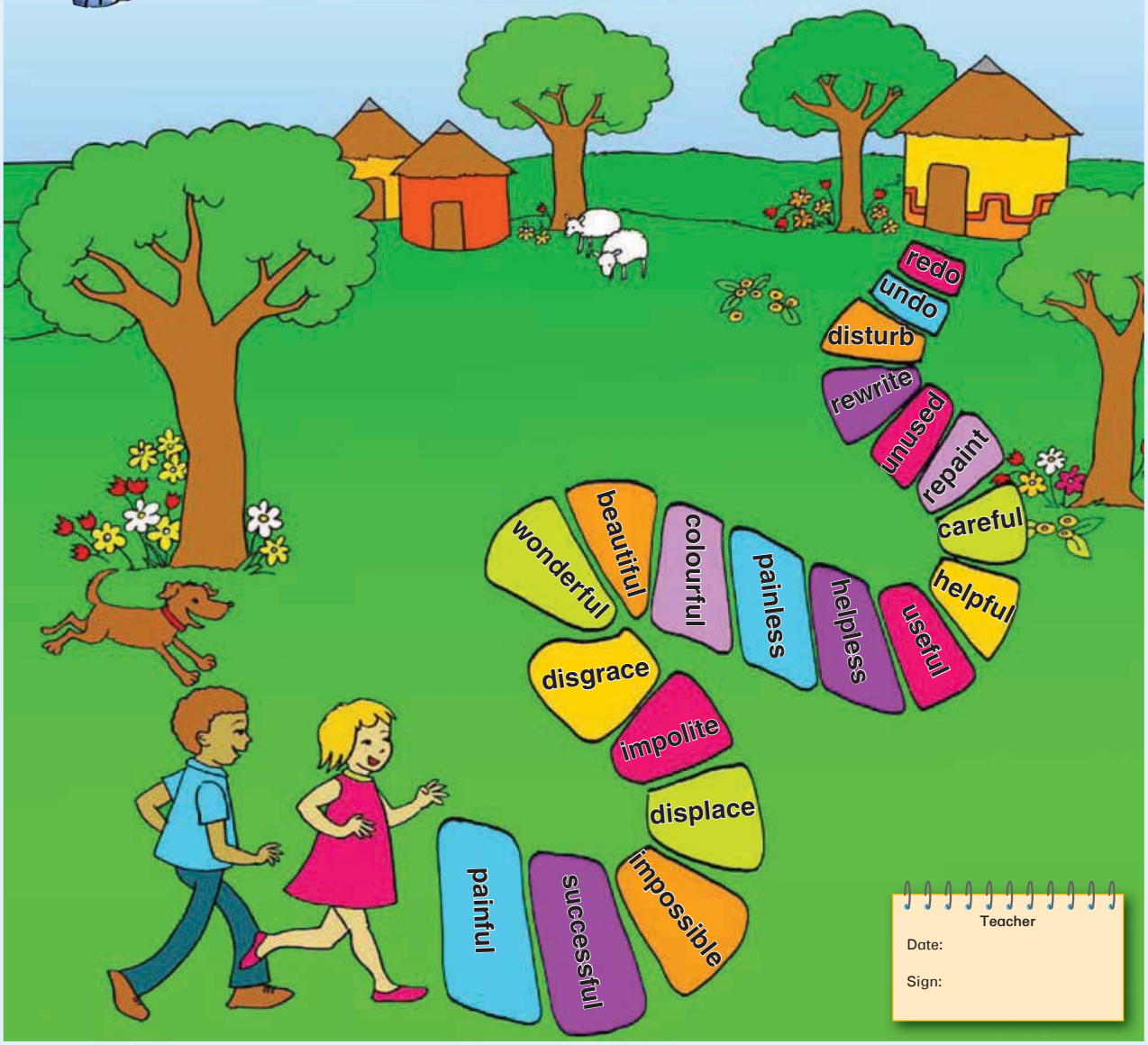
Let's write

Change these sentences from then to now.
Write them in the present tense.

I went to the village school.	
We swam in the river.	
The boy rode on a donkey.	
We slept in the huts on mats.	

Fun

Who will get to the house first? Flip a coin. If you get heads you can move 2 blocks forward. If you get tails you can only move 1 block towards the house. The one who gets to the house first is the winner. When you land on a word, you must read it.



Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Caring for our environment

Let's speak

We all like to live in a healthy environment.

- Are there places near to where you live that are dirty? Is there a river that needs cleaning or a place where there is a lot of litter?
- What could be done to make your community cleaner?
- What could you do?



Let's read

Today Jabu reads an interesting newspaper article.

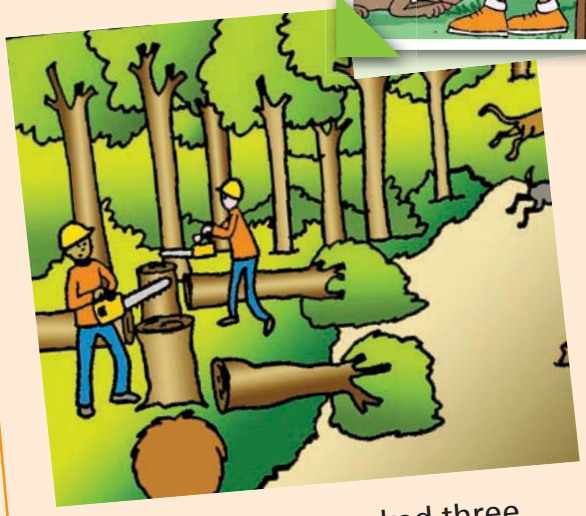
Kiddy Times

25 May 2013

Ten-year-old Omar Castilo complains that Mexico City is very polluted. Today he is leading a big protest march. About 2 000 children will march with him. He is carrying a banner saying "Don't destroy the rainforest!" because he heard that the forest was going to be destroyed.

Omar was very angry about this. He said that he always wished to go to the forest one day and he knew that forests help to keep our air clean.

He did his best to save the forest. He even wrote a letter to the President of Mexico, but the President didn't reply. Omar wrote four more letters. But still the President did not reply.



Last week, Omar packed three shirts, his toothbrush and toothpaste and a little food into his small school bag. Then he woke his parents to tell them he was going to save the forest. Omar's father tried to stop him. "The forest is 1 400 km away and it is dangerous! You can't go." But Omar had made up his mind. "I want the jungle to be there when I grow up," he said. "I want all the animals to be there also."

Let's speak

- Who is the story about?
- Why does he care about the forest?
- Why was his father unhappy that he wanted to walk to the forest?

Let's write

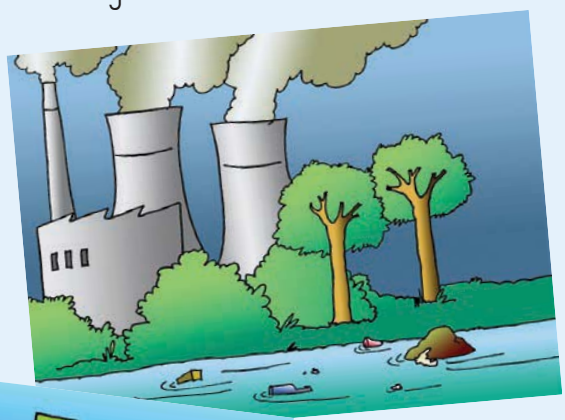
Match the words with the pictures. Then write the words in alphabetical order in your dictionary.

jungle

polluted

dangerous

protest









Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Working to save the environment



Let's write Read the article and then answer these questions.



How did Omar feel about people chopping down the trees?
Why do you think he felt this way?
Why do you think the Mexican President didn't reply to his letters?
How do we know that Omar cared about the forest? Write 2 sentences that tell us that he cared.
Write 2 sentences saying what you care about.



Let's write Join these sentences. Use **and** and **but**.



Mexico City is very big		it is very dirty.
Jabu read the *Kiddy Times*		he read about Omar.
Omar wrote 4 letters to the President		he didn't get a reply.
He packed shirts		he did not pack sweets.
He walked a long way		he was very tired.



Let's write

Circle the words that sound the same as the first word.

last	paste	lost	fast	cart
down	round	frown	how	throw
save	have	made	gave	safe
four	hour	tour	loud	more
mind	mend	kind	mine	bind

Let's write

Fill in **was** or **were**.



Omar _____ worried about the forests.

He wrote many letters to the Mexican President.

They _____ not answered.

Omar _____ very sad and angry about this.

The forests _____ important to him.

The trip _____ dangerous.

He had to walk a long way.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Caring for the rainforests

Let's read



Rainforests grow in all the hot, moist parts of the world. Many animals live in the forests and many plants grow there. But all around the world people are cutting down the forests.

When a forest is cut down, many animals and plants disappear forever. When the rainforest disappears, the climate changes. Close to the rainforest it becomes drier. And slowly the climate of the whole world, including South Africa, will change too.

Let's write

Write down three things that will happen when a rainforest is cut down.

1	
2	
3	

Let's write

Read each sentence. If you think it is true, write T (for true) next to it. If you think it is false, write F (for false) next to it.

	T or F
Omar packed sweets.	F
Omar walked all the way to the rainforest.	
Hundreds of different animals live in the rainforest.	
The President replied to all Omar's letters.	
If we cut down the rainforest, the climate will change.	



Let's write

We give you the answers. Write the questions. Use **where**, **who** and **what**. Remember to use question marks.

The rainforest is in Limpopo.	Where is the rainforest?
Many animals live in the rainforest.	What
Different plants grow in the rainforest.	What
People cut down the rainforests.	Who



Let's write

Write your own newspaper article about caring for the environment.

Name of newspaper

Date

Heading of story

Write your news here.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Rainforests and the climate



Let's write

Draw a line under the word that means the same as the **bold** word.

It is **bad** to cut down rainforests.	It is terrible to cut down rainforests.
Omar was **sad** when people cut down the rainforest.	Omar was unhappy when people cut down the rainforest.
Omar did not want the plants and animals in the rainforest to **be destroyed**.	Omar did not want the plants and animals in the rainforest to die.
Rainforests are **important** for our climate.	Rainforests are essential for our climate.



Let's write

Complete the letter that Omar wrote to the President. Fill in the missing words. Use words from the box.

that grow there
climate will also change
save the forest
chopping down all the trees
that live there

Dear Mr President

Please help me. I saw on TV that people are _____ in our last rainforest.
I am very worried about this.

What will happen if we cut down all the trees? The animals _____ will die. The plants _____ will die. The soil will become hard and when it rains, the water will just flow off the ground. The climate will change there.
The _____ all over the world.

Please help me _____ .

Yours sincerely
Omar



Let's write

Fill in the correct punctuation marks in these sentences.

Omar wanted to save the insects ☐ animals ☐ trees and flowers ☐
Will you come with me to the rainforest ☐
He shouted ☐ "You must not chop down the trees ☐ "
He said ☐ ☐ Please Dad ☐ come with me ☐

Fun

What are they? Read the definitions of the different types of animals. Look at the pictures and say what type of animal each one is.

Mammals They have hair and feed their babies milk.	**Fish** Fish live in water and breathe with gills.	**Birds** Birds have wings, feathers and beaks. Most birds can fly.
Amphibians They live in water at the start of their lives and then they live on the land.	**Reptiles** Reptiles have scales and lay eggs.	



Clue: Dolphins and whales are mammals.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

People who are disabled

Let's speak

- What does it mean to be disabled?
- Do you know anyone who is disabled?
- What are the things that person can't do?
- How do you and your friends feel about disabled people?



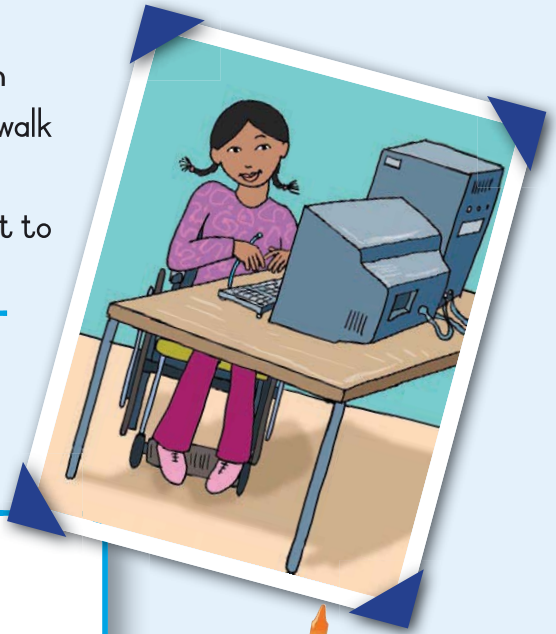
Let's read

My name is Cindy Solomon. I am 11 years old. I have cerebral palsy. I cannot move my arms and legs properly. When I want to go somewhere, I use my wheelchair.

I live on the Cape Flats and it is very far to my school. I have to get up at 4 o'clock in the morning because the bus fetches me at 6. Someone has to help me get dressed, brush my teeth and hair, give me my breakfast and pack my bag.

I love computers. I have a special mouse that helps me write things on the computer. I also love playing ball. Instead of running around, I move the ball around while I sit in my wheelchair.

The one thing that makes me sad is that some children think that people like me are stupid because we can't walk properly and use our hands properly. But we are not stupid. I am very clever, and when I finish school I want to study to be an accountant.



Let's speak

- Who is the story about?
- What makes Cindy different from other people?
- What does she want to do when she finishes school?
- What makes her very unhappy?



Let's write

Match the underlined words in each sentence with the correct word in the right-hand column. Write the words in your dictionary.

Cindy gets around in a <u>chair with wheels</u>.	clever
She goes to school in a <u>big vehicle</u>.	wheelchair
Cindy is able to <u>learn things very quickly</u>.	bus

Nouns are names of things, people and places. We always use capital letters for the names of places and people. We call these proper nouns. We don't use capital letters for names of things.



Let's write

Rewrite all the words that should start with capital letters.

cindy	tree	school	pretoria

mrs ntuli	flower	table	teacher

south africa	mexico



Let's write

Draw a line to match the shortened words on the left with the full words on the right.

St	in the morning
Rd	August
Aug	Road
Sept	September
a.m.	Street

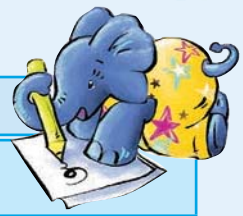




Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Cindy's day



Let's write

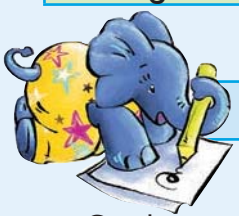
Where does Cindy live?
What school subject does she enjoy most?



Let's write

Put the right parts together to make a sentence.
Use **and**, **but** and **because**.

Cindy is the same as you and me	she can't use her hands properly.
She goes to school by bus	wants to become an accountant when she finishes school.
She gets sad when people laugh at her	she wakes up very early to catch the bus.
Cindy is very clever	she can't walk.



Let's write

Complete these sentences.
Fill in **is** or **are**.



Cindy _____ an eleven-year-old. She has cerebral palsy.

She lives on the Cape Flats and _____ happy to go to school.

She and her friends _____ good at using computers.

They _____ sad when people don't respect them.

Cindy wants to study accountancy as she _____ good at figures.

Cindy _____ a bookworm. She loves reading.



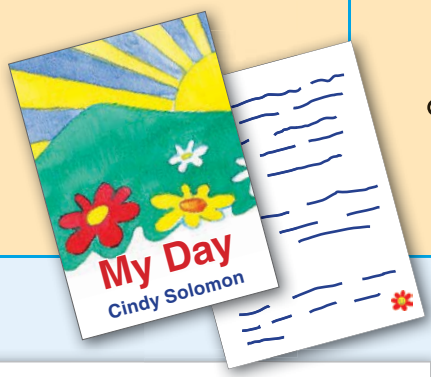
Let's speak

- Are you a bookworm? Do you enjoy reading?
- Talk about a book you really enjoyed.
- Tell your friends why you think they should read the book.

Let's write

Write about a book you enjoyed.

Draw the front cover.
Fill in the Title and the Author



Write 3 sentences about what the book is about.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

How we can help

Let's read

All over the world young people like you help those who need our help.
Read below about some children who help other people and animals.

Jabu aged 11

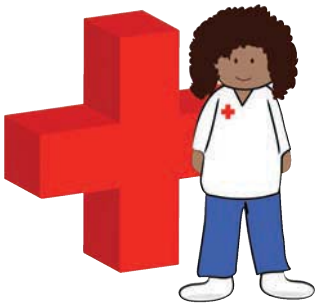
Jabu works for the SPCA. Every weekend he helps to feed the stray dogs and cats.

He and his friends like to care for the animals until they find homes.



Ann aged 12

Ann has joined the Red Cross. She is learning first aid. She will be able to help people who get hurt. She wants to help at sporting games. She will always work with an adult.



Cindy aged 11

Cindy is very good at computer work. She shows the smaller children how to use a computer. They learn a lot from her.



Bongi aged 20

On Mondays Bongi helps her teacher to look after children who stay at school in the afternoon. She helps to check that they do their homework. She reads to the children and watches them while they play.



Let's write

Now fill in the table.

Name	Age	When does he or she help?	What does he or she do?
Jabu	11	Saturday and Sunday	He feeds the animals.

Write 3 sentences about what you can do to help.

Let's write

Here are some things that people look for in a friend. How important are they to you? Give each one a number from 1 to 10. Start with 1 for the most important one, and give 10 to the most unimportant one.

goodlooking	
strong	
fat	
nice clothes	
rich	

kind	
clever	
laughs	
good at sport	
thin	

Fun

Do these word sums.

straw + berry = strawberry

pan + cake = _____

key + hole = _____

note + book = _____

flower + pot = _____

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

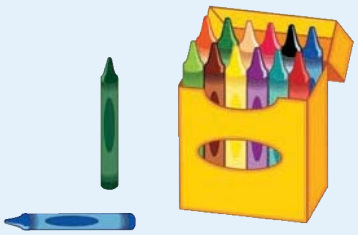
Date:

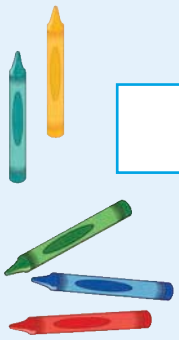
We all need to manage our time



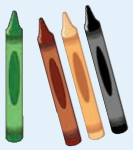
Let's write

Make a spider map to show how you spend your day.
Fill in the blank spaces.
Use some of the words below.









school	school subjects	break time	pets
movies	teachers	homework	sport



Let's write

Write five sentences about how you spend a week day.
Use what you wrote in your spider map.



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Let's write

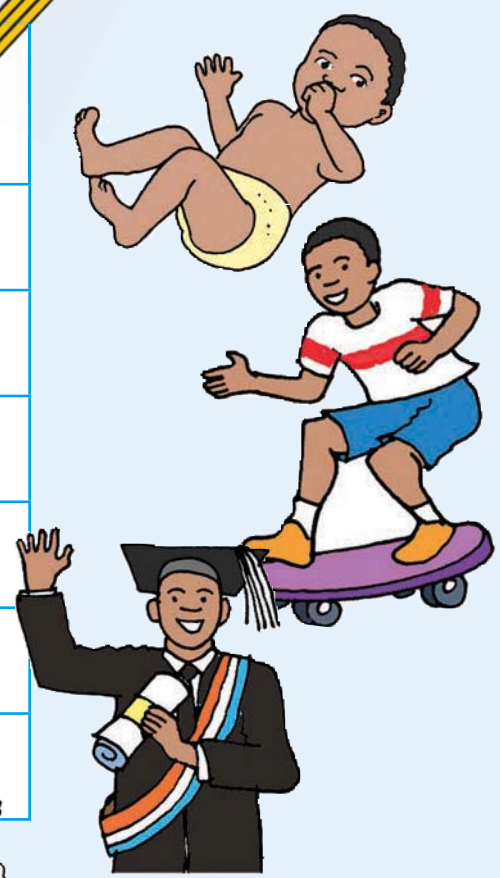
In each sentence, draw a line under the word that means the same as the **bold** word. We have done the first one for you.

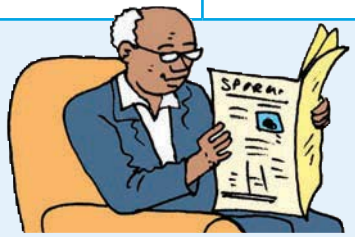
I love my sister and I adore my brother.
In winter, it is very **cold** in Cape Town and icy winds blow.
I am **happy** and my friends are also cheerful.
I am **excellent** at figures and I am brilliant at swimming.
Cindy is going to **study** accountancy and is also going to learn mathematics.

Fun

Fill in this time line starting with the year you were born. Then imagine your future and fill in all the events of your life.

Born	I was born in 20___
20___	
2010	
2020	
2030	
2040	
2050	
2060	







Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Twins

Let's speak

- Would you like to look exactly the same as your sister or brother?
- Do you think it is easy or difficult to have twins in a family? Say why.





Let's read

Nozipho and Nozizwe are identical twins. They live in Port Elizabeth. They were born on 29 February 2000 and are in Grade 4. Nozipho and Nozizwe do everything together. They are in the same class. They wear the same blue jeans. They have the same curly, brown hair. They look the same. They are both cheeky. People always mix them up. This really makes them laugh.

Teachers always confuse them at school. This is wonderful for them and causes a lot of laughter in the class. Sometimes their father has trouble telling them apart. Their mother doesn't, though. She always knows who is who. The twins often try to confuse her, but they can't. The twins have an older sister who is married to a watermelon farmer. She never knows which one is which. In fact she has even given up trying to guess.

One morning, after they had all eaten a healthy breakfast, their father asked them to dress differently so that he could tell them apart. "No!" said the twins. "We like looking the same. We have a lot of fun when people don't know who is who! In any case, we know who we are, and isn't that the most important thing? Can't we rather talk about our trip to the farm to see Nandi in Limpopo? She said that she is looking forward to our visit and we just love eating watermelon."

Let's speak

- Who is the story about?
- Why do you think people confuse them all the time?
- How do the twins feel about people mixing them up all the time?
- Do you know any twins? If you do, tell the class about them.

Let's write

Put the words in alphabetical order. Number each column from 1 – 5.
Write the words in your dictionary.

__ live	__ melon	__ twins
__ looking	__ make	__ two
__ like	__ must	__ time
__ look	__ Monday	__ test
__ laugh	__ men	__ trust

Let's write

Choose the right word.

Do I?
Do you?
Do we?
Do they?
Do the children?
Does he?
Does she?
Does the dog?
Does the watermelon?
Do Ann and Jabu?

Do/does you like eating fruit?
Do/does the watermelon grow on top of the ground?
Fruit is good for the child. Do/does their mother agree?
It must be hard to be an identical twin. Do/does the twins also think so?
Do/does you think Nozizwe and Nozipho's father can tell them apart?

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Being the same and being different



Let's speak

- What are identical twins?
- How old are Nozipho and Nozizwe?
- How many days are there usually in February?
- Why is the date on which the twins were born special?
- If you knew Nozipho and Nozizwe, which one would be your friend? Say why.
- Would you like to be a twin? Why?



Let's write

Fill in the describing words.



different	cheeky	identical	blue	healthy

The twins wore the same clothing.

Even their _____ jeans were the same.

The _____ twins liked being in

the same class.

The _____ twins often got into a

lot of trouble at school.

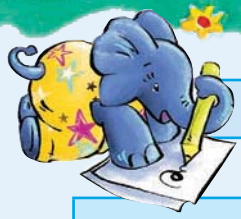
Many twins are not the same; they are very

_____ people.

The family usually eats porridge and fruit for breakfast –

a very _____ start to the day.





Let's write

Change the sentences from **then** to **now**.
Start each sentence with **today**.

The children were naughty.
Today the children
The twins wanted to visit their sister on her farm.
Today
Nozipho and Nozizwe went to school by bus.
Today
Their father told them to wear different clothes.
Today



Let's write

Rewrite this paragraph. Fill in the capital letters, commas and full stops.



in 2000 twins nozizwe and nozipho were born in port elizabeth they were identical twins they grew up in the eastern cape and went to school there they wore the same clothes had the same hairstyle and liked the same friends they often went on holiday to their sister's farm in limpopo



Date:

Farm life



Let's write Write a letter telling your friend about a holiday you had on the farm.





Write your address here .....

.....

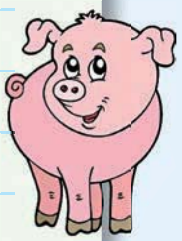
.....

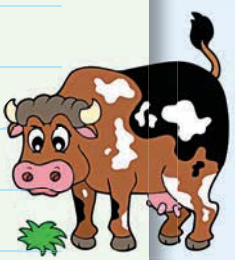
.....



Write the date here .....

Dear Bongi







..... Write your ending here

..... Write your name here



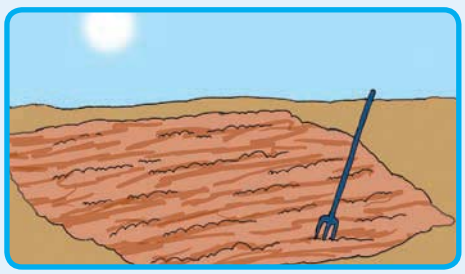
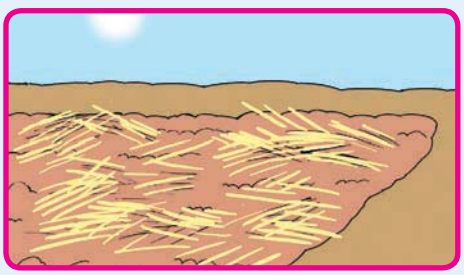
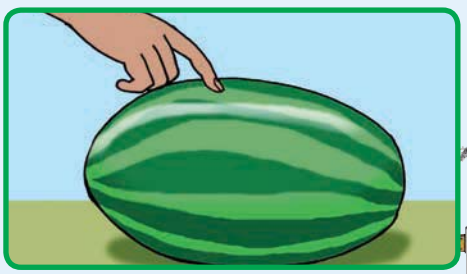
Let's write

Circle the correct word.

Watermelons that are joined is/are rare.
Nandi grows/grow watermelons on her farm.
I love/loves to eat juicy watermelons.
The twins take/takes a big slice of watermelon.

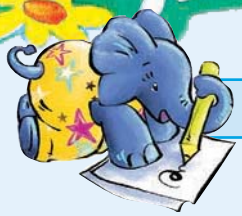
Let's write

Match the pictures with the words.

Watermelons grow well in sandy soil and warm climates. You need a lot of space to plant watermelons.	
Cover the beds with straw to keep the soil cool and moist.	
Water the rows so that the soil keeps damp.	
Your watermelon is ready to pick when you tap it and it sounds hollow.	

Date:

Preparing to write your book



Let's write

Prepare to write your own story.
Fill in your ideas on this spider map.





Idea for introduction

What is the story about?

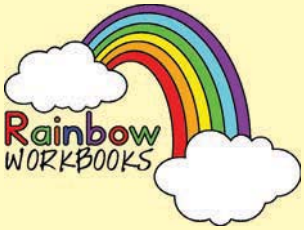
Idea for the middle of your story

How will you end your story?



Now write your story on a piece of paper. Ask your friend to help you correct it. Then cut out the next page. Fold the page on the lines. Fill in the front page and then write your story in the book.

BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

COVER

Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

Step 2: Fold on the dotted line

Step 3: Staple on this side

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

STEP 1: Fold on the dotted line

5

Continue with your story here.

Draw picture here.

4

Write the middle of your story here.

Draw picture here.

Draw picture here.

Start writing your story here.

2

Draw picture here.

Finish your story.

7

3

Continue with your story here.

Draw picture here.

6

Write what happens at the end of your story.



2





















Karate

Date:

Let's speak

Look at the pictures and talk about what you see.

- What kinds of sport are these children doing?
- What are the rules for each of these sports?
- Do you think it is important for young people to learn to look after themselves? Why?










Let's read

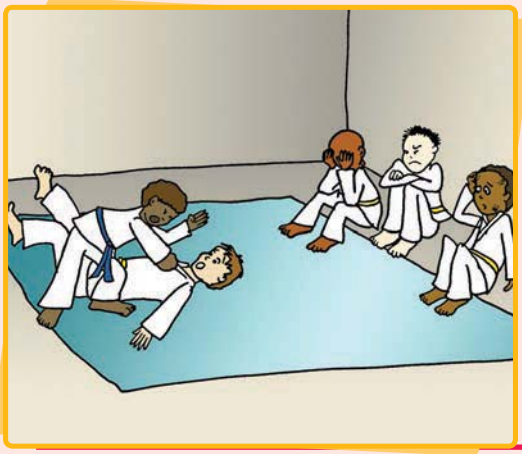
Sipho's story



I first started doing karate when I was nine. My brother took me to watch karate at the church hall in East London in the Eastern Cape and I thought I would like it. I then joined the club.

I was good. I won many championships. In the last one, I took part in the under 45 kg and under 55 kg. I won both. It was very hard. Most of the boys in the under 55 kg were older and bigger than me. But I beat them all.

Karate has taught me to look after myself and others. It has also taught me not to start a fight.



Sipho works very hard to keep fit. He runs 5 km every day. He does lots of exercises. He found the exercises in a library book.

Sipho wants to represent South Africa in the World Karate Championships. But first, he wants to improve his karate skills by training in Japan.



Let's write

Read the story about Sipho and then answer these questions.

Let's speak

- Who is the story about?
- What sport does he do?
- Would you like to do karate? Say why.
- Do you think you have to train hard to do karate? Why?



In which city does Sipho live?
How do we know that Sipho is good at karate?
How does Sipho keep fit?
Why does Sipho want to train in Japan?



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Date:

Sipho wins the championship



Let's write

Join the sentences. Use **and** or **but**.

My brother took me to see children do karate. I decided to join the club.

I was good at karate. I won many championships.

Some of the boys were bigger than me. I beat them.

Sipho trains hard. He does a lot of exercise.



Let's read

Read Sipho's diary for today.



Dear Diary

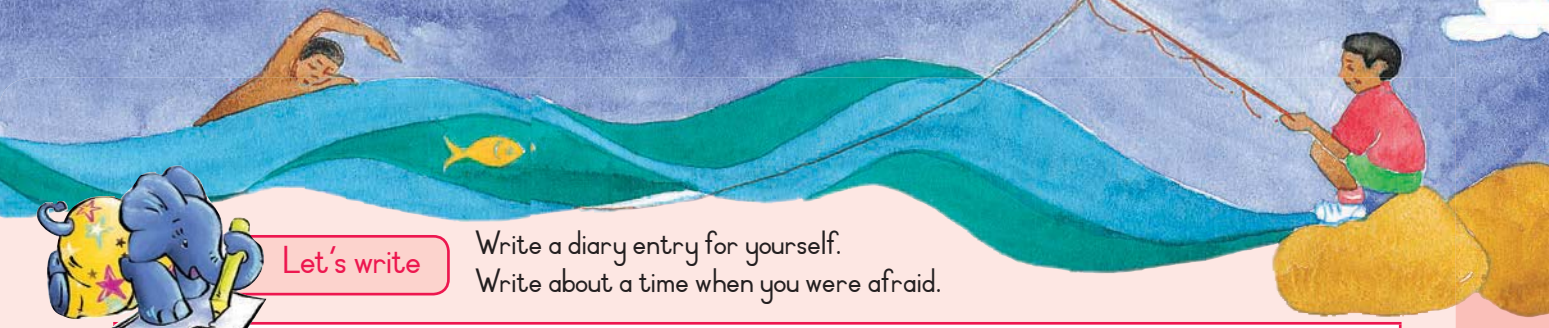
Today I was competing against Jabulani. I was very scared.
I had not slept much last night because I was thinking about how difficult it would be.
Jabu is much older than I am. He is also much bigger!

I was terrified when I walked into the hall. It felt like I had butterflies in my stomach. My heart was beating so hard I thought everyone could hear the beats.
My legs were like jelly.

When I won the medal, I felt like I had wings. I was so happy.

Sipho





Let's write

Write a diary entry for yourself.
Write about a time when you were afraid.

Let's write

Plurals are for more than one of something.
Fill in the correct plural for each of the singular nouns.



One (singular)	More than one (plural)
boy	boys
exercise	
library	
book	
championship	

Let's write

Fill in **was** or **were**.



Sipho started doing karate when he _____ nine.

He _____ good at karate and won many fights.

Many of the boys that he fought _____ older and bigger than Sipho.

Many fights _____ difficult but Sipho still won.

Date:

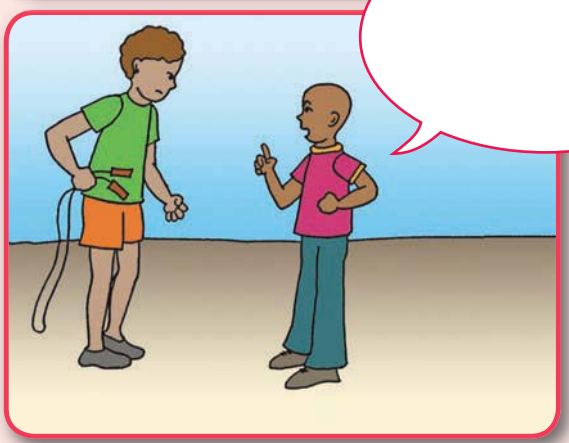
Sipho deals with bullies

Let's read









Let's speak

Talk about these questions in your group.

- Why is it wrong for the big boy to take away the girls' skipping rope?
- Do you know any bullies?
- What can you do when someone bullies you?
- What do you think Sipho said to the big boy? Write your sentence in the empty speech bubble.

Let's write

Write one sentence about each of the pictures.



Let's write

Fill in the best word.

karate	brother	championship	medal	boys	friends

My name is Sipho. I am quite small. Sometimes bigger _____ start fights with me.

My _____ used to help me but I wanted to look after myself. So I went with

my _____ for _____ lessons. I wanted to see if I liked it. I did.

It was wonderful. I started going for lessons.

I found out that I could help myself when big boys picked fights with me. I could also help my

_____. After a few months I entered a big _____.

I won a _____.



Let's write

Change the sentences from **then** to **now**.
We have done an example for you.

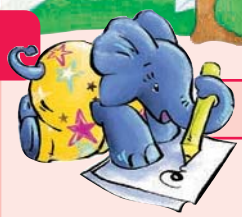
Karate **taught** me to look after myself.
Karate **teaches** me to look after myself.
Sipho's brother **took** him to watch karate.
Sipho **liked** karate.
Sipho **won** many fights.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

More about karate



Let's write Fill in the words that tell you more about the verbs. Write the words in your dictionary.

The verbs are the action words.

regularly	bravely	early	fairly

My brother taught me to fight _____ .

We always arrived at the matches _____ .

We all fought _____ in our matches.

I attended my karate lessons _____ .





Let's write Number these sentences in the right order.

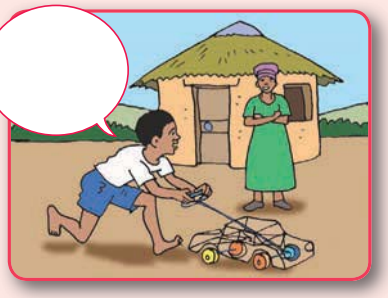
	Finally, I could help my friends and myself.
	Then I won some big competitions.
	My brother told me about karate.
	First, I enrolled for karate classes.
	I was very small and could not help myself.
	After a few months, I was very good.

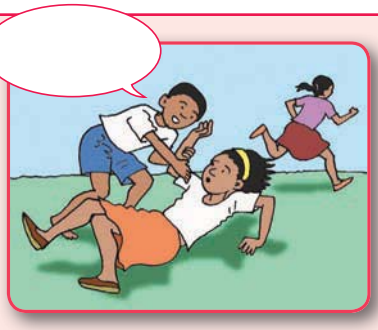


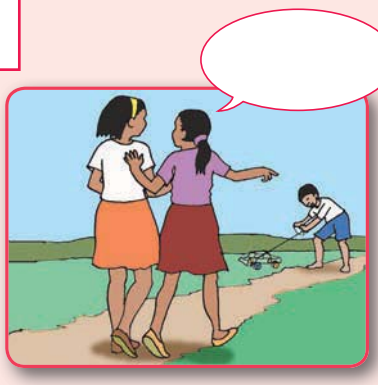
Let's write

Fill in the number of the sentence into the correct speech bubble.

1. Those karate lessons really helped!
2. Let's take his car. We can make him cry!
3. I love my new car. Thank you, Mommy.







Write a paragraph about what you see in the pictures.

Fun

Find the ten differences between these two pictures. Circle them. Then tell your friend how the first picture is different from the second picture.





Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Kenya's mountain runners

Let's speak

Look at the pictures in the story and say what you think the story is about.

- Why do you think it is important for athletes to practise hard?
- Did you know that athletes need to eat special food? Why?

Let's read



Kenya's mountain runners

Joseph Kibor comes from Kenya. When he was young he had two valuable things. One was a goat. The other was his ability to run long distances very quickly.

In 1988 Joseph had to make a sacrifice. He wanted to go to the trials where the team would be chosen to represent the country. But the trials were being held in Nairobi and Joseph had no money to get there. Poor Joseph had to sell his goat to get money to travel to Nairobi.

He ran in the 10 000 metre trial barefoot and in ragged shorts. And he came third.

Today, Kenyan runners win more long distance races than runners from any other country. Why does Kenya have so many good athletes?



Some scientists believe that runners who grow up in the mountains can run longer without getting tired because there is less oxygen up there. This means that their hearts have to work harder and this makes their heart muscles stronger.



Other scientists think they run so well because they eat a very healthy diet of maize, beans, vegetables and meat.

But the thing that may help the Kenyans most is their attitude to their running. As one Kenyan runner said, "If you don't win today, you will certainly win tomorrow. And for those who don't win, there is the satisfaction of seeing a team mate win."

Let's speak

- Who is the story about?
- What sport do they do?
- Would you like to do athletics? Say why.
- What sport do you do at school? Say why you do it.

Let's write

Match the pictures with the rhyming words in the boxes.

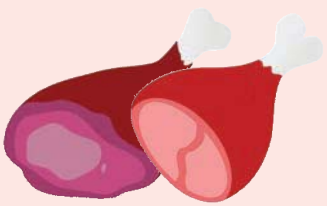
goat	sun	meat	school

boat coat some run

bite rule heat





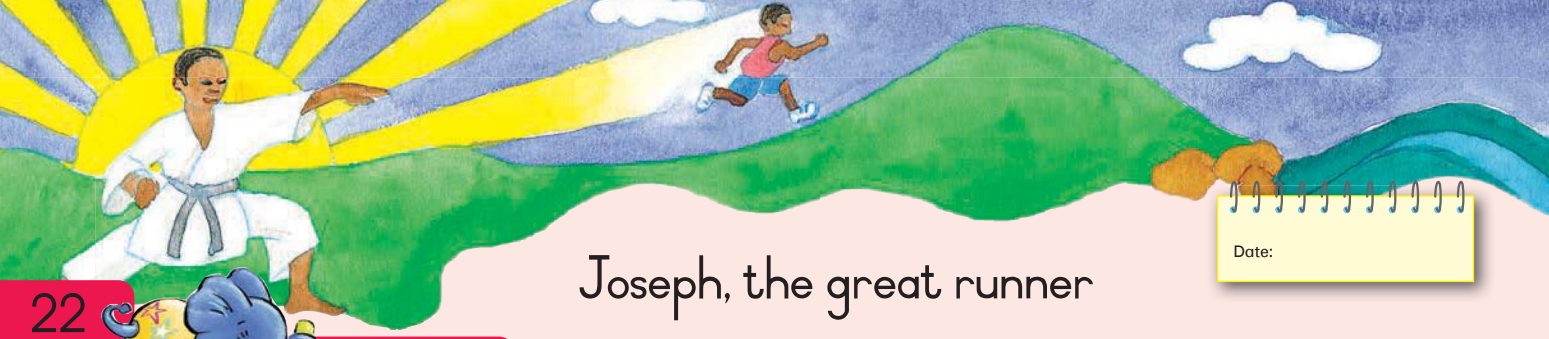




fun pool seat bun

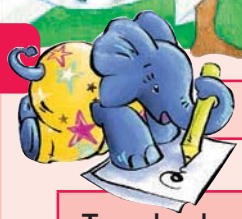
scooter neat fool note

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



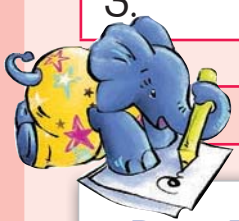
Date:

Joseph, the great runner



Let's write

In which country does Joseph live?
Why was his talent for running valuable?
Why was Joseph's goat valuable?
What three things make the Kenyan runners the best long distance runners in the world? The three things are:
1.
2.
3.



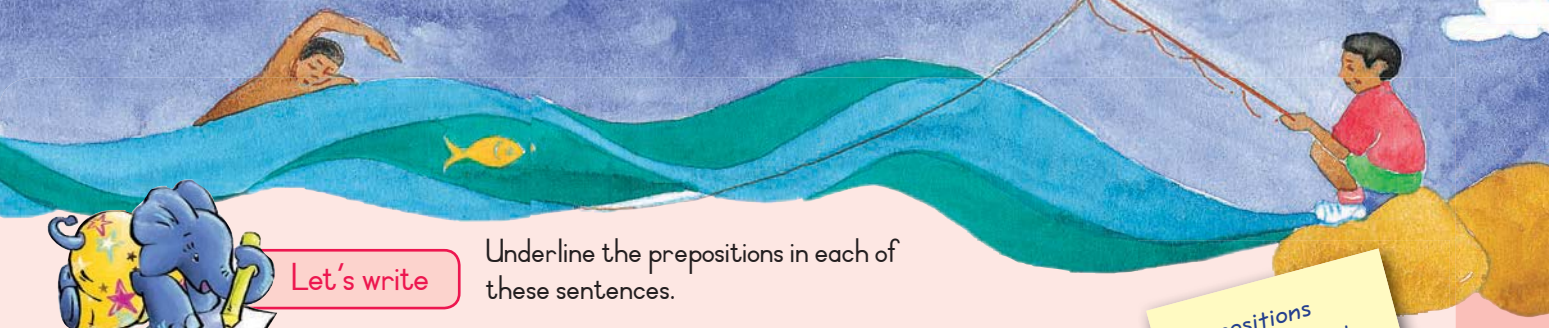
Let's write

People write about their secret feelings in their diaries. Imagine you are Joseph. Write about how you felt on the day you had to sell your goat.

Dear Diary

Today I had to do a very difficult thing.





Let's write

Underline the prepositions in each of these sentences.

Prepositions are words that tell us where things are.

There are not many cars in the mountains of Kenya.

Children walk up and down the hills every day.

The goat lay under the tree.

Joseph took his goat to the market.

Let's write

Now fill in these prepositions in the sentences below.

in	onto	over	up	down

Runners get fit when they run _____

and _____ hills.

Children get _____ early to go to school.

Many good runners live _____ the mountains of Kenya.

Jump _____ the stream so that your feet don't get wet.

Joseph got _____ the plane at the airport.

Date:

Joseph makes a healthy vegetable soup

Let's read

Joseph cooks some healthy vegetable soup for himself.

Vegetable soup

What you need

3 tablespoons of oil
1 onion
3 carrots
½ cup dry beans
2 teaspoons salt
1 litre of water



What you must do

Soak the beans overnight.
Pour the water off the beans before you use them, and throw it away.
Peel the carrots and cut them into slices.
Chop the onion.
Pour the oil into the pot.
Fry the onion and carrots.
Add the beans, a litre of fresh water and salt and boil till the beans are soft.

Eat and enjoy.

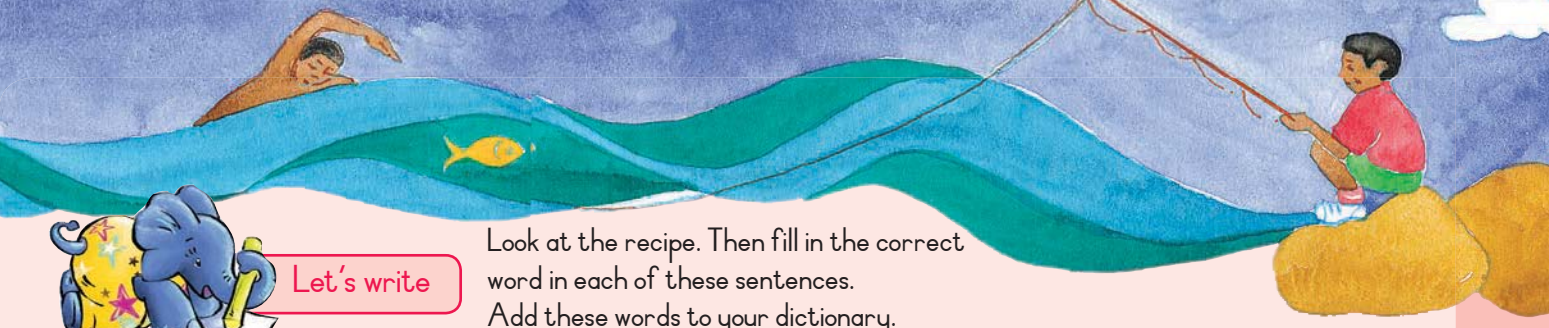
Let's write



What vegetables did Joseph use to make his soup?

How many teaspoons of salt did he use?

How much oil did he use?



Let's write

Look at the recipe. Then fill in the correct word in each of these sentences.
Add these words to your dictionary.

soak	fry	boil	slice	chop

_____ the onions.

_____ the dried beans.

_____ the carrots.

_____ the soup.

_____ the onion into small pieces.





Let's write

Write a recipe for something that you can make.



Recipe for _____

What I need

What I must do



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

More about Joseph

Date:

Let's speak

- Tell your friend how to make Joseph's soup.
- Then write down what you have to do.
- Write your sentences in the correct order.

Let's write

First you
Then you
Next you
Then you
Lastly you

Let's write

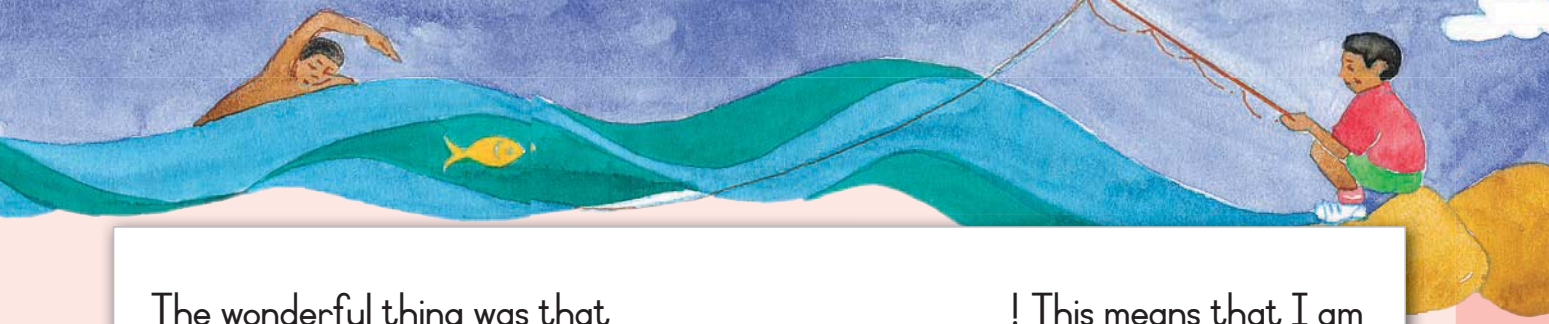
Joseph wants to write a letter to his brother telling him about his trip to Nairobi. Help him write it. Use these words to help you.

my goat	barefoot	yesterday	airport
Love	ragged shorts	I came third	Dear
for Kenya	buy him back	the 3 000 m race	

_____ Paul

I arrived in Nairobi _____. The _____ was very big and I was a bit scared. I was also excited.

This morning I ran _____. It was quite hard for me. All the other athletes had proper running clothes. I had to run _____ and in my _____ and torn T-shirt.

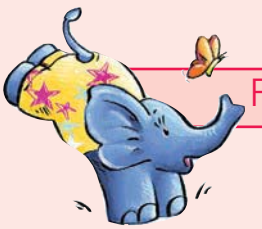


The wonderful thing was that _____ ! This means that I am going to run _____ .

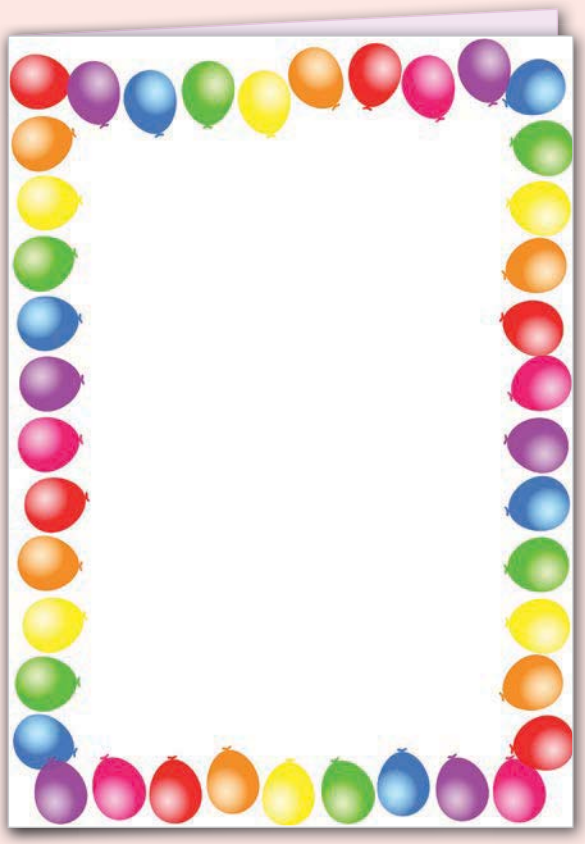
It was worth selling _____ . Perhaps if I do well and earn some money I can _____ .

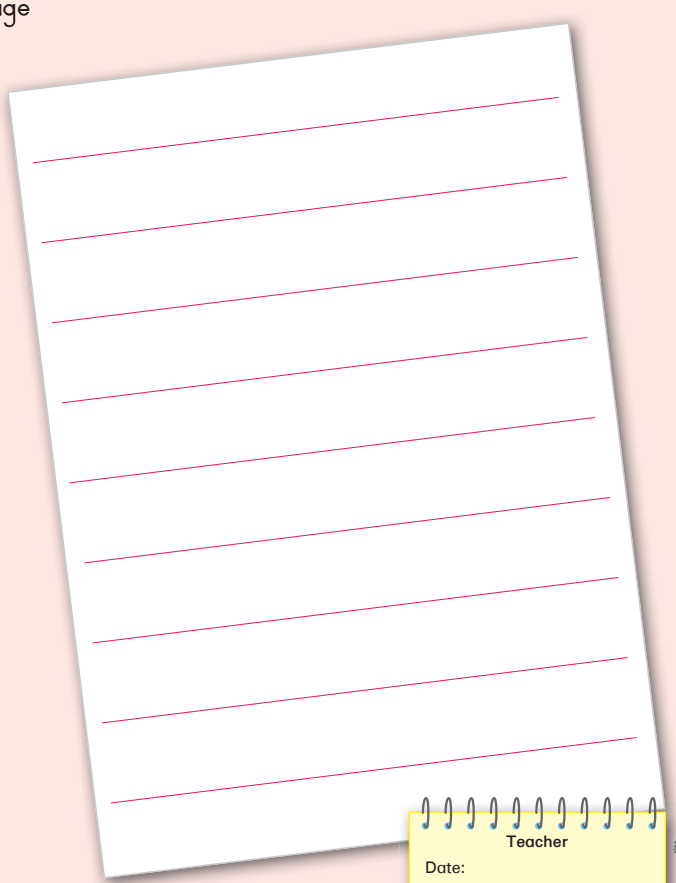
_____

Joseph



Write a card congratulating someone who has done well in sport or at school. Write a special message on the front of the card. Try to use a fancy handwriting. Then write a special message of congratulation inside.





Teacher

Date:

Sign:



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Date:

Swimming



Let's speak

Look at the notice below.

- What is a notice?
- When are notices used?
- Why should children wear a tube or water wings if they can't swim?
- Why are children asked to walk and not run around the pool?



NOTICE

ALL CHILDREN

Please wear a tube or water wings if you can't swim.

Make sure you are with an adult.

Always walk round the edge of the pool. Don't run.







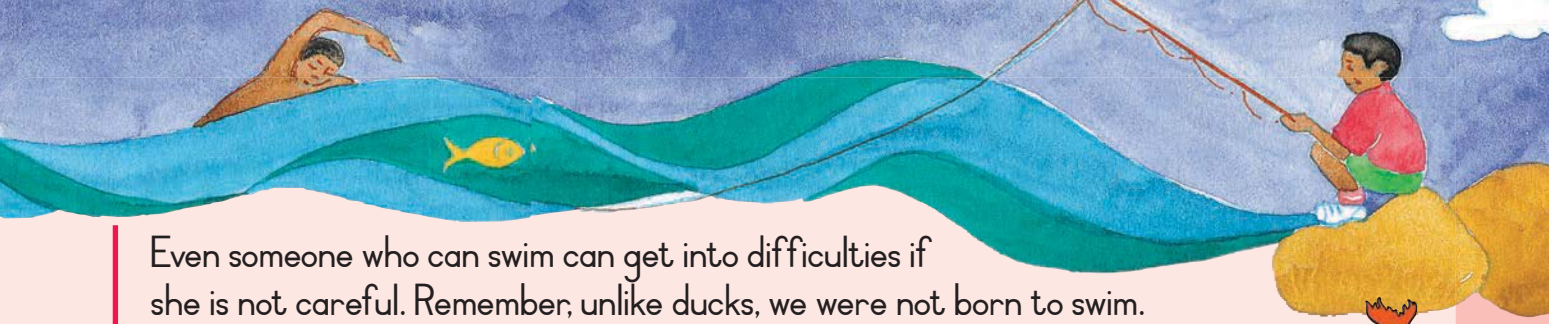
Let's read

Sink or swim

Splash! Thembi jumped into the cool, clear water. Down she went, down, down until her feet touched the bottom of the river. Then, with a big push, she went quickly up to the top again. As she came out of the water she took a deep breath of air, and went swimming across to the other side.

Can you swim? Swimming can be great fun, especially on a hot day. But it can also be very dangerous. Every year many people drown in the sea, rivers, lakes and pools.





Even someone who can swim can get into difficulties if she is not careful. Remember, unlike ducks, we were not born to swim. We have to learn.

Here are some tips to help you keep your head above water.

Be careful where you swim. Always swim in clean water. Watch out for broken bottles and tins. Be careful to avoid rocks and roots of trees.

Never swim alone. If you get a cramp in your leg, it will be difficult to get out of the water on your own.

When there is a thunderstorm stay out of the water. Lightning is attracted to water.

If you find that you cannot touch the bottom and you are in trouble, don't wave your arms wildly and scream for help. Lie on your back and breathe gently.

If there are lots of people in the water, be careful that someone bigger does not crush you. Take care not to stand on anyone or push people over.

Swimming can be fun if you take care!



Let's speak

- What is the story about?
- Why should we be careful when swimming in a river?
- Do you know how to swim? If you don't, would you like to learn? Why?
- Why is it important never to swim on your own?





Let's write

Put the words in alphabetical order. Number each column from 1 to 3. Write the words in your dictionary.

___ rat	___ splash	___ sea
___ rot	___ swim	___ she
___ red	___ scream	___ swimming



Date:

Swimming safely

Let's write

Read the story again and then write down three things we must do to be safe when we are in the water.

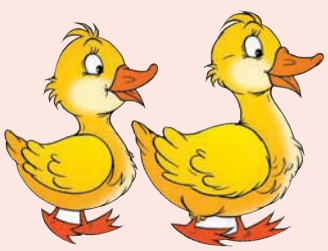
1.
2.
3.

In the story, what does the word "tip" mean?

a) Some advice
b) Top of a mountain
c) Change that you give to someone who helps you

What does "to keep your head above water" mean?

a) To keep out of trouble
b) To breathe fresh air
c) To keep your body under water

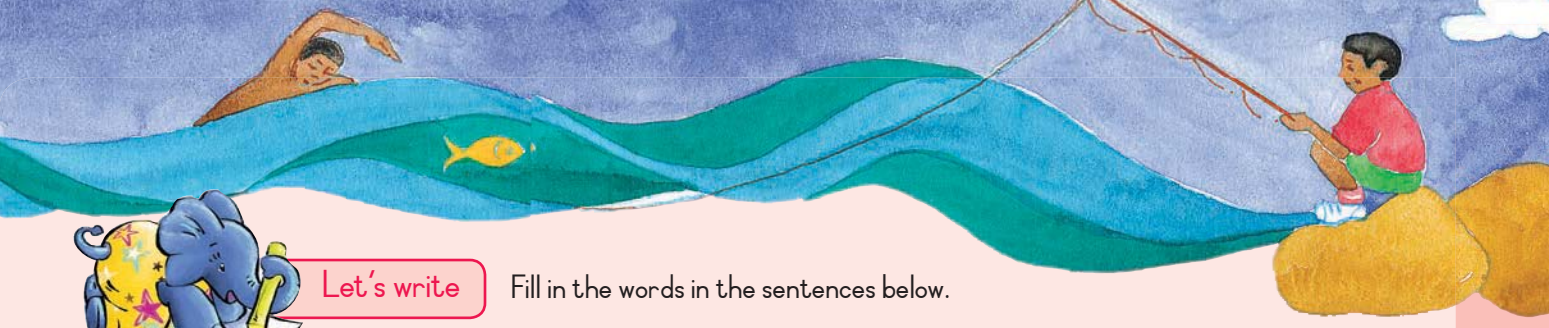


What are ducks born to do?

Let's write

Match the word with the sound it makes.

A	B
thunder	splash
leaves	whoosh
water	crash
wind	rustle
waves	roar



Let's write Fill in the words in the sentences below.

over	under	into	in	on

It's not a good idea to jump _____ a pool because you might hurt someone.

It's very hot today. Let's go for a swim _____ the river.

Don't swim alone. If you get tired you may not be able to get out of the water _____ your own.

Jump _____ the bush to get into the river.

Some people can stay _____ water for quite a long time.

Let's write Join the sentences. Use **and** or **but**.



Don't run _____ jump into the pool.

Don't step on broken bottles _____ old tins.

You can swim in fine weather _____ not when there is a thunderstorm.

Swimming is fun _____ you must take care.

Be caring when you swim _____ don't jump on people.

I love water

Date:

Let's read

WATER

I love you water!
And I need you
Every minute and hour

I love you, the way
I love myself,
I say Viva! to you
Keep up the good work

The world is in your hands!

Michael Matlala



Let's write

Who wrote the poem?

When does the poet need water?

How do we know that the poet loves water?

What does "to keep up the good work" mean?

What does he mean when he says "the world is in your hands"?

Let's write

Arrange the words to form sentences that make sense.

out of is stay the water. thunderstorm When there a

or push care not Take on anyone people over. to stand

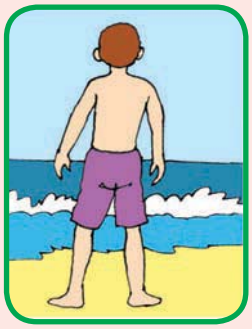
broken for out bottles. and Watch tins

be fun can if you care! Swimming take

Let's write

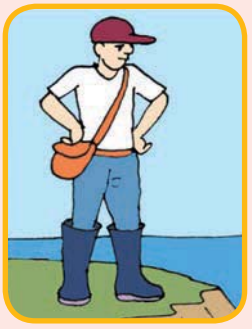
Match the picture with the right equipment.

Diving board
Snorkel and fins
Fishing rod
Surf board
Swimming pool











Being safe in water

Date:



Let's write

Say whether each of these sentences is true (T) or false (F).
If a sentence is false, rewrite it to make it true.

	True	False
Every year people drown in the sea.		
No-one who can swim can get into difficulties if they are careful.		
Swimming can be great fun, especially on a hot day, but it can also be very dangerous.		
When there is a thunderstorm, stay out of the water.		
Always swim in dirty water.		



Let's write

Write a notice to put up on a big tree at the river.
Use the best sentences in the best order.
Draw a picture to attract attention to your poster.

Make sure water is clean before swimming.	Don't talk to strangers.
Don't dive if water is not clear.	Never swim alone.
Don't drink the water.	Don't swim in a thunderstorm.
Keep your feet off the grass.	Look before you cross the road.





NOTICE





Fun

Complete the spider map. Fill in the blank spaces.
Read the sentences below and decide which ones to use in your map.

Jump in the river without looking.	Be careful of broken bottles and tins.
Don't swim after eating a big meal.	You can drink the water.
Swim if the water is very muddy.	Don't go swimming on your own.





Tips for swimming

Swim in clear water.

Don't jump on friends.

Help anyone in trouble.



Teacher

Date:

Sign:



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Jogging

Date:

Let's speak

Look at the picture.

- What are these people doing?
- Do you think that what they are doing is safe? Why?
- Do you think their environment is healthy? Say why.
- Where do you think joggers should jog?
- What advice would you give people who jog in cities?

Let's read



How to survive a city jog

Keeping fit can be dangerous. Joggers in the city run the risk of being knocked down by cars. That does not mean people who live in a city should stop jogging. It does mean they should be careful, and they should always follow the rules of the road.

Roads are meant for cars, buses and lorries. If motorists find it difficult to see you, you could be run over. It is therefore important to wear reflective clothing when you run. This could be an orange or silver plastic sticker that you could wear on your front and back.

You must run on the right-hand side of the road facing oncoming traffic. You must also use the pavements if you can. Joggers must obey the normal rules of the road. When you are at a pedestrian crossing you must check that there are no cars coming before you cross the road.

Let's speak

- What is the story about?
- Why should we be careful when jogging in the city?
- Do you think joggers have the same problems in the rural areas? Say why.
- Do you jog? If you do, where do you jog?

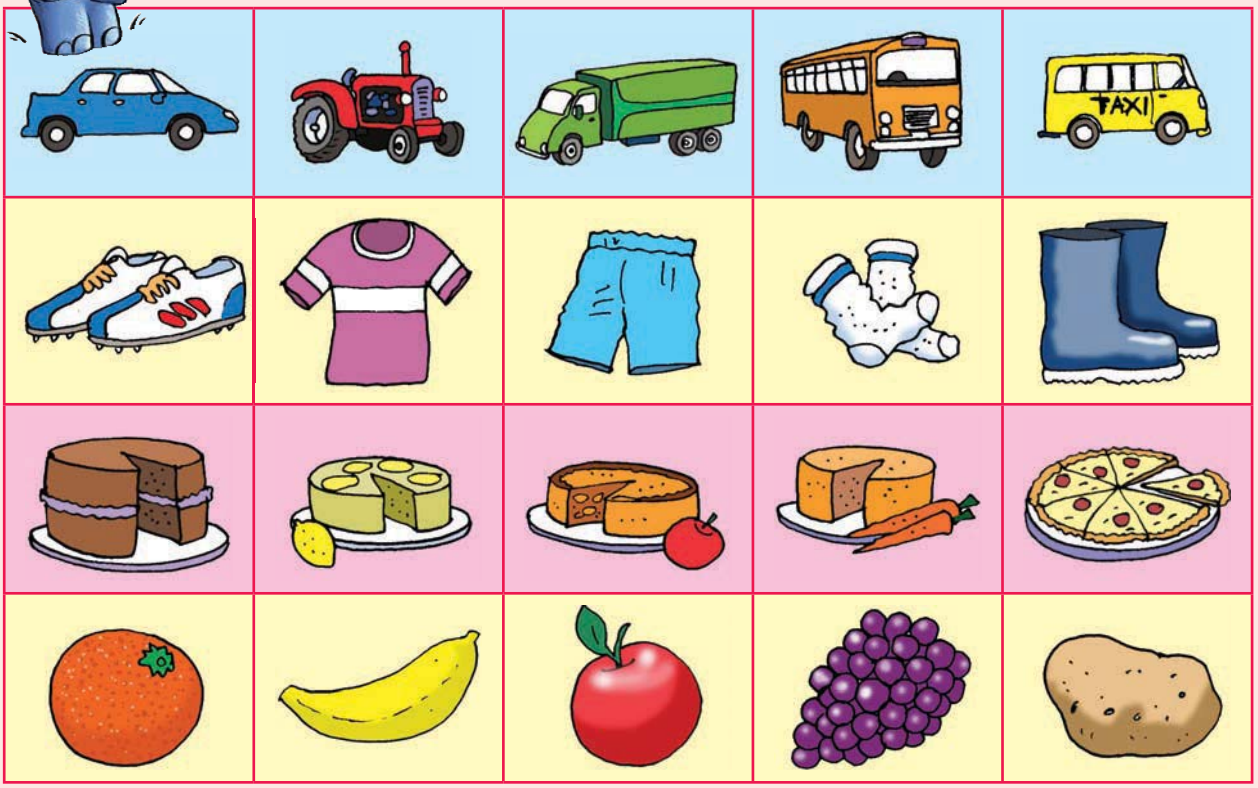
Let's write

Circle the words that rhyme with the first word.

fit	lift	lit	feet	feat
mind	link	find	dine	kind
smoke	store	book	coke	poke
smog	smock	smug	log	fog
there	here	mare	tear	her

Fun

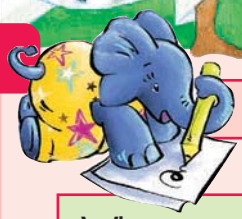
Circle the odd one out in each row.



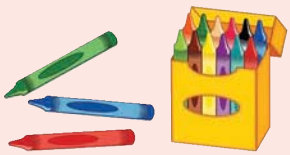
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

Jog safely



Let's write



Why is jogging dangerous in the city?
What does the writer think roads are meant for?
What should joggers wear on their clothing? Why?
What three rules of the road should joggers follow?
1
2
3



Let's write

Write the opposite of each word in the space below it.
Choose words from the boxes.



okay

nice

another

ugly

summer

somebody

safety

good

strong

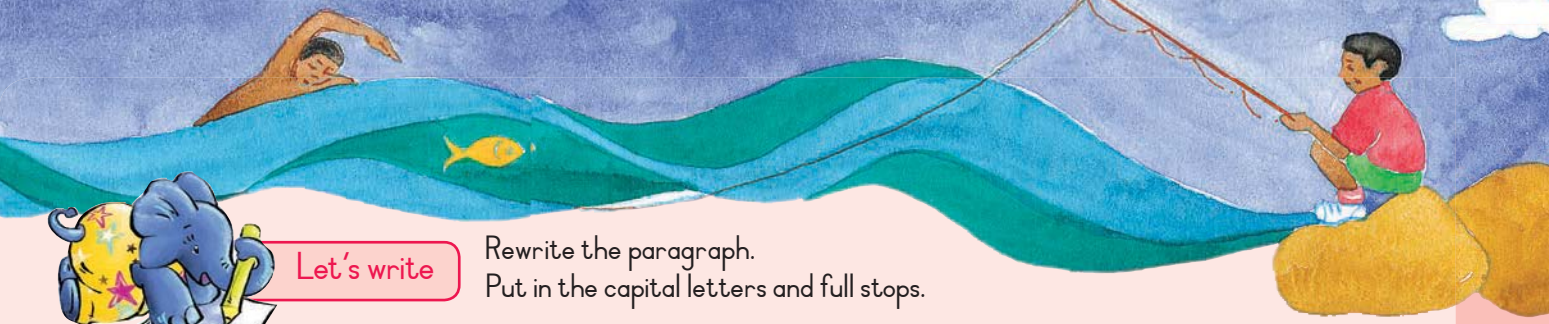
autumn

unsafe

unfit

beautiful	safe	fit	nobody	bad





Let's write

Rewrite the paragraph.
Put in the capital letters and full stops.

jogging has become a very popular sport lots of people jog to keep fit people usually jog early in the morning before there is a lot of traffic or after work when there are fewer cars nowadays many joggers listen to their MP3 players when they jog this could be dangerous

Let's write

Make complete sentences by drawing a line from the part on the pink side to the correct part on the green side.

I jog early in the morning	and I make sure I jog every day.
Before I jog I put on my reflective clothing	because I jog every day.
I love jogging	and I find them very comfortable.
I am much fitter	and I wear it when I jog.
I bought a special pair of shoes	because I start work at 8:00.
I bought a shirt that says "I love jogging"	because I want motorists to see me clearly.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Celebrating sports

Date:

Let's read

Sports Festival in Cape Town.

Sports Programme

TIME	EVENT	VENUE
Wednesday, 6 October 20:00	Weightlifting and bodybuilding	Wittebome Civic Centre
Thursday, 7 October 20:00	Billiards and snooker	Wittebome Civic Centre
Friday, 8 October 19:30–21:30	Soccer	Athlone Stadium
Saturday, 9 October 10:00–18:00 10:00–14:00 10:00–14:00 11:00–14:00 10:00–15:00 14:00–15:30 14:00–16:30 20:45–22:15	Cricket Athletics Cycling Volleyball Chess Netball Tennis Rugby	Turfhall Park Vygieskraal Stadium Vygieskraal Stadium Vygieskraal Stadium SPRA Hall William Herbert Sports Ground William Herbert Sports Ground Athlone Stadium

Let's speak

- What is a sports festival?
- What do you think the two most popular sports are? Say why.
- What sport can you watch at 10:00 on Saturday, 9 October at Turfhall Park?
- Could you watch both cricket and athletics? Say why.
- Would you prefer to watch netball or tennis? Say why.

Let's write

Fill in the words.

often	sometimes	always	usually	never

I _____ go for a jog early in the morning.



I _____ run without my reflective clothing.

Joe and I _____ jog to the library on a Saturday morning.

When I jog in the early morning it _____ rains.

After dinner, and just before bed, I _____ listen to the radio.

Let's write

Make questions.





Example
Joggers can get hurt if they run in heavy traffic.
What can happen to joggers if they run in heavy traffic?

Keeping fit can be dangerous.	
Why can	?
Roads are meant for cars, buses and taxis.	
Are roads	?
Motorists find it difficult to see.	
Do motorists	?
It is important to wear reflective clothing when you run.	
Is it	?

Planning to write

Date:

Let's speak

- It is time to write another book.
- Talk to your friend about what you will write about. This time, write a helpful book. The book should give the reader advice about sport or cooking or any other hobby.

1. The beginning

Write a few lines about what the hobby is.



2. The middle

Write a few lines on how to prepare for the hobby. Say what equipment (or ingredients) you need.



Write your main idea here. What will the book be about?



3. Still in the middle

Write about how to do well. If it is a sport, say what the reader needs to do to become fit. If it is not a sport, give some advice on doing well.

4. The end

Lastly, finalise your book by giving your reader some reasons for carrying on with this hobby.

Write your story on a piece of paper. Ask your friend to help you correct it. Now cut out the next page. Fold the page on the lines. Fill in the front page and then write your story into the 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

BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

STEP 2: Fold on the dotted line

STEP 3: Staple on this side

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

4

Write the middle of your story here and on page 5.

Draw picture here.

5

Continue with your story here.

Draw picture here.

Draw picture here.

Start writing your story here.

2

Draw picture here.

Finish your story.

7

3

Continue with your story here.

Draw picture here.

6

Write what happens at the end of your story.

Draw picture here.

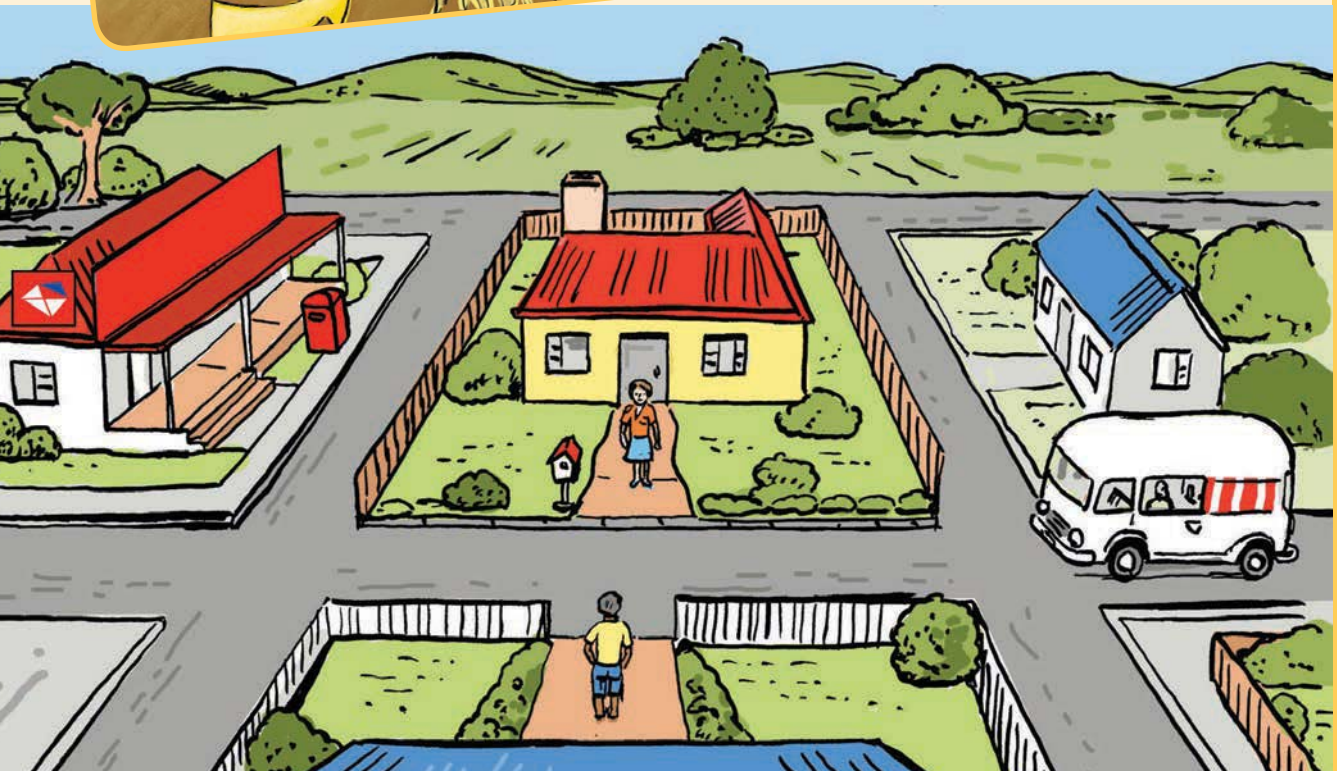






3





Describing things

Date:

Let's speak

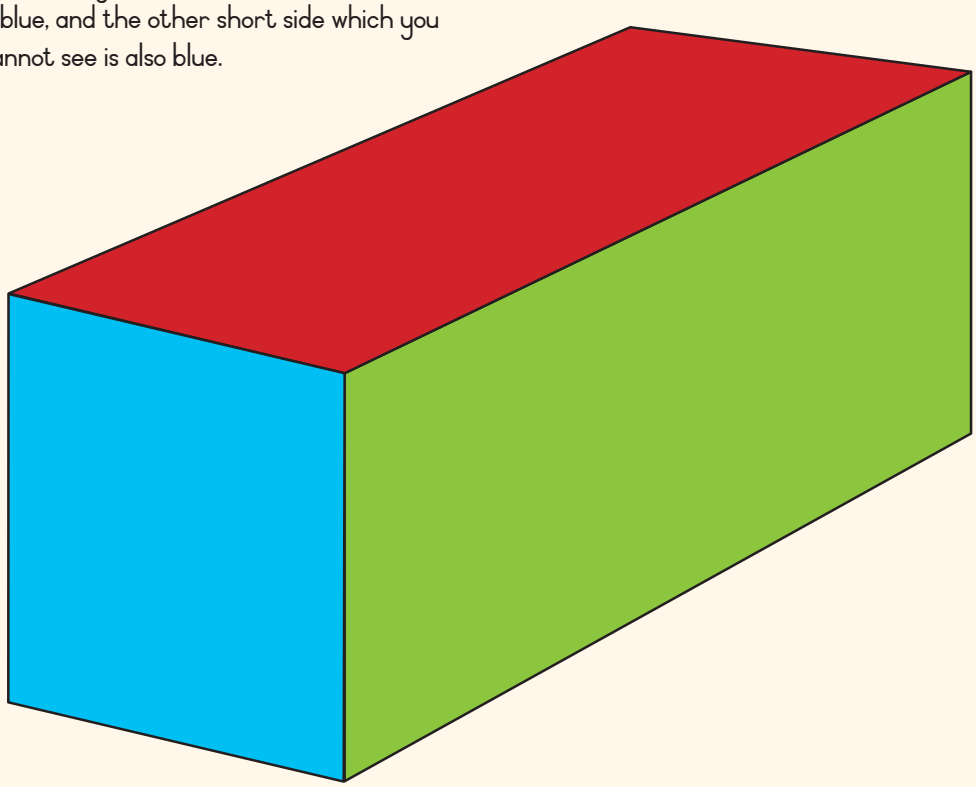
So far this year you have often spoken about different places.

- Have you ever thought about how these places look?
- How would you explain what they look like?



Let's read

Look at the box in the picture below. You can see one long side which is coloured green. The other long side which you cannot see is also green. The long top is coloured red, and the bottom long side which you cannot see is also red. The short side is blue, and the other short side which you cannot see is also blue.



Now label the box using these words to help you.

red

long side

long top

blue

green

short side



Let's write

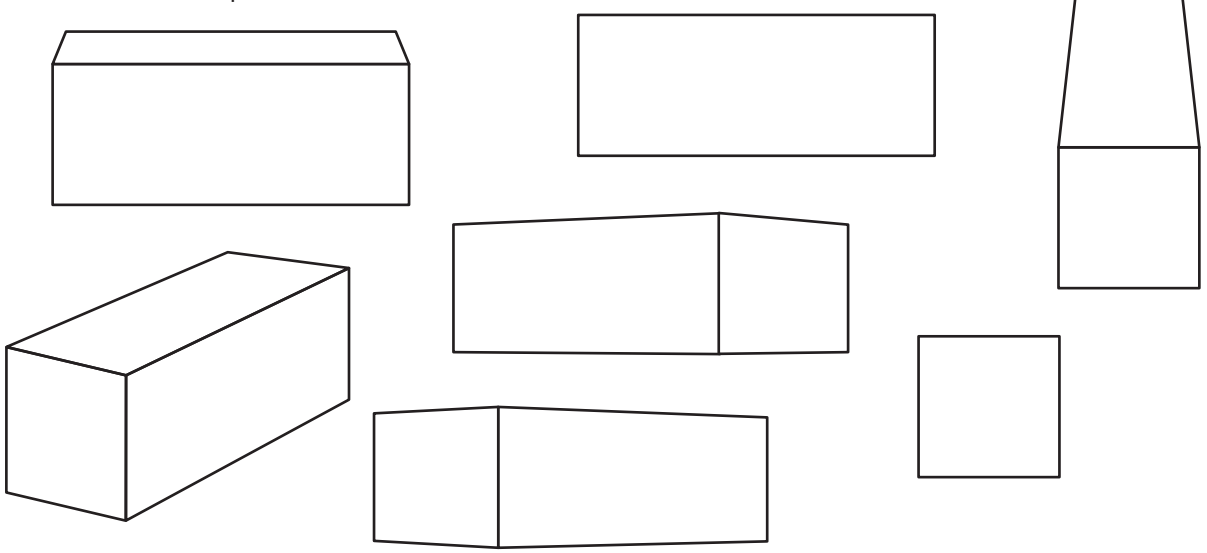
Look at the box again and then use the words in the boxes to complete these sentences. The first one has been done for you.

1. I can see the **long green side** and the **long red top**.
2. I can see the _____.
3. I can see the _____ and the _____.
4. I can see the _____.
5. I can see the _____, the _____ and the _____.
6. I can see the _____ and the _____.

Let's do

- Talk about the colours of the box on the left.
- Point to the sides that you can see and tell your friend what colour each side is.
- Imagine you can see the box from underneath, from behind and from the left side. Tell your friend what colours you will see.
- If you have a box with you in class, look at it from all sides.

Now colour in the different sides of these boxes using the same colours that you see on the box in the picture on the left.



Looking around

Date:

Let's speak

You have described the different parts of a box.

- Can you describe places that are near your school?
- Talk about some of the places near your home.

Let's read

Jabu and Thema invite Bongi to come to their sports day. Bongi lives far away from their school. She will need to catch two taxis to get to the school and she is afraid that she will get lost. Jabu and Thema will now send Bongi this pamphlet and a letter with directions to the school.



Let's write

Fill in the answers to these questions.

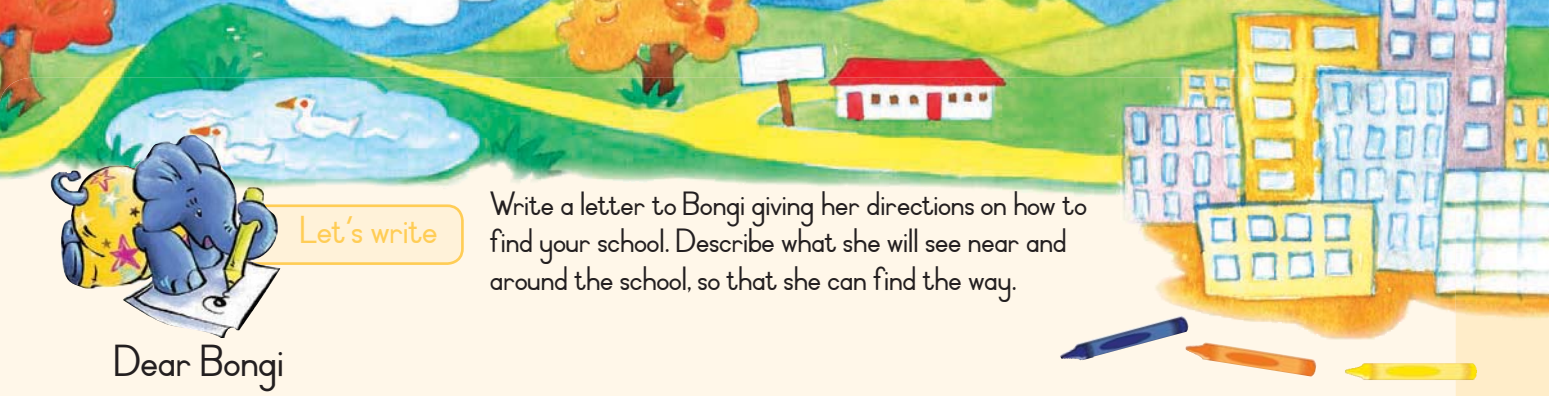
When is the sports day?

What time does it start?

How do we know that Bongi can take her small sister with her?

What kinds of races will there be?

What is the name and address of the school?



Let's write

Write a letter to Bongi giving her directions on how to find your school. Describe what she will see near and around the school, so that she can find the way.

Dear Bongi

I am very happy that you can come to our sports day. It is very easy to find my school. The name of my school is

My school is near to

When you get off the taxi you will see

You will know you are at my school because it looks

I hope you enjoy our sports day.

Your friend





Let's do

Read the letters of 3 of your friends. Put a tick (✓) for yes or (✗) for no next to each question.

	1	2	3
Did your friend mention the same places near the school?			
Did your friend describe the school in the same way that you did?			

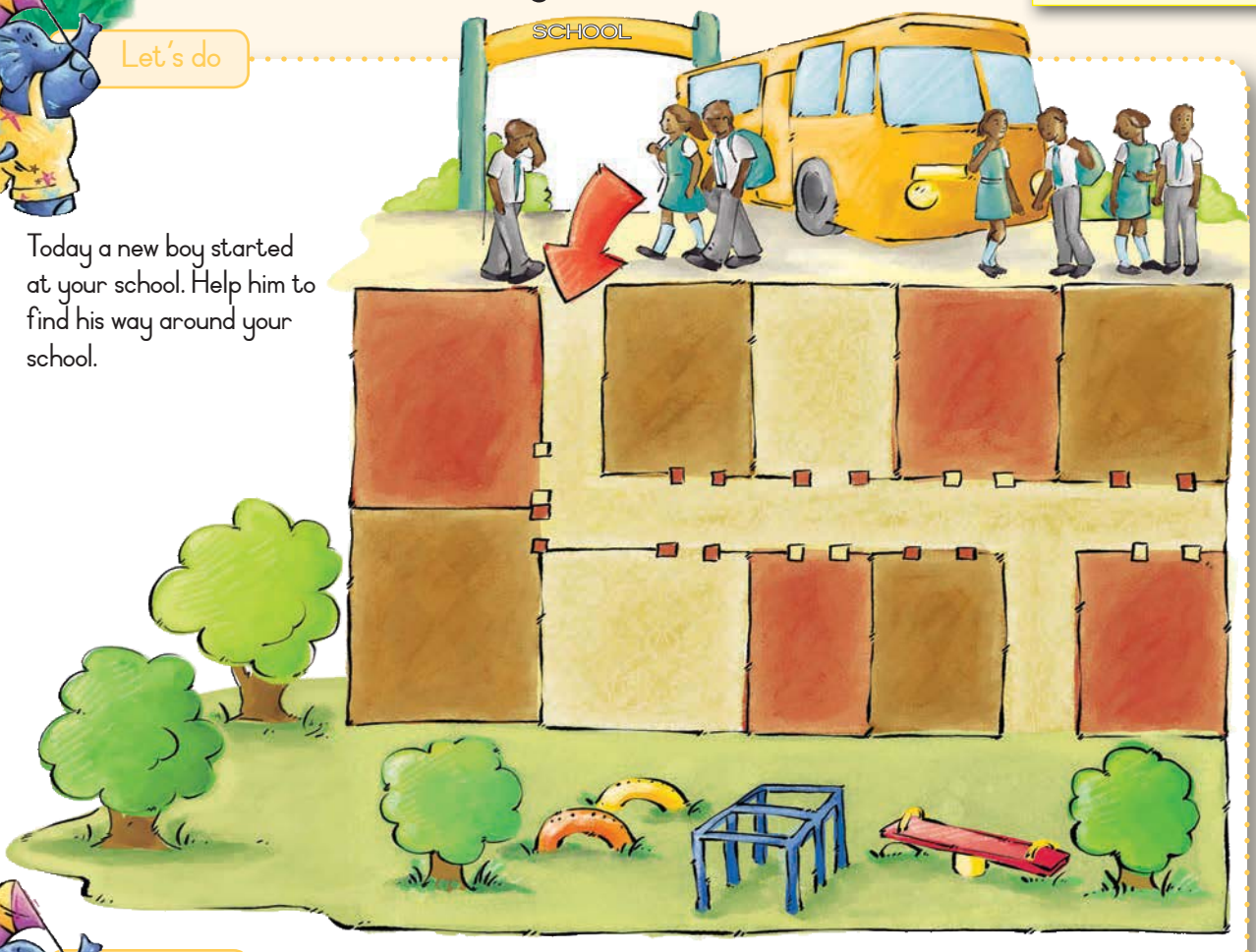


Giving directions

Date:

Let's do

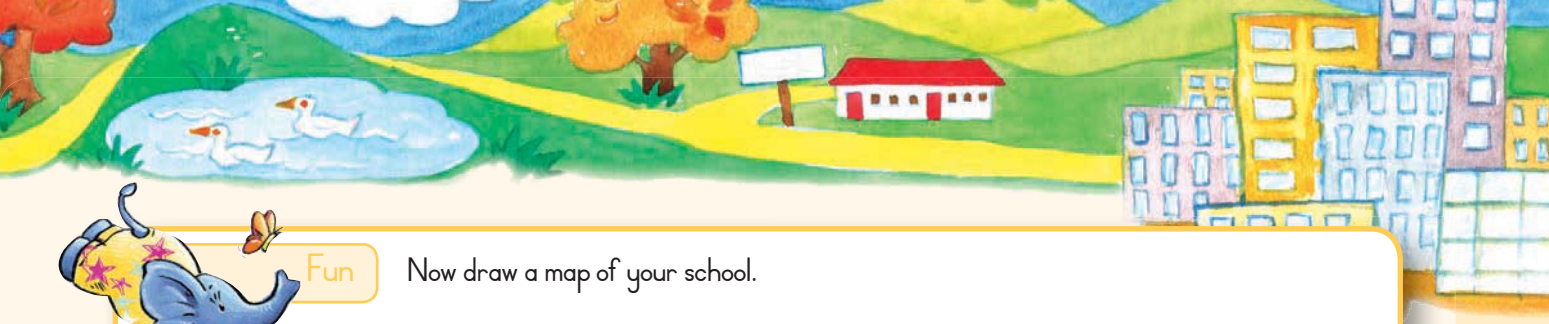
Today a new boy started at your school. Help him to find his way around your school.



Let's do

Read the directions carefully. Then follow the directions to find the different places in above school plan.

The Grade 4 classroom	It is the first classroom on his right.
The principal's office	When he comes in, he must turn left. It is the second room on the right-hand side.
The toilets	When he enters the school he must turn left. He will find them in the fourth room on the right.
The playground	When he enters he must turn left and then go through the door on his right.



Fun

Now draw a map of your school.



Let's write

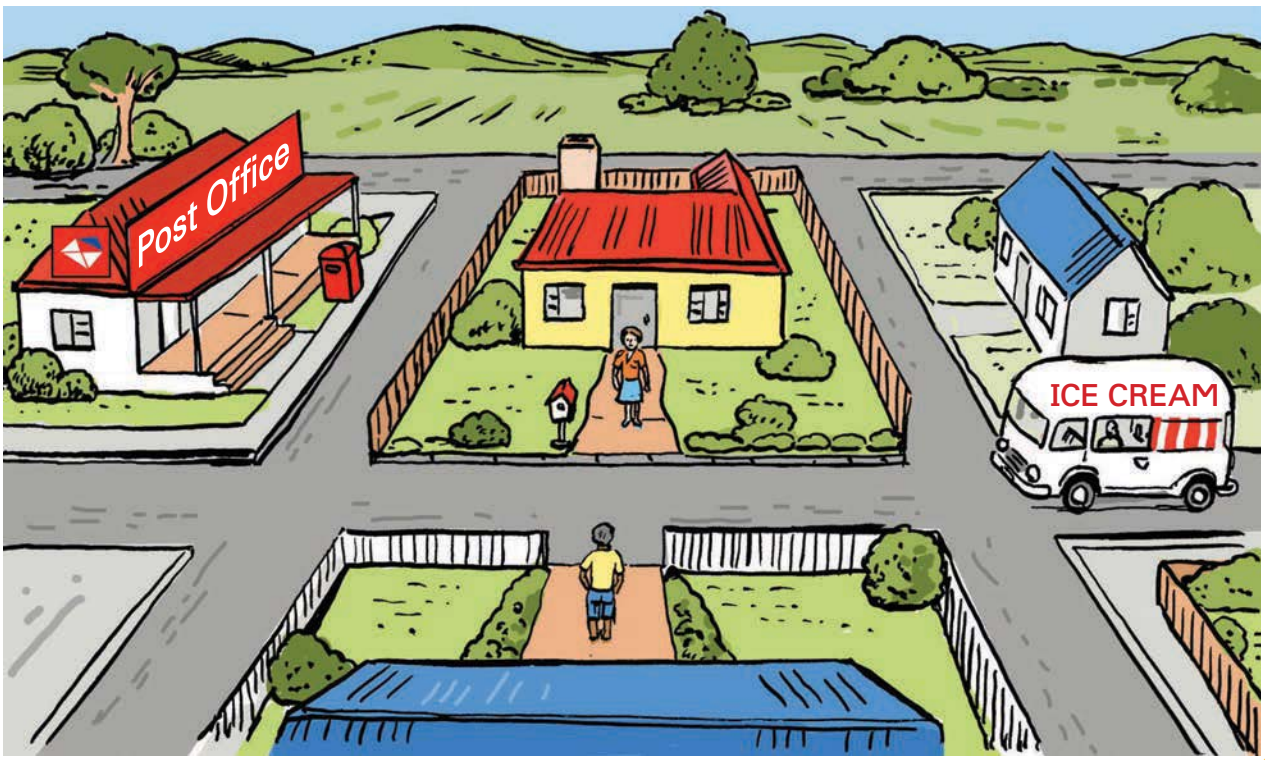
Write directions from the school gate to your classroom.

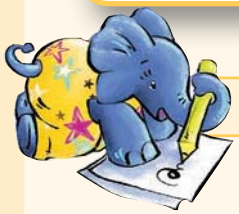


Starting to use maps

Date:

Where Jabu and Thema live





Let's write

Look at the picture and then fill in the missing words.



1. Thema lives in a house with a yellow wall and a _____ roof.

2. If Thema turns left she can walk to the _____ van.

3. Jabu lives in a house with a _____ roof. He is facing Thema.

4. Jabu turns left. Then he turns _____ .

   He can buy _____ there.

5. When Thema wants to buy stamps, she turns _____ at her gate because the _____ is to her right.



Let's read

In the previous exercise we spoke about "left" and "right". But there are other special words we use to explain directions. These words are "north", "south", "east" and "west". These words help us say exactly where we are. The sun always rises in the east and it always sets in the west. East and west are fixed directions. We can use east and west to tell people where to go.

How do we work out directions?

If you stand and watch the rising sun, you are facing east. If you stretch out your left arm, it will point north. If you stretch out your right arm, it will point south.

We can use a compass to show us north, south, east and west.

Let's write

Look at the picture and then fill in the missing words.

Mandla shows us directions



Remember: when we draw a compass, the north point is always towards the top of the page. This does not mean that the top of the page is facing north. But you can work out which way your book is facing by standing the way Mandla is, facing east.



1. In which direction is the tree? _____
2. In which direction is the car? _____
3. In which direction is the post office? _____

Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

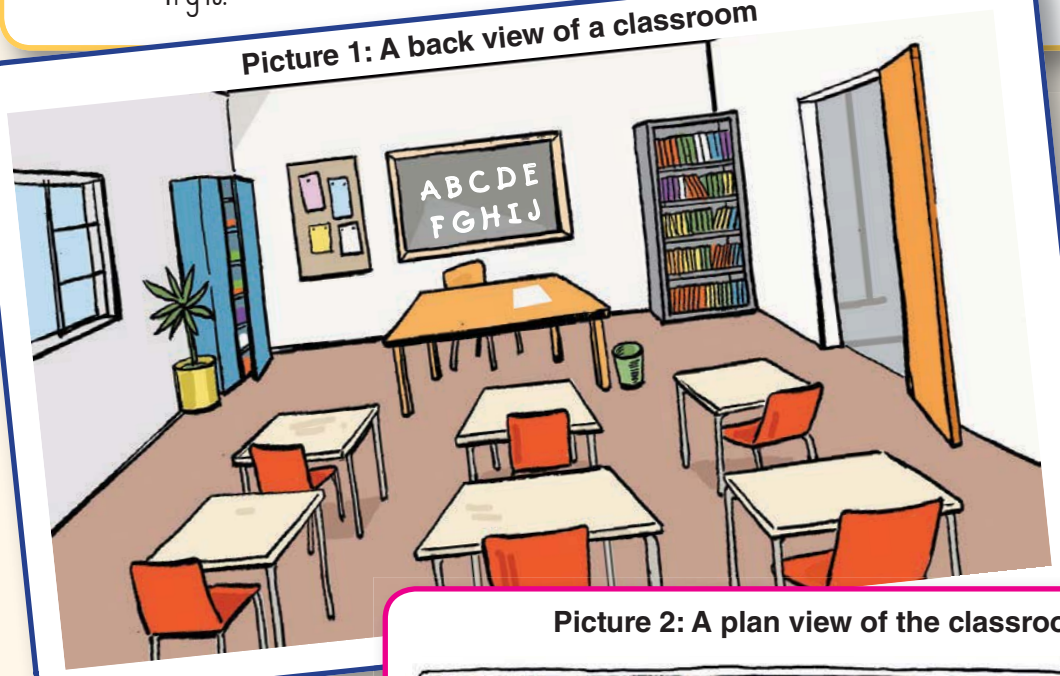
Describing where things are

Date:

Let's speak

- If you stand on a chair in your classroom and look down, what do you see?
- If you stand at the back of the class and look at the classroom, what do you see?
- If you stand in the front of the class and look at the classroom, what do you see?
- Try it.

Picture 1: A back view of a classroom





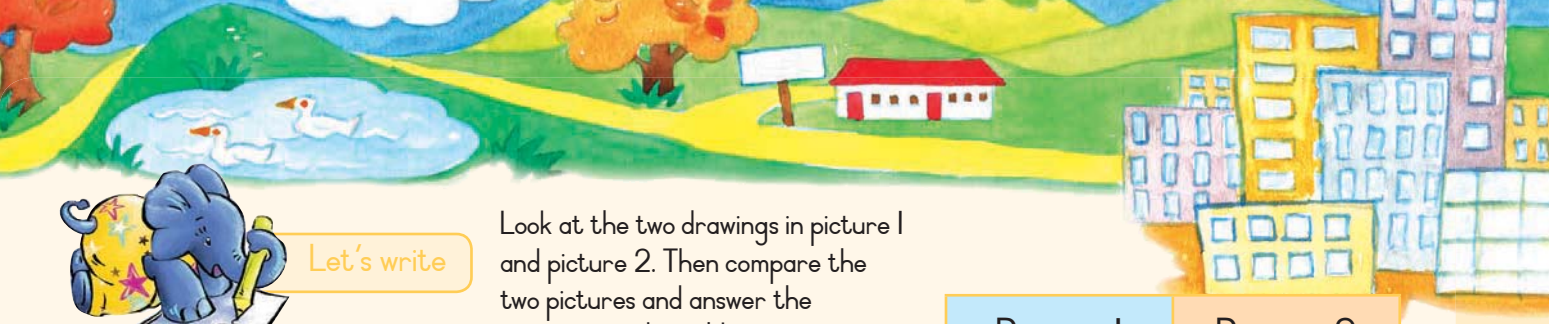
Picture 2: A plan view of the classroom







Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Let's write

Look at the two drawings in picture 1 and picture 2. Then compare the two pictures and answer the questions in this table.

	Picture 1	Picture 2
Where was the artist standing when she drew this picture?		
How many children can sit in this classroom?		
How many notices are there on the notice board at the front?		
Can you see what is on the notice board at the back?		
What is outside the door?		
What is standing next to the window?		
Do you think there is more than one window in the classroom? Can you be sure?		
How many shelves are there on the bookshelf?		
Is there any work written on the blackboard?		
Is there anything in the cupboard?		

Let's write

Make a list of twelve things in the classroom in picture 1. Number the list from 1 to 12. Check that the 12 items in your list of the things you saw in picture 1 are the same as the things you see in picture 2.

When we look at picture 2 we imagine that the artist was an insect looking down from the ceiling. We call this kind of picture a plan view.

Reading and drawing maps

Date:

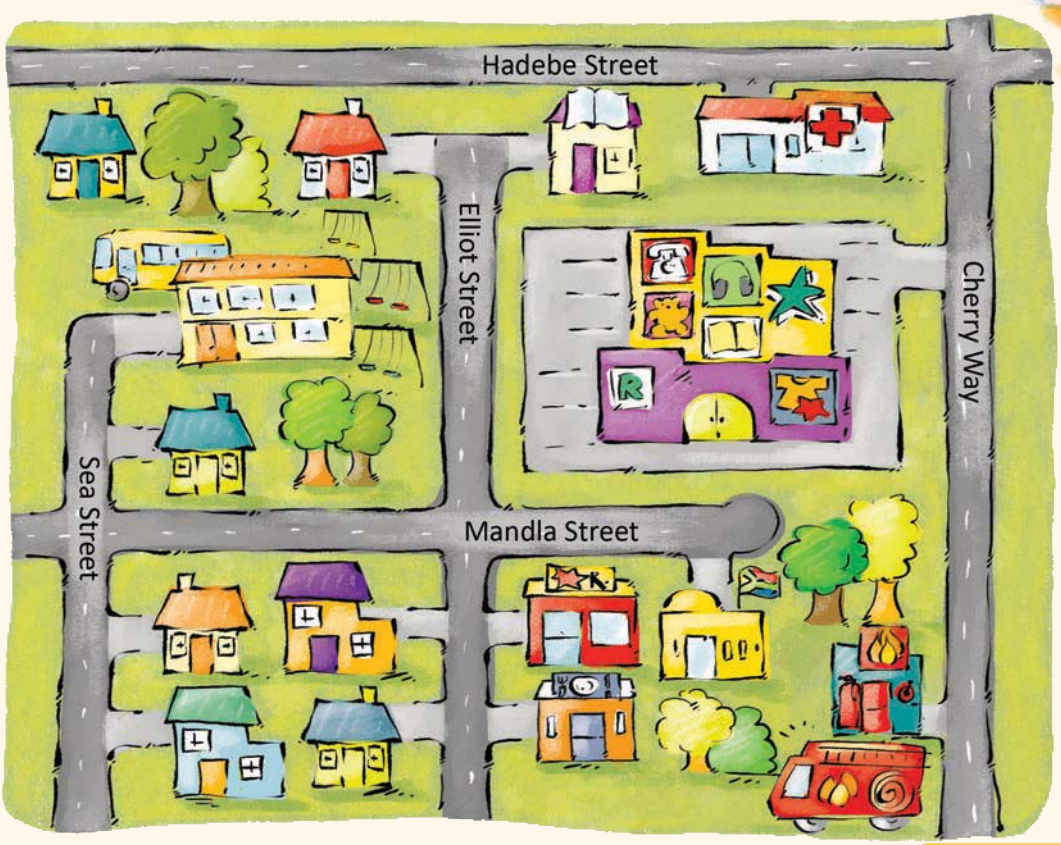
Let's do

Now work in pairs and draw a simple plan view of your classroom. If there are too many tables or desks then leave some of them out, but draw in your teacher's table and the bookshelf and cupboard. Compare your drawings with those of your friends.

Let's speak

Let's now look at a larger plan view.

- Point to the different places you see.
- Show where north is.
- Show your friend where the hospital, park, school and fire station are.
- Say what is near to them.









Let's write

Circle the correct word.

Hadebe Street is north/south of Mandla Street.
The school is north/south of Mandla Street.
The hospital is north/south of Hadebe Street.

Now fill in the correct answer.

Which street is the hospital in?	
Which street is the park in?	
Which street is the fire station in?	
Write three sentences about where things are on this map.	



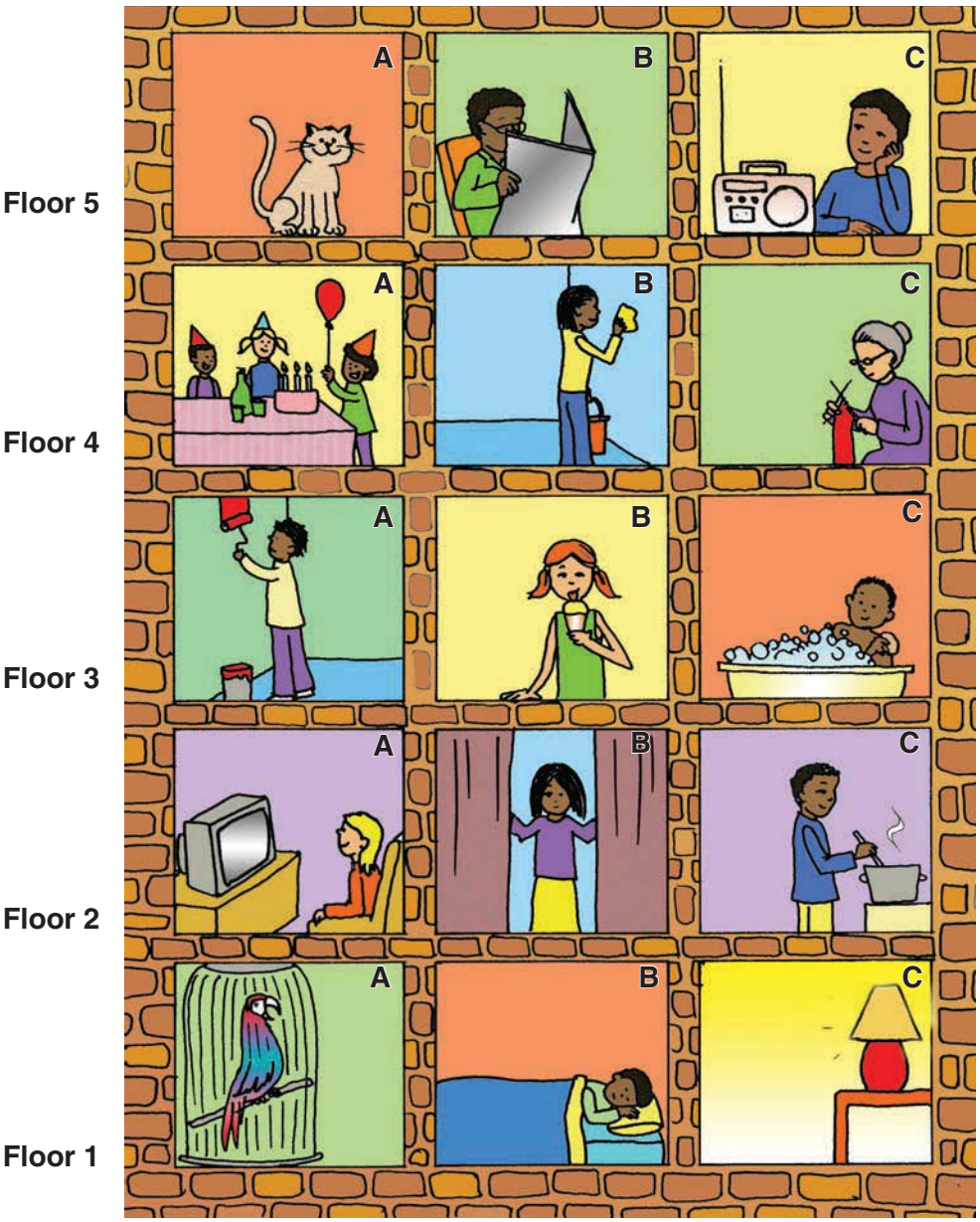
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Reading grids

Date:

Let's speak

- Look at the next picture and say where the artist was standing when she drew this picture.
- How many storeys are there in this building?
- How many flats are there in this building?
- Count the flats.
- There are five storeys and three families live on each floor.



A block of flats

Let's speak

- Ask and answer questions about the people you see in their flats.

What is happening in flat 2c?
The man is cooking his supper.

Let's write

In your groups, match the description to the number of the flat.
The first one has been done for you. Fill them all in.

The boy is listening to the radio.	5C	The man is reading the newspaper.		The cat is sitting on the window sill.	
The old woman is knitting a jersey.		The woman is washing the walls.		The children are having a birthday party.	
The boy is having a bath.		The girl is licking an ice-cream.		The man is painting the wall.	
The man is cooking the dinner.		She is closing the curtains.		The woman is watching the TV.	

The sentences in the table above are all in the present continuous tense.
Choose any four sentences and rewrite them in the present tense.
We have done an example for you.

She is washing the walls. She washes the walls.

Reading charts

Date:

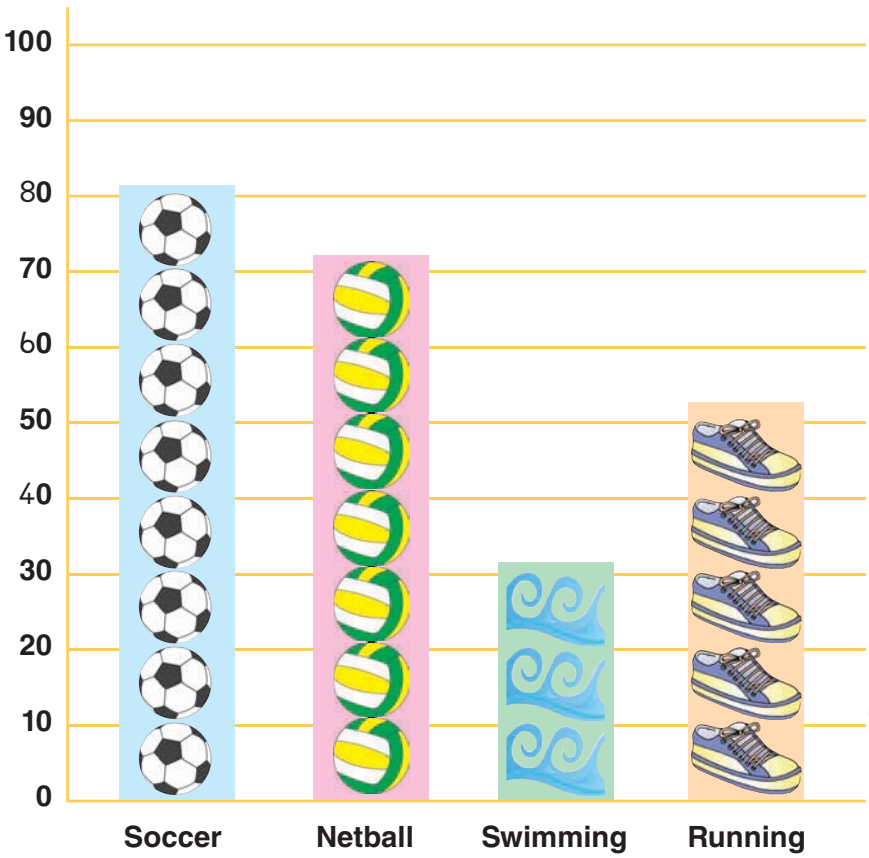
Let's speak

The drawing below tells us which sports children like.
Look at it for a few minutes.









Let's speak

- This kind of picture is called a bar chart. This one tells us which sports children like.
- Look at the bottom line and tell your friend which sports are mentioned.
- Look at the numbers up the left side of the chart and say what numbers are mentioned.

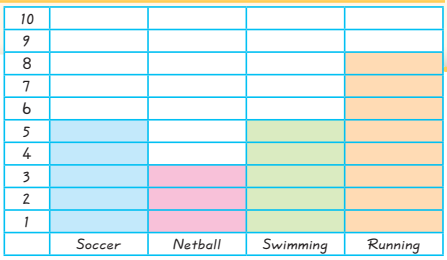


Let's write

Which sport do most children like?	
Which sport do children like least?	
How many children like soccer?	
How many children like netball?	
How many children like running?	
How many children like swimming?	

Let's do

Ask ten friends which sport they like most.
Colour in the blocks in the table below showing the sports they like most.
Start at the bottom of the table.



10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Soccer	Netball	Swimming	Running

Your table will look something like this.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Soccer	Netball	Swimming	Running

Which sport do they like most? _____

Which sport do they like least? _____

Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

The leaf of many colours

Date:

Let's read

In this worsheet we are going to look at a journey taken by a leaf.
As you read it try to draw a map to show the leaf's journey.



A tree stood in the garden.
The wind began to blow and a little leaf began to shake.

It fell off the tree. It fell down and down and down, until it landed on the grass under the tree. A cat was sitting on the grass.
"Hello, little green leaf," said the cat. "Can I play with you?"



The little leaf was about to say yes, when the wind began to blow again. Whoosh! went the wind, and it lifted up the little leaf, up and up into the sky. The wind took it a long way.
Then it dropped the little leaf gently at the side of the road.

"Hello, little yellow leaf," said a bird by the side of the road. "Are you going to stay with me?" "That's funny," said the little leaf. "The cat said I was green. Now the bird says I am yellow. I wonder what colour I am?"



The leaf was about to ask the bird when the wind began to blow again. Whoosh! went the wind, and it lifted the little leaf up and up into the sky. The wind took it a long way. Then it dropped the little leaf gently in a big field.

There were cows in the field, eating the grass. One of the cows came over to look at the little leaf. "Moo," said the cow. "Hello, little orange leaf." "That's funny," said the little leaf. "The cat said I was green and the bird said I was yellow. Now the cow says I am orange.
I wonder what colour I am?"



The little leaf was just about to ask the cow when the wind began to blow again. Whoosh! went the wind and it lifted the little leaf up and up into the sky. The wind took it a long way.
Then it dropped the little leaf gently on the top of a big hill.





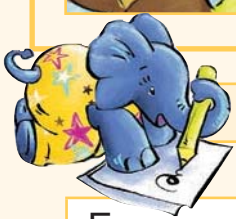




The little leaf lay there for some time. Then a goat came up to it. "Hello, little red leaf," said the goat. "Have you come to live on the hill with me?" "That's funny," said the little leaf. "The cat said I was green and the bird said I was yellow and the cow said I was orange. Now the goat says I am red. I wonder what colour I am?"

The little leaf lay quite still. "Hello, little brown leaf," said a pig. "I nearly ate you just now. Did the wind bring you here?" "That's funny," said the little leaf. "The cat said I was green, the bird said I was yellow, the cow said I was orange and the goat said I was red. Now the pig says I am brown. I wonder what colour I am?"

Just then a little boy saw the leaf and picked it up. "Look," he said to his mother. "Look at this little gold leaf. And look at all the other leaves. They are green and yellow and orange and red and brown and gold." "Yes," said his mother. "Now that summer is over, the leaves are the colours of autumn."



Let's write

What are the five colours the leaf changed into? Use the words: "First", "Then", "After that", and "Finally" in your five sentences.

First

Then

Then

After that

Finally



Let's do

Make up a role play about this story. You need nine actors:

- One person to be the leaf
- Four children to act as the animals
- One person to act as the boy
- One person to be the mother
- Finally, one person to be a narrator

The narrator tells the part of the story which is not spoken by the animals, the boy, the mother and the leaf.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

The colours of autumn

Date:



Let's read

The colours of autumn leaves are beautiful. We all enjoy them. Did you ever wonder how and why the colour of a leaf changes in autumn? Why some leaves change to red and other leaves turn yellow and orange? To answer these questions, we first have to understand what leaves are and what they do.

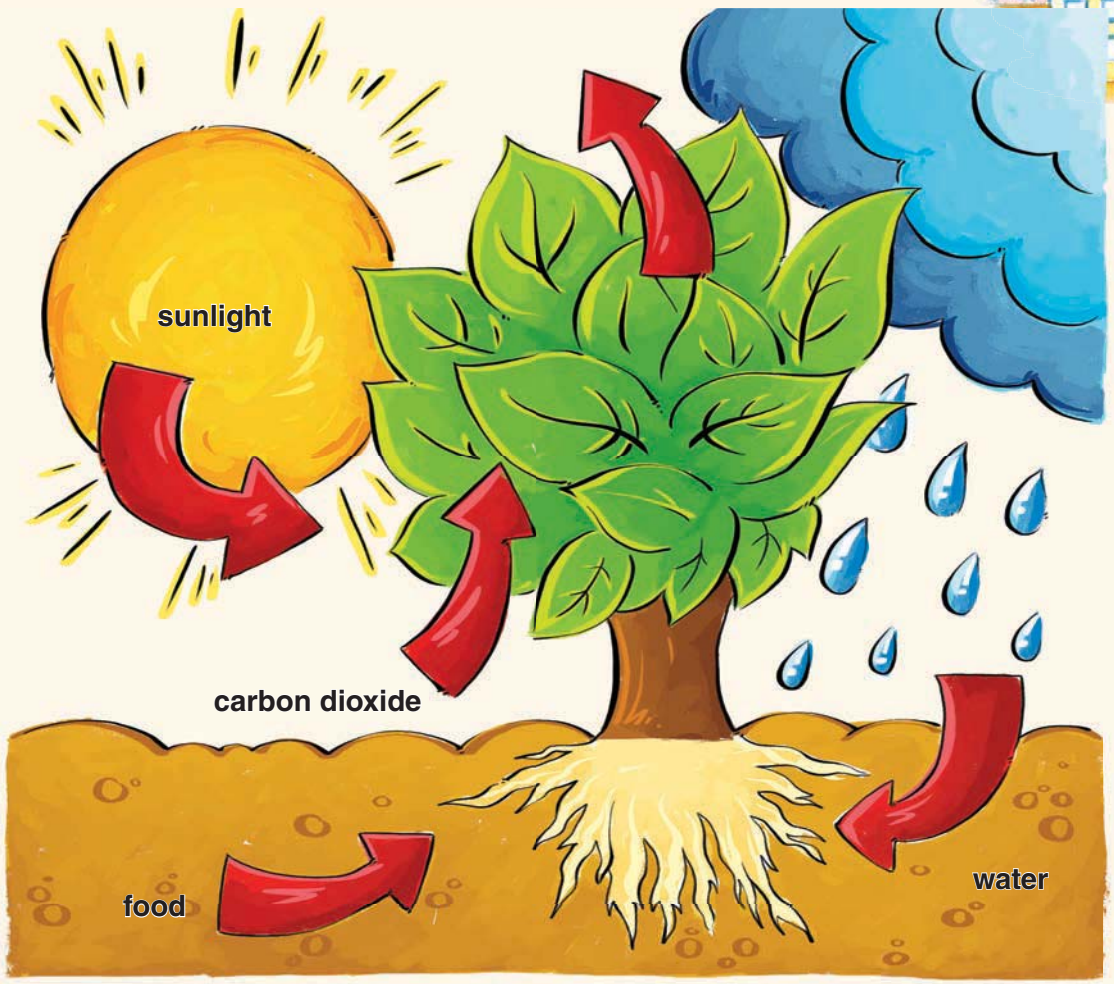
Plants make their own food. They take water from the ground through their roots. They take a gas called carbon dioxide from the air. They turn water and carbon dioxide into food and oxygen. Oxygen is a gas in the air that we need to breathe.

Plants make their food using sunlight and something called chlorophyll. Chlorophyll gives their leaves their green colour. As summer ends and autumn comes, the days get shorter and shorter. The trees now begin to get ready for winter.

During winter there is not enough light or water for some trees to make food. The trees will rest and live off the food they stored in the summer. When autumn comes, they begin to shut down their food-making factories.

- The green chlorophyll disappears from the leaves.
- As the bright green goes away, we begin to see the yellow and orange colours.
- Some leaves turn red. This colour is made in the autumn, from food that is trapped in the leaves.
- Brown colours are also made in the autumn. They come from the wastes left in the leaves.
- Different trees make different colours in the autumn. It is the combination of all these colours that we like.





Let's speak

Look back at the story and then explain to your friend why we have so many coloured leaves after the green leaves change their colour.

Leaves turn from green to yellow and orange because

- Leaves turn red because
- Leaves turn brown because

Let's do

Try to find some different coloured leaves before you come to class tomorrow.

Try to bring leaves of different shapes and different sizes.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

The leaves of plants

Date:

Let's do

Shapes and edges of leaves

Did you remember to bring some leaves to school for this exercise?

Look at the leaves that you have.

There are two groups of leaves – simple and compound. Simple leaves have one leaf on a stalk. Compound leaves have many leaves on a stalk. Look at picture 1. Compound leaves have a number of leaflets.

Simple and compound leaves



Make a leaf rubbing: picture 2

In this picture we show you how to make a leaf rubbing. Put the smooth side of the leaf underneath a piece of paper. Then rub the paper that is on top of the leaf gently, with the flat side of a crayon or pencil. The pattern on the leaf and the shape of its edge will begin to appear on the paper.

Now make some more rubbings on your piece of paper. Try to do at least five different leaves.

Now you can stick the paper with your rubbings onto the next page.

Above each rubbing write the sort of plant the leaf came from. Write bean plant or big tree or small bush, or gum tree or grass. Make sure that all five leaves fit onto the page.

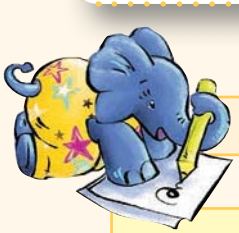
Are the edges of your five leaves the same? Feel the edges with your finger.

Making a leaf rubbing



- Make a leaf rubbing like this. Rub gently with a pencil or crayon on the paper over each leaf.

Here are my leaf rubbings:



Let's write

Fill in the plurals of these words.

leaf	
scarf	
loaf	

What is the plural of leaf? If a word ends in f, its plural ends in ves. So, one leaf, many leaves.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

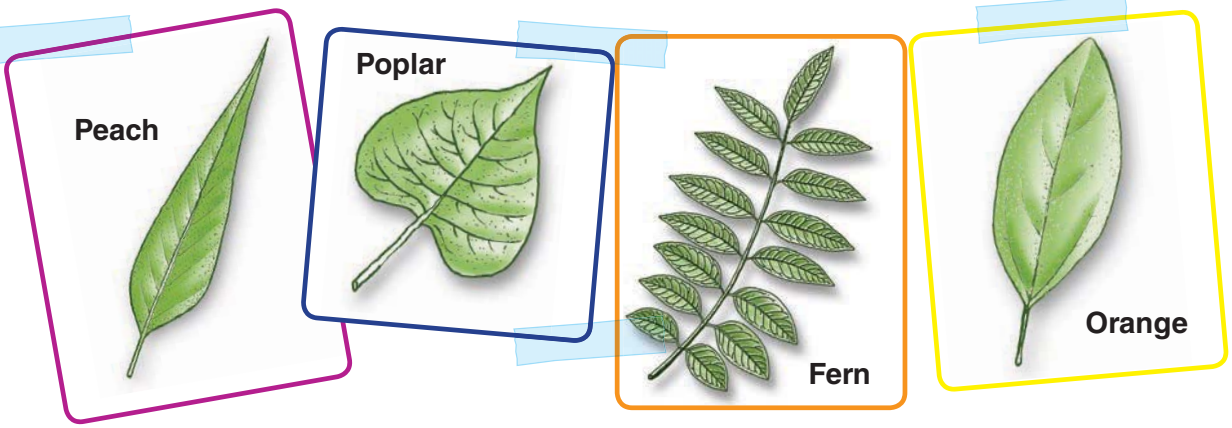
More about leaves

Date:

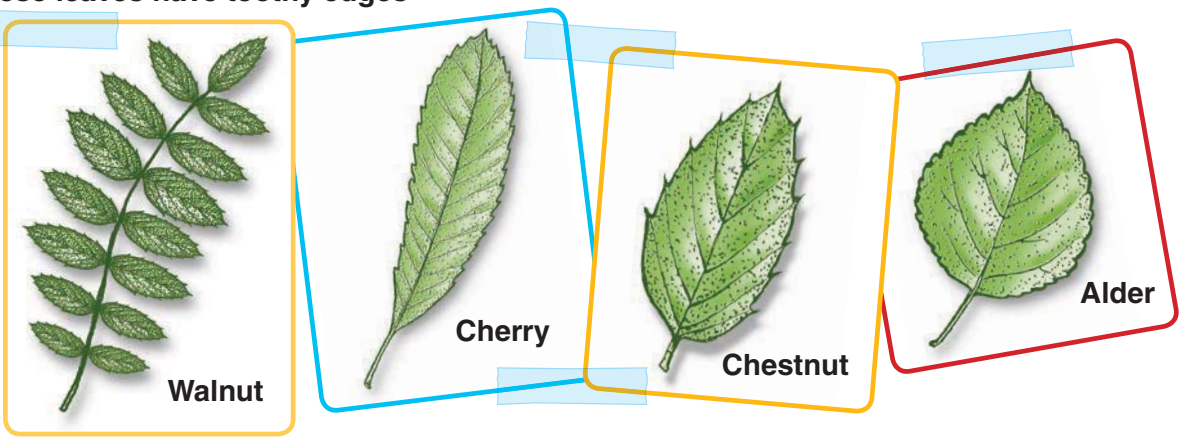
Let's do

Let's look at the leaves in these pictures and describe what they look like. Look at the shapes of the leaves and look at the edges of the leaves.

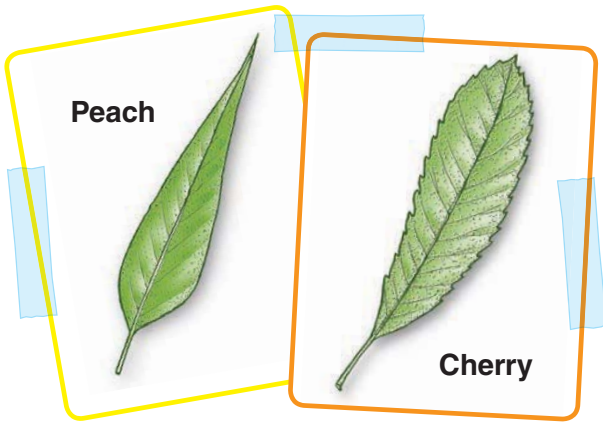
These leaves have smooth edges



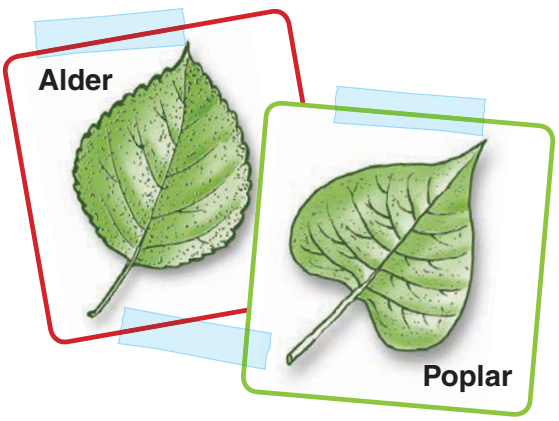
These leaves have toothy edges



These leaves have a long shape



These leaves have a broad shape





Let's write

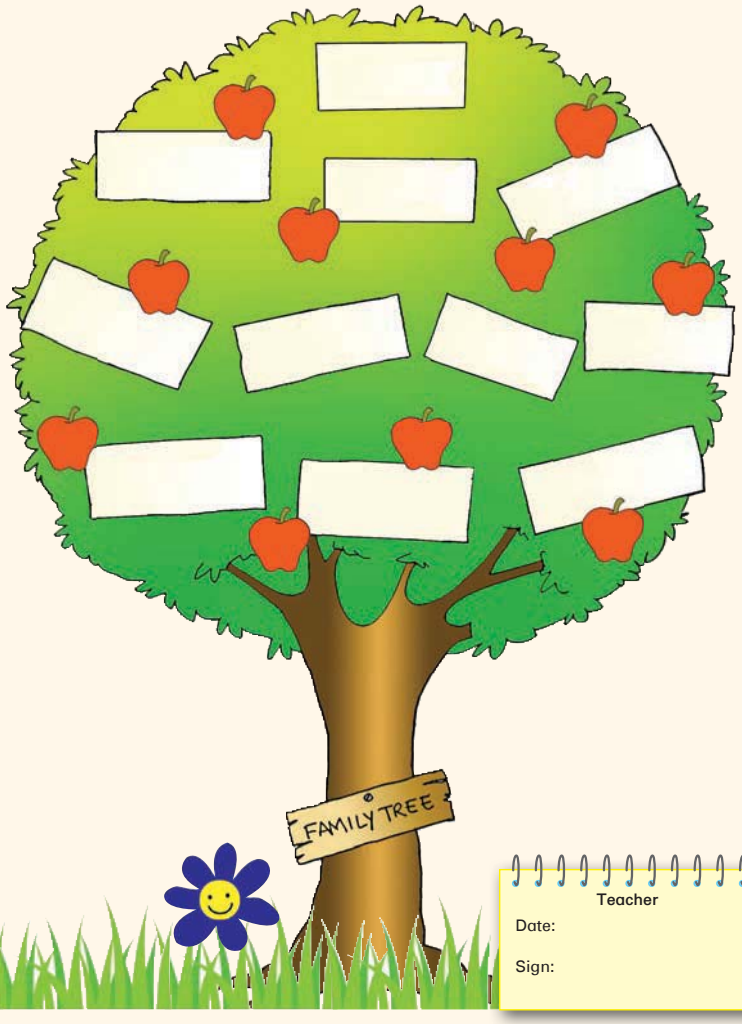
Look at the pictures and then answer these questions.

Name a leaf that has a smooth edge **and** a long shape.
Name a leaf that has a toothy edge **and** a long shape.
Name a leaf that has a broad shape **and** a toothy edge.



Let's do

Now fill in your family tree.





Teacher

Date:

Sign:



Leafy language

Date:



Let's write

Nouns and pronouns

Nouns are naming words. They are the names of people, animals and objects like clothes, food and many other things. Pronouns are short words which stand in place of nouns. ("Pro-noun" means "for noun".) Nouns and pronouns like to work together.

1. *The **man** was walking down the street. **He** was carrying a box.*
2. *The **old lady** was crossing the road. **She** tripped over a stone and fell down.*
3. *The **weather** was very cold. **It** made us put on jerseys and scarves.*
4. *The **cows and sheep** were grazing in the field. **They** were all grazing grass.*

Now fill in the pronouns in the following sentences:



1. A little leaf fell off the tree. _____ landed on the grass under the tree.

2. The pig saw the little leaf. _____ nearly ate the leaf.



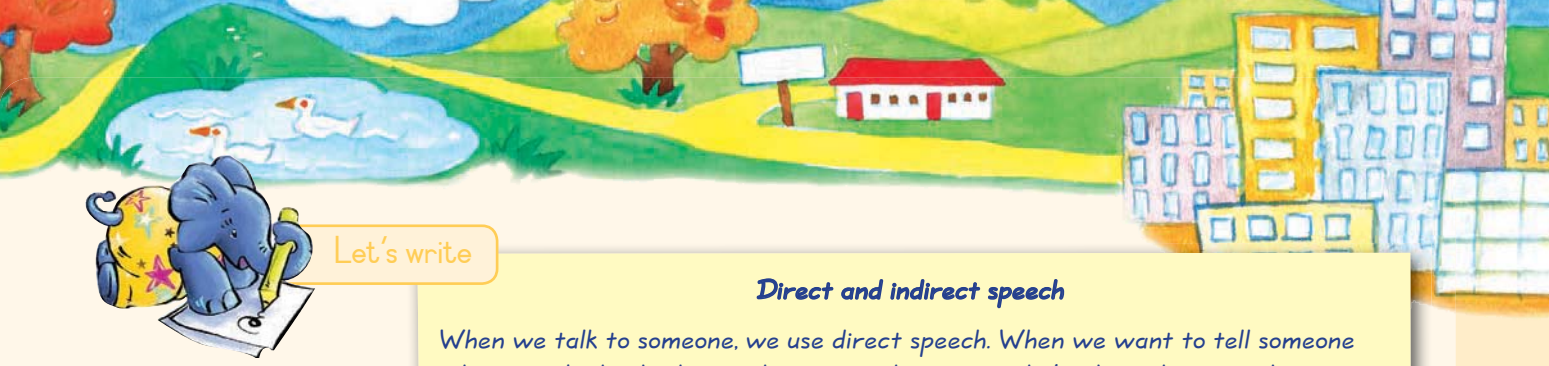
3. Just then a little boy saw the little brown leaf. He picked _____ up.

4. His mother was walking the dog. _____ to her little boy.



5. The trees had different coloured leaves. _____ looked very pretty.





Let's write

Change these sentences into indirect speech.

Direct and indirect speech

When we talk to someone, we use direct speech. When we want to tell someone what somebody else has said, we use indirect speech. Look at this example:

"There is a leaf on the ground." ***This is direct speech.***

The little boy said that there was a leaf on the ground. ***This is indirect speech.***

1. Mother says, "I buy groceries every week."

_____

2. Father says, "It is time to go."

_____

3. Dudu says, "This meat tastes good."

_____

4. Bongi says, "My vegetables are very nice."

_____

Fun

Draw the route that the little leaf flew.
Draw pictures to show who it met.

- First it met a cat. Then it met a little bird. Next it met a cow.
- After that it flew to the goat and then the pig found it.
- Finally it landed at the boy's feet.

A leafy poster

Date:



Let's do

Design a poster about protecting and planting trees.
Talk to your friends about how to attract people's attention with your poster.
Who will read the poster? Where will you put up the poster?

Draw your poster here.





Let's write

Look at the posters of three of your friends and answer the following questions. Put a tick (✓) for yes or (✗) for no next to each question.

	1		2		3	
	✓	✗	✓	✗	✓	✗
Will the poster attract attention?						
Is it clear who the poster is aimed at?						
Does the poster have a clear message?						
Do you think people will respond to the poster?						
Is the writing neat and clear?						
Does the poster have an appropriate picture?						

Now say how to improve each of the three posters.



Planning a story

Date:

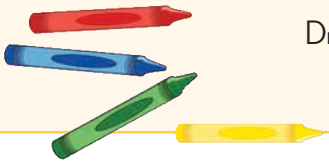
Let's speak

Look back at the story of the little leaf.

- Talk about how the story began.
- Say how the story ended.



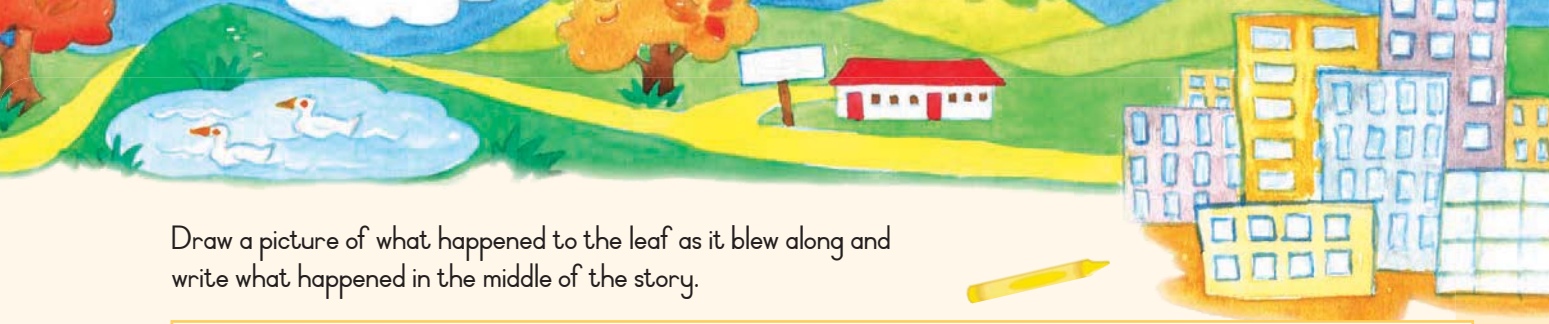




Let's write

Draw a picture of how the story started and write one sentence about the beginning of the story.





Draw a picture of what happened to the leaf as it blew along and write what happened in the middle of the story.

Draw a picture of how the story ended and write one sentence about how the story ended.



Let's do

Talk to your friends about a story you are going to write.
Talk about the beginning, the middle and the end of the story.





Writing your own story

Date:



Let's write

Now you will write your own story in rough on this page.

The beginning

The middle

The end



Now you are going to make your own book. Cut out the next page of this book.
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 story writer. Draw a picture on the cover.
Now write your story in the book.



BACK COVER



ABOUT THE WRITER

Write your name

Your age

Where you live

8

COVER

Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

STEP 2: Fold on the dotted line STEP 3. Staple on this side

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

STEP 1: Fold on the dotted line

5

Continue with your story here.

Draw picture here.

4

Write the middle of your story here and on page 5.

Draw picture here.

Draw picture here.

Start writing your story here and on page 3.

2

Draw picture here.

Finish your story.

7

3

Continue with your story here.

Draw picture here.

6

Write what happens at the end of your story.

Draw picture here.

4













The woman who planted trees

Date:



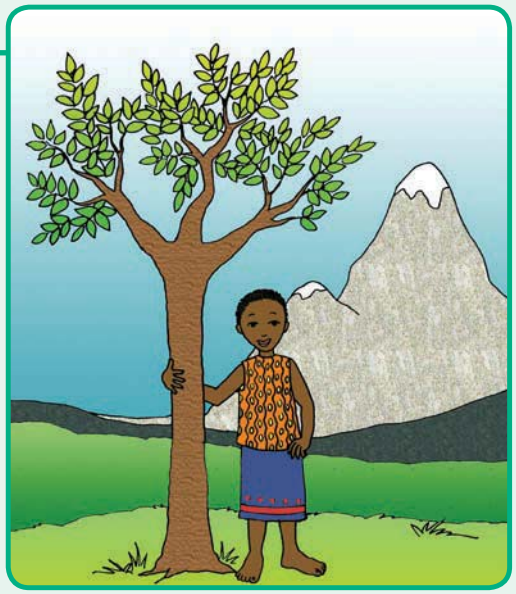
Let's speak

- Have you ever thought about what the world would be like if there were no trees?
- Do you know what happens to our environment when we cut down trees and we don't plant more?



Let's read

Read the story below and think about what you read.
Tomorrow you will answer some questions about this story.



Six-year-old Wangari runs in the green fields to fetch water from the river. She kneels down and looks into the fish-filled river. "Look at these frog eggs," she says to her brother, Ndiritu, and she lifts strings of eggs from the water. They shine in the sun like pearls.

After fetching water, she and Ndiritu will collect fire wood. Their mother and other women from the village are working in the fields. Tonight they will all eat the vegetables they take home.

When the work is done, Wangari walks across the green fields, past the green fig trees, with her mother and Ndiritu. "It looks like the earth is wearing a green coat," she says to her mother. Her mother tells her that we need to care for the land and trees that give us food.

"Mama, I want to know everything about the land and the trees. Please can I go to school?" Wangari asks.

"Yes, Mama, please let Wangari go to school," pleads Ndiritu.



"Girls don't go to school," says their mother.

"But Mama, Wangari is clever. She must go to school," he replies.

And that is why little Wangari started school.

She worked hard and her teachers told her she would do great things in future.
She went to university in America for five years. She missed the frog eggs, she missed her family and she missed the green fields, but she loved studying and learning new things.

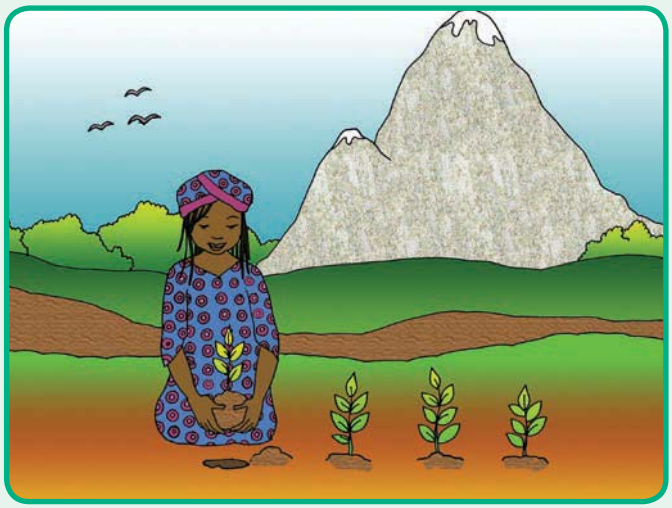
After being away for a long time, Wangari returned to her home.
What she saw was shocking. People who wanted to make money had cut down all the trees and cleared the land. The hills and valleys that were once covered in green fig trees were naked. The vegetable gardens were dead, and the people were thin and hungry.

"Oh, no!" said Wangari. "They have destroyed the land that feeds us."

Wangari was sad and angry, but then she started thinking about how to help her village and her country.

"Come," she said to the villagers, "let's all work together to plant trees."

Soon she had everyone planting trees. The women, the children, the shopkeepers and even the soldiers. Everyone planted trees. They planted and planted and they planted and planted. In the end, they planted thirty million trees. The land came alive again, and soon there was food for everyone.



More about the woman who planted trees

Date:

Let's do

Make up a role play about Wangari as a little girl. Then do a role play about her after she comes back from America. Your role play must show what she sees and what she says.

Let's write



Write down three things that Wangari did when she was a child.

1.

2.

3.

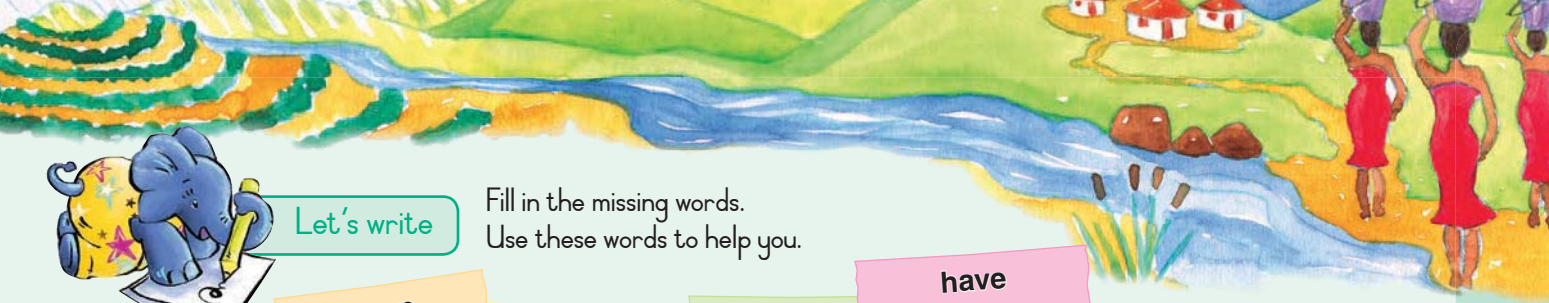
What did her mother tell her about the green fields?

How long did Wangari study in America?

What was it like in her village when she came back?

What did Wangari do to fix the land?

Who helped her to grow trees?



Let's write

Fill in the missing words.
Use these words to help you.

plant | keep | provide | are | have | love | build

Trees _____ very important. Many women in my community _____ trees in our gardens. Trees _____ shade when it is hot. I _____ many trees in my garden that _____ their leaves all through the year. The birds _____ my trees and _____ nests for their chicks.



Now fill in words that mean the opposite of the bold words.

Let's write

Every **night** _____ in **summer** _____.

I go for a **quick** _____ **walk** _____ **up** _____ the koppie.



Complete the following sentences.
Remember to write new words into your dictionary.

Let's write

When Wangari was a young girl the earth looked
When Wangari came back from America, she found that



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Planting trees

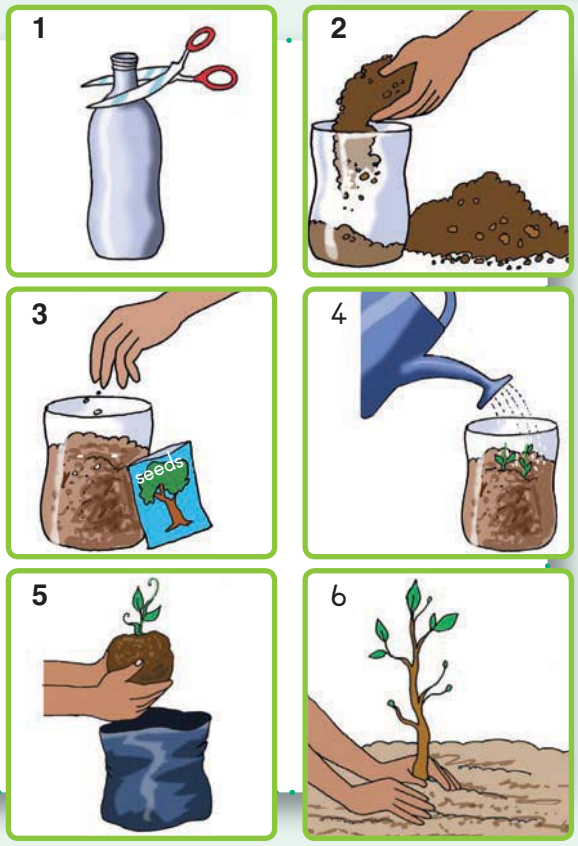
Date:

Let's do

How to grow a tree

You need a 2-litre cold drink bottle, some soil and tree seeds.

1. Cut off the top of the bottle.
2. Put soil in the base. Add compost or manure.
3. Plant the tree seeds in the soil.
4. Water lightly once a week. You should keep them moist but not wet.
   After four or five weeks, the seedlings will break through the soil.
5. When your seedlings are three weeks old, replant them in plastic bags filled with soil.
6. When the seedlings are about as long as your arm, plant them in the ground.



Let's speak

Read the instructions above and then discuss these questions in your group.

- Why is it necessary to add compost to the soil?
- How often should you water the seeds?
- What should you do when your seedlings are three weeks old?
- When should you transplant the seedlings into the ground?

Let's write

Make questions starting with the words in brackets.



We plant seeds in plastic bottles. (What)

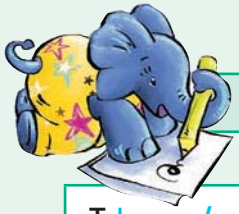
Seeds stay in the bottles for about five weeks. (How long)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

We plant seeds because they are good for our environment. (Why)

We put them in plastic bags after five weeks. (When)

When they are as long as our arm we plant them in the garden. (Where)



Let's write

Choose and circle the correct word.



I know/now how to plant seeds.

We water our/hour seedlings so they can grow.

It is best to water seedlings once a week/weak.

As long as you have a piece/peace of ground, you can plant a tree.

There/their are many women who plant trees in our community.



Fun

Every year we celebrate **Arbor Week** to encourage people to plant and care for trees. Make a poster for Arbor Week to tell people about the importance of trees.

"Arbor" is an old-fashioned word that we do not use often any more. It means "leafy".



Date:

An interview with Wangari Maathai

Let's read



Wangari Maathai was the winner of the 2004 Nobel Peace Prize. Let's imagine that we are interviewing her for your class newspaper.

Tell us about your childhood and family

I was born on April 1, 1940 in Kenya. My parents were farmers, and there were six children in our family. I was the third child. I had two older brothers. There were no schools on the farm, and my older brothers went to Ihithe Primary School in the village. In those days, most girls did not go to school. But I wanted to go to school. My older brothers persuaded my mother to send me to school.

Tell us about your education

When I was eight, I joined my brothers at Ihithe Primary School.

Then, when I was eleven I went to a boarding school. I loved living at school, but I looked forward to going home to the green lands during the school holidays. When I was 16, I went to high school. After completing high school I went to America where I studied science. When I came back home to Kenya, I was shocked to see how the land had been destroyed.

What made you successful?

I started the Green Belt Movement. I encouraged people to plant millions of trees throughout Kenya. The trees we planted helped to combat soil erosion and deforestation.

In 2004, I was awarded the Nobel Peace Prize for this work. I am very proud of this, especially as I was the first African woman to win the prize.

What advice can you give young people?

I want young people to know that everyone can make a difference. Every person and every plant is important. People cannot live without nature.

Let's speak

In your groups talk about Wangari's childhood and her family.

- In what way did her brothers help her to go to school?
- What did she do that made her successful?
- Why did she win the Nobel Peace Prize?

Let's write

Interview someone who has been successful. It could be someone in your school (someone who has done well with their schoolwork or in sport) or someone in your community. Ask these questions and fill in the person's answers. Do this first on rough paper.

Can you tell me about your family?

Can you tell me about your education?

Can you tell me what has made you so successful?



What advice can you give other people to be as successful as you are?

Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Water

Date:

Let's read

Read the passage and answer the questions.



The struggle for water

How do you get your water every day? Many of us just have to turn on a tap. But there are still villages where water is a big problem.

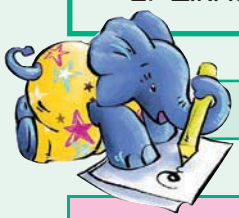
Liki Mokoena is a 13-year-old girl. She lives in a rural village. Every morning she gets up at 04:00, long before the sun rises. She sets off for the water well, five kilometres away, carrying a large metal container. She is going to fetch her family's supply of water for the day.

The walk to the well is downhill and that means hard work on the way back with a heavy load of water.

Liki likes to be one of the first at the well each morning, even if it means getting up so early. About twenty women and children queue for water every morning. The problem with this well is that it does not have a lot of water in it.

The first few people in the queue can fill their containers quickly but the rest of the people have to wait while the well slowly fills up with water again. The person at the back of the queue has to wait the longest for the well to fill up.

If Liki is at the back of the queue it means she will be late for school.



Let's write

Why is water a big problem in some rural villages?

What is water used for?

Why is rain so important in our lives?

What would make things easier for the people living in Liki's village?



Let's write

Change the word in brackets to make these sentences right.

Liki Mokoena (get) _____ her water from the well.

She (live) _____ in a rural village.

Many women (queues) _____ for water every day.

The well (do) _____ not (has) _____ a lot of water in it.

Liki (have) _____ to walk five kilometres to get to school.



More about water

Date:

Let's speak

- Where do people in Liki's village get their water?
- Why does Liki have to get up so early in the morning?
- Is it a good thing for people and animals to drink from the same well? Why?
- Do you think the women and children push each other to get to the well? Why do you say so?

Let's write

Match the words with their meanings.
Remember to write the words in your dictionary.

container	an amount of something that is available to be used
queue	in the country
supply	a line of people standing one in front of the other waiting for their turn
rural	a pot or bucket to carry things in

Let's write

Complete Liki's timetable for Monday.

04:00	
04:30	Walks home
08:00	

17:30	
18:00	Makes supper
20:00	Does her homework
22:00	



Let's write



Fill in your timetable for Monday.

	Wake up
08:00	
	School ends
	Begin homework
18:00	
20:00	



Drought and the environment

Date:

Let's read

Read the poem and then answer the questions.

Drought

People, animals and plants are dying

Everyone is hungry

Rivers, streams and dams are drying up

Why is this happening?

Water cuts have been started

People must put water-saving tips into action

Drought relief foods must be handed out

When will this come to an end?

Our land has become a terrible sight

Dried plants and thin animals everywhere

This terrible picture is the work of the drought.

Adapted from
Gugulethu Maphosa



Let's write

What is a drought?

What happens to rivers and streams when there is a drought?

What happens to plants and animals when there is a drought?

What do you think would happen if there was a drought where Liki lives?



Let's write

Write a poem about an environmental problem in your community.

Let's write

Put these words in the right order to form sentences.
Remember to end with a full stop or a question mark.



wake Liki time does up what

walks Liki kilometres school to five

die a plants during drought

up dry and streams rivers

is if starve food animals there no

Saving water

Date:



Let's write

Write five tips for saving water.
Use the words in the boxes to help you.



rubbish | water | don't use | up | don't throw | as toilets | rivers | clean

Fun

Make a poster to encourage people to save water.
Use some of the ideas in the box.
Draw a picture about saving water.



Sweep around your house – don't use a hosepipe to wash away the dust.

Turn off taps.

Don't let taps drip.

Shower – don't bath.

Collect rainwater to use in the garden.





Make your poster here.

Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

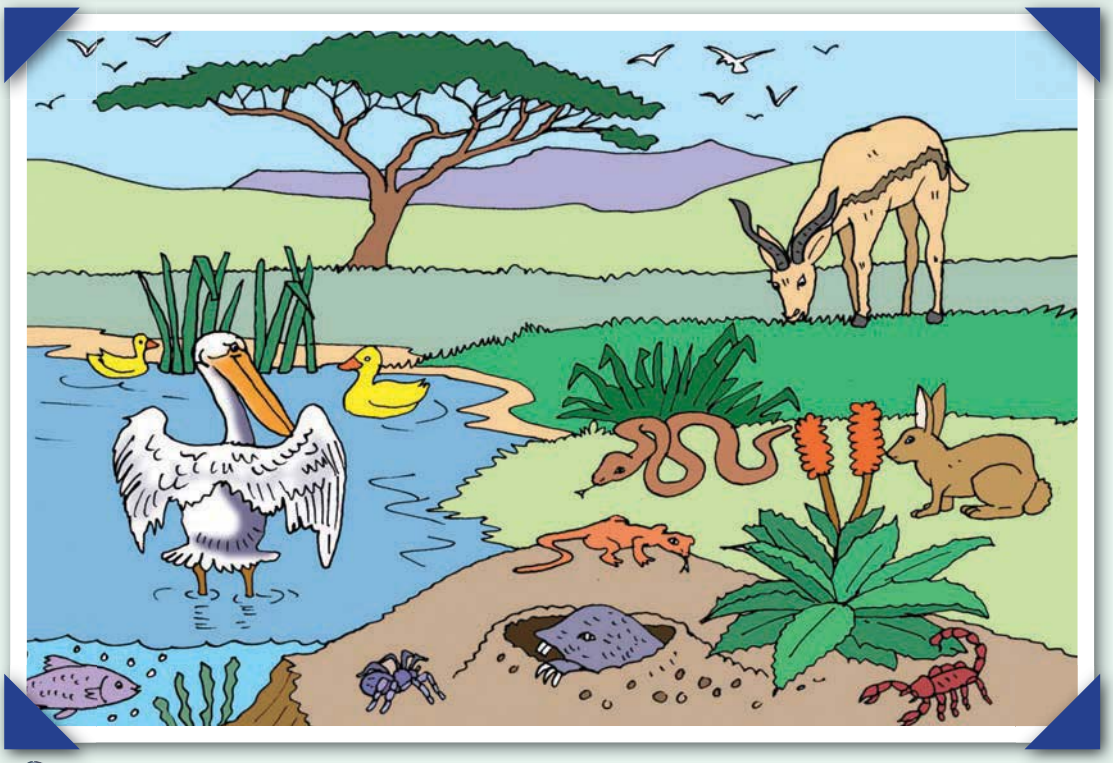
The world, our habitat

Date:

Let's speak

Look at the picture.

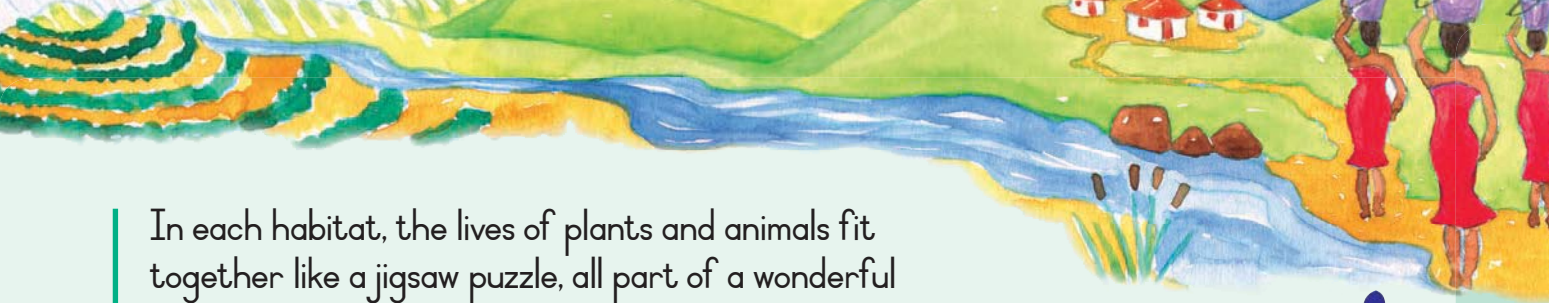
- What do you see in the picture?
- Is this environment clean or dirty?
- Do you think it is important to keep your environment clean? Say why.



Let's read

Many wonderful things – one plan

Our world is full of wonderful plants and animals. Some are tiny, while others are huge. Some are dull and others are bright and colourful. But they all depend on each other to survive. Each type of living creature has its own type of home, called a habitat. This might be a pile of old leaves, a forest or a river. The world has millions of different habitats.



In each habitat, the lives of plants and animals fit together like a jigsaw puzzle, all part of a wonderful plan. The sun gives heat and light. Plants use this to make their own food. Plants are food for different kinds of creatures. The small creatures are food for the bigger creatures.

All living things eventually die. They are then broken down into substances that make the soil rich so that new plants can grow.
Nothing is wasted. A group of animals and plants that depend on each other to live is called an ecosystem.

An ecosystem has to stay in balance.
If the balance is upset the plants and animals will die.



Let's speak

- What is a habitat?
- Talk about the place where you live. Use these words: water, air, trees, rubbish, plants, animals, houses.
- Why do you think humans, plants and animals need each other?
- What is the difference between a living thing and a non-living thing?



Let's write

What do the words in **bold** mean?
Choose the best word or words from the list on the right.
Write the words in bold in your dictionary.



depend on	trust	rely on	need	stand on
survive	carry on	go on	live	die
habitat	haunt	home	territory	house
nutrients	food	oranges	delicious	eat
ecosystem	environment	computer	animal	plant



Living with nature

Date:

Let's speak

Re-read the passage about our habitat and then answer the questions.

- What is a jigsaw puzzle?
- Why is the environment like a jigsaw puzzle?
- What do plants need to make their own food?
- What happens to living things when they die?
- What do you think happens to non-living things, like plastic, when we throw them away?

Let's write

Fill in the missing words in the sentences below. Use the words in this box.

grow **dig** **give** **put** **have** **live**

The environment I _____ in is important.

I _____ tomatoes, potatoes and cabbages.

I _____ two trees in my garden that _____ shade in the summer.

I _____ all the vegetable leaves that I cannot eat onto the compost heap.

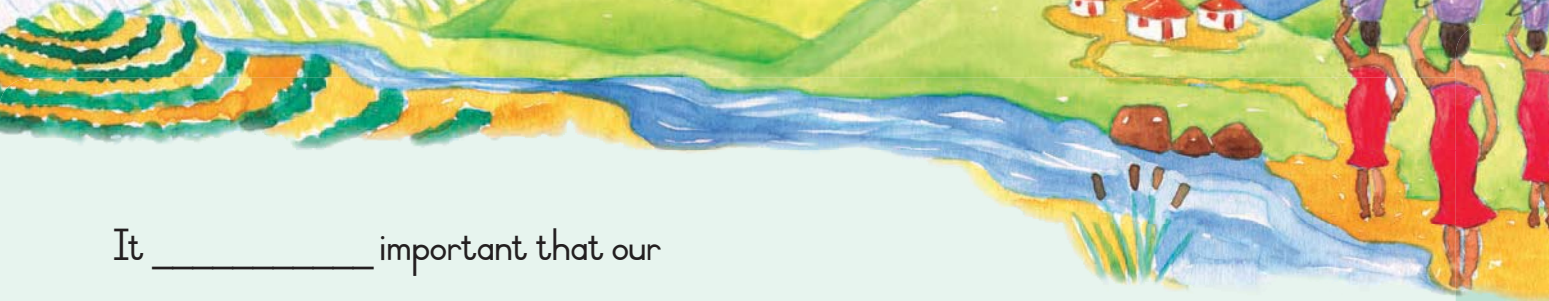
When the compost is ready I _____ it into the soil so that the soil is always healthy.

Let's write

Fill in **is** or **are**.

Plants and animals _____ part of the ecosystem.

Our habitat _____ our environment.



It _____ important that our environment is balanced so that all things can live.

Some plants in our environment _____ big and some _____ small.

Plants _____ food for different animals.



Let's write

Choose the right word, and write the correct sentence in the box.

Last week we pick/picked up litter in our classroom.

We then made/make sure that our playground was/is clean.

We sort/sorted out all the stuff and put/putted them in three piles.

We felt/feel it is/was important to clean the streets near our school.

We manage/managed to raise money for our school.





A healthy environment

Date:

Let's read

Read the dialogue and then answer the questions that follow.



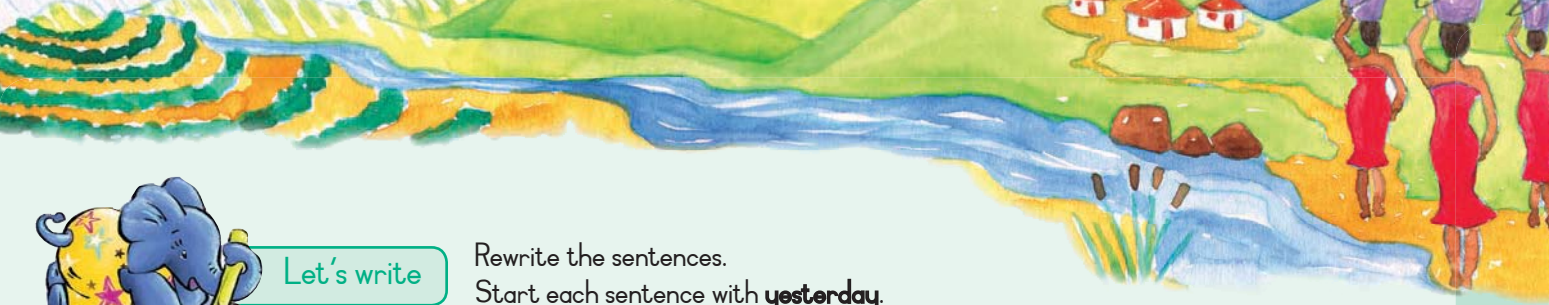
Let's write

What does Rachel say our environment is?

Why is it important to keep our environment clean?

What three things do human beings do that are bad for our environment?

Rachel says we dirty the air. How do you think we do this?



Let's write

Rewrite the sentences.
Start each sentence with **yesterday**.

We throw rubbish in the dump.

Yesterday

We switch off the lights.

Yesterday

We close the taps tightly.

Yesterday

We plant a tree in our garden.

Yesterday

Let's write

Join the word in column A with a word in column B to make a new word.
Write down the new word in the last column.

Column A	Column B	New word
land	berry	
butter	ache	
tooth	ball	
eye	saw	
jig	slide	
straw	fly	

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Protecting our environment

Date:

Let's speak

Look at the pictures.

- Speak about what you see in these pictures.
- Why do you think there is more rubbish in cities than in rural villages?
- What happens to our environment when we throw things away instead of using them again?
- Look at the pictures again. Which environment do you think is healthier to live in?





Let's speak

- Talk about the things people do that harm the environment.

Let's write

Write sentences using the words we give you.

environment

plants

water

trees

animals

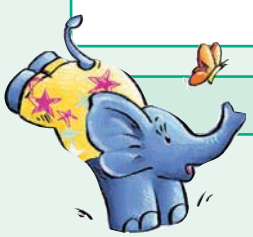


Let's write

Write two paragraphs. In the first paragraph, write about what people should not do to the environment. In the second paragraph write about what we should do to protect the environment.

What we should not do

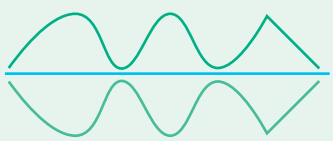
What we should do to protect our environment

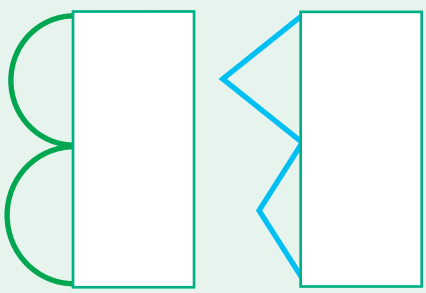


Fun

What would these patterns look like if you put a mirror next to them? Complete these mirror images.

Example:







Teacher

Date:

Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

A cleaning up project

Date:

Let's read

Bongi and her friends tidy up

Eighteen of us started an environmental club at our school in Steenberg in the Western Cape. Our aim was to make people realise the damage they do to the earth. We thought it could stop people from littering.



Our first project was to clean our classroom. After that we went to the playground and cleaned it thoroughly.
We also cleaned up the surrounding streets and a nearby field.



We then started a recycling programme. Students who join the programme bring to school things that have already been used. These things include paper, plastic, tin and glass. We then sell these things to companies that can process them so that they can be used again.



This is called recycling. Recycling is a good way of making money for our school. We hope that when people see us doing this they will stop littering and keep Steenberg clean.



Let's speak

- What is an environmental club?
- What is a recycling programme?
- Why do you think it is important to recycle things?
- What kind of things do you think you can recycle?

Let's write

Tick whether these sentences are true or false.
If false, write the right answer in
the space left below the sentence.

	True	False
It is bad to have a compost heap.		
Recycling plastic, tins and glass is good for the environment.		
Sixteen people started the environmental club.		
They only recycled tins and glass.		
There is usually more rubbish in cities than in rural villages.		

Recycling

Date:

Let's write

Where did the Steenberg children start their environmental club?

What was the aim of their club? Circle the correct letter.

a) To collect as much rubbish as possible.

b) To throw away the rubbish in their school.

c) To make people realise how important it is to keep the environment clean.

What was their first project?

How did they make money for their school?



Let's write

Put words from each column together to make good sentences. Rewrite the sentences in the spaces on the next page.

1. eighteen children	was to make people aware	the recycled objects and paid them money
2. they	collected	an environmental club
3. companies	were able to make	of how important planet earth is
4. they	bought	money for their school and clean up their environment
5. their aim	started	tins, plastic bottles and glass to recycle

1.
2.
3.
4.
5.



Let's write

Circle the words that rhyme with the first word.



litter	bitter	biter	batter	twitter
clean	cleanse	hygiene	main	mean
thought	think	caught	ought	through
glass	miss	class	last	mask
heap	hip	keep	leak	meat



Let's write

Fill in **but** or **because** to join the sentences.



The street I live in smells _____ there is a lot of litter.

I live in a beautiful place _____

there are a lot of plastic bags lying in the veld.



Limpopo is a clean province _____

people throw their litter into bins.

The children who cleaned their school were tired _____ they

were very proud.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date:

How to recycle litter

Let's do

Do you remember what recycling means? It means making something useful out of things we usually throw away.

Let's see what we can do with old plastic bottles and tins that we usually throw away.

You will need:
- a nail and a big stone
- some small stones
- a pair of scissors
- packets of herbs or vegetable seeds

1. Collect some empty plastic bottles, margarine tubs and tins.



2. Cut the tops off the plastic bottles.



3. With the nail and big stone, make holes in the bottom of the containers.



4. Put little stones into the containers.



5. Fill the containers with soil.



6. Put the seeds in the soil.

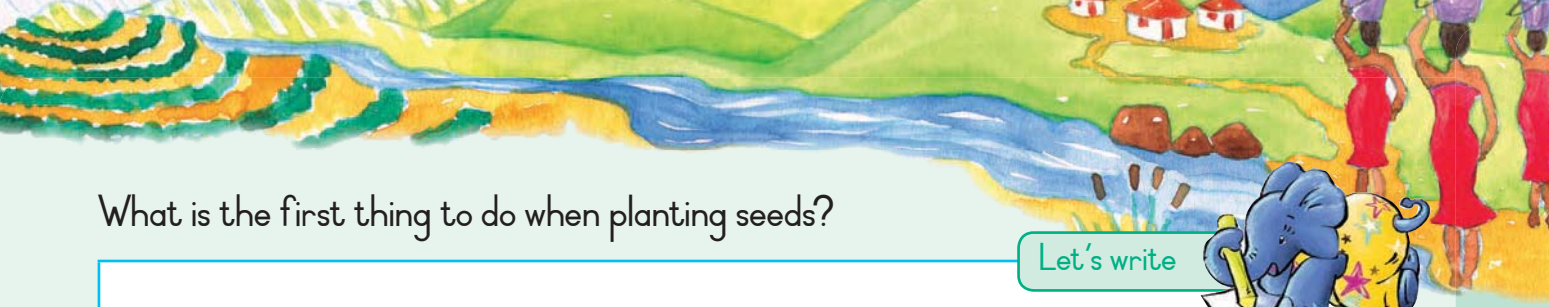


7. Water the seeds twice a week.



8. Put the containers in a sunny place.





Let's write

What is the first thing to do when planting seeds?

What should you put in the bottom of the container before filling it with soil?

How often should you water your seeds?

You should put your seeds in a sunny place. Say why.

Let's write

Plan a big clean up for your school.
Fill in what you will do into the mind map.





Who will be involved?

How to advertise?

Cleaning our school

Which areas to clean?

What to do with the litter?

What can be recycled?

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Cleaning up our school

Date:



Let's write

Use the mind map you drew in the previous lesson. Write out your plan in the spaces below.





Who will be involved?

How to advertise so that other children join the club?

Which areas will we clean?

What to do with the litter?

What can be recycled?



Let's write

Make six new words from the letters in this word.

litterbug

Let's write

Write five rules for the litterbugs at your school. Use these words to help you.

playground
fine of R5
different bags
environment
classroom
tin
don't litter
dustbins
paper
glass
use

Our school rules for litterbugs!

1. _____
2. _____
3. _____
4. _____
5. _____

Let's write



Make a poster for your litterbugs. Here is an example for you. Don't copy it. Use it to come up with your own ideas.

Teacher
Date:
Sign:

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

My dictionary



A a



B b



C c



D d



My dictionary



E e

F f

G g

H h

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

My dictionary



I

i



J

j



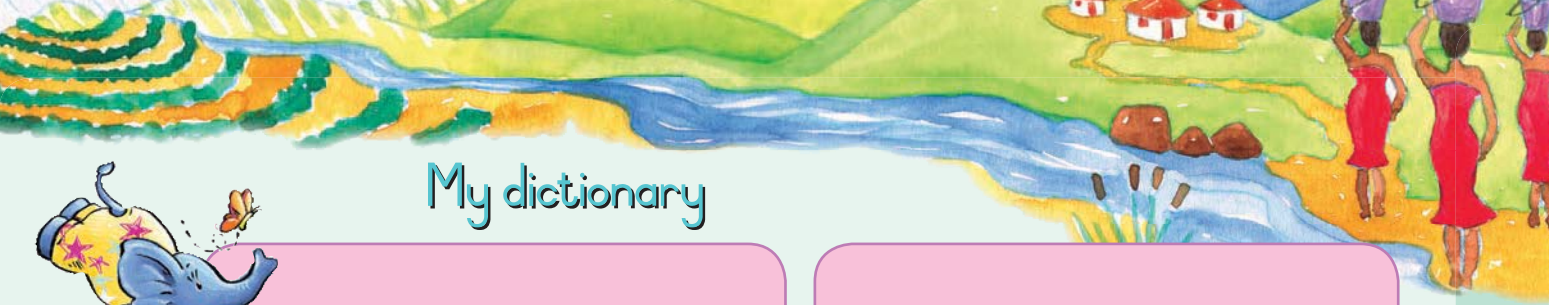
K

k



L

l



My dictionary

M m

N n

O o

P p



My dictionary



Q q



R r



S s



T t



My dictionary



U u



V v



W w



X x

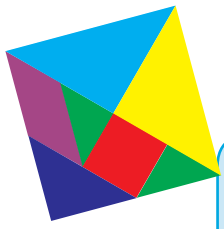


My dictionary

Y y

Z z

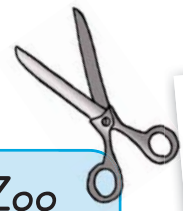




Tangram Zoo

Cut out these shapes on the dotted lines and then try to make as many animals as you can. We have given you some examples to copy.





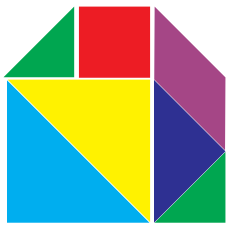


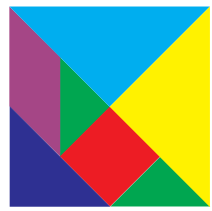
Tangram Shapes

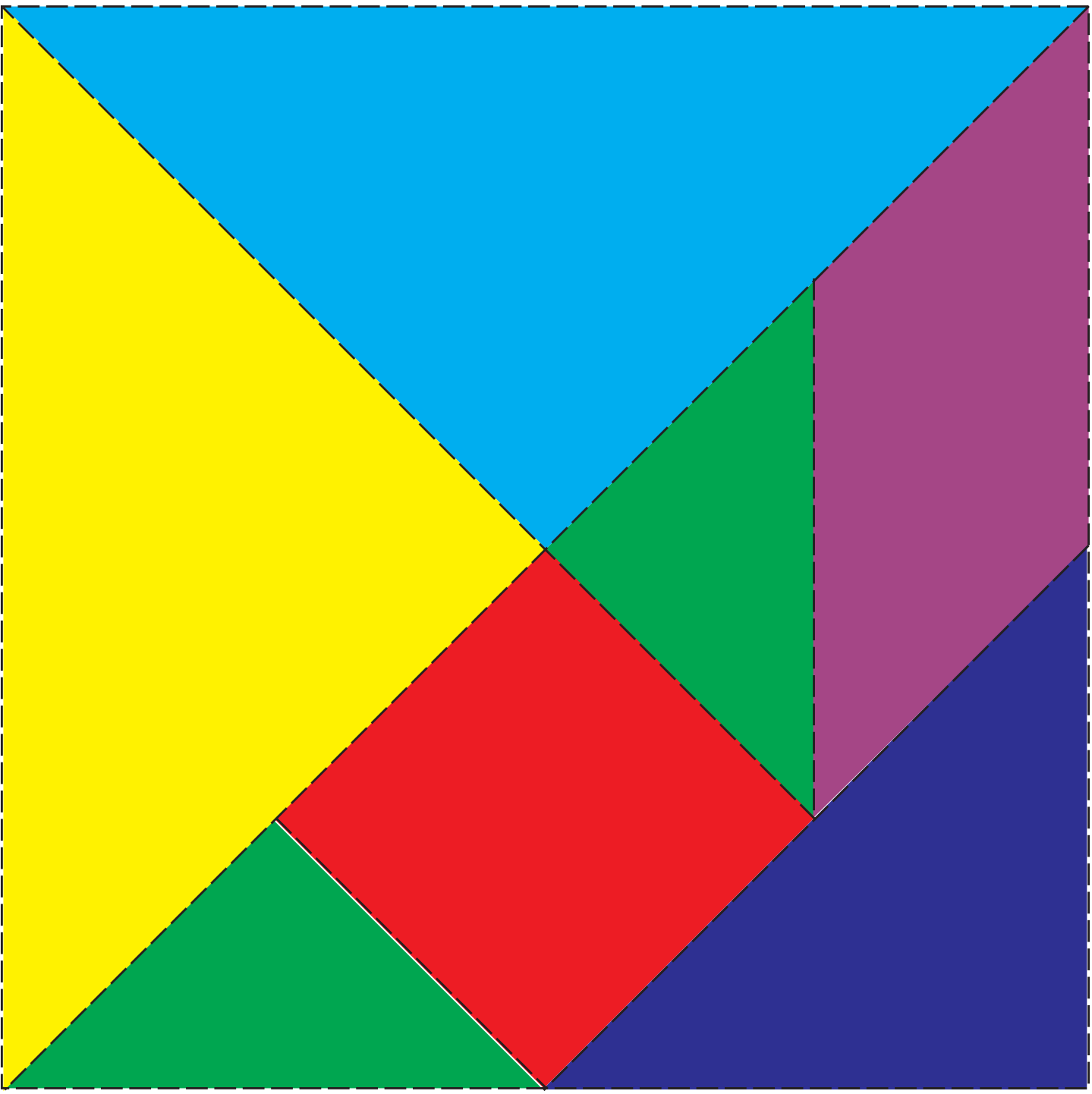
Use the tangram shapes to make as many other shapes as you can.

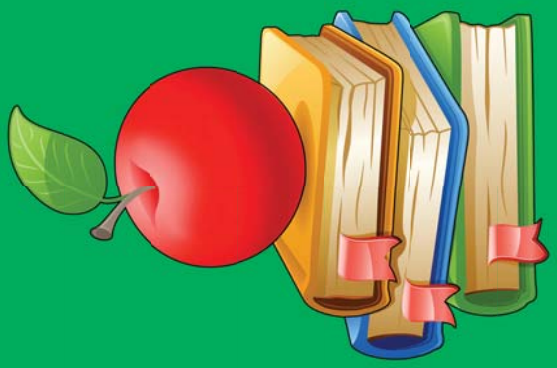




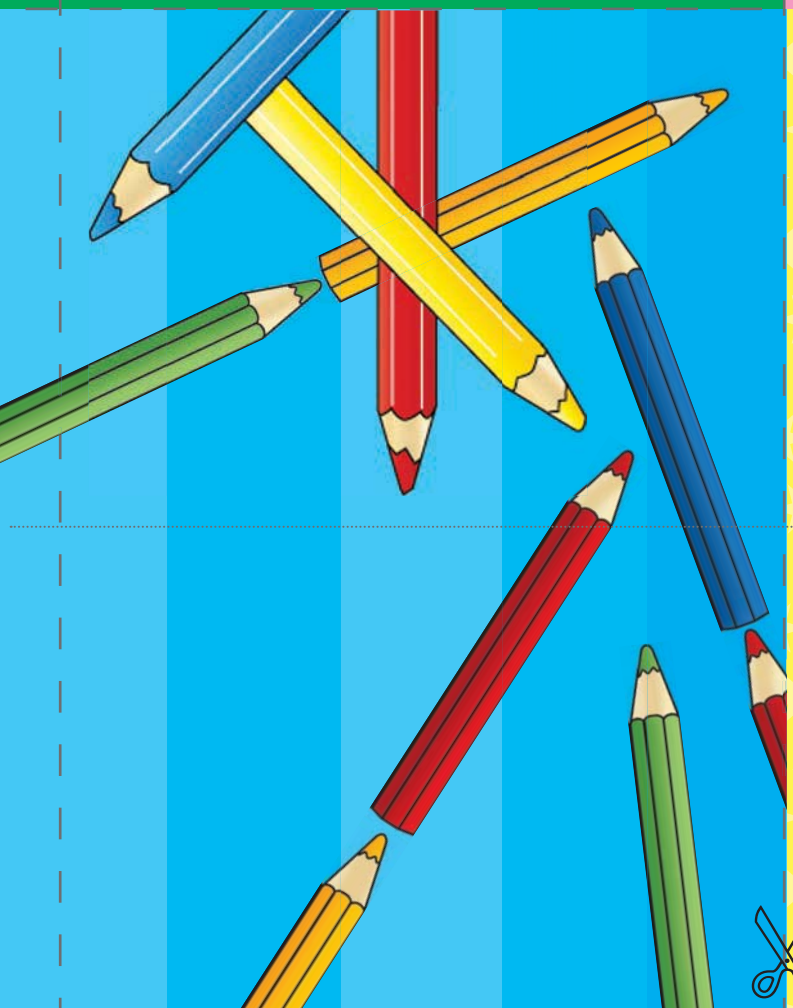






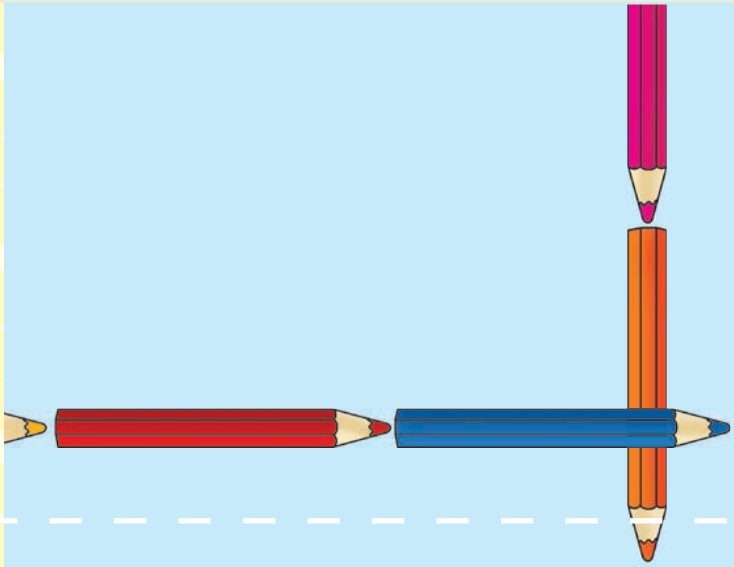


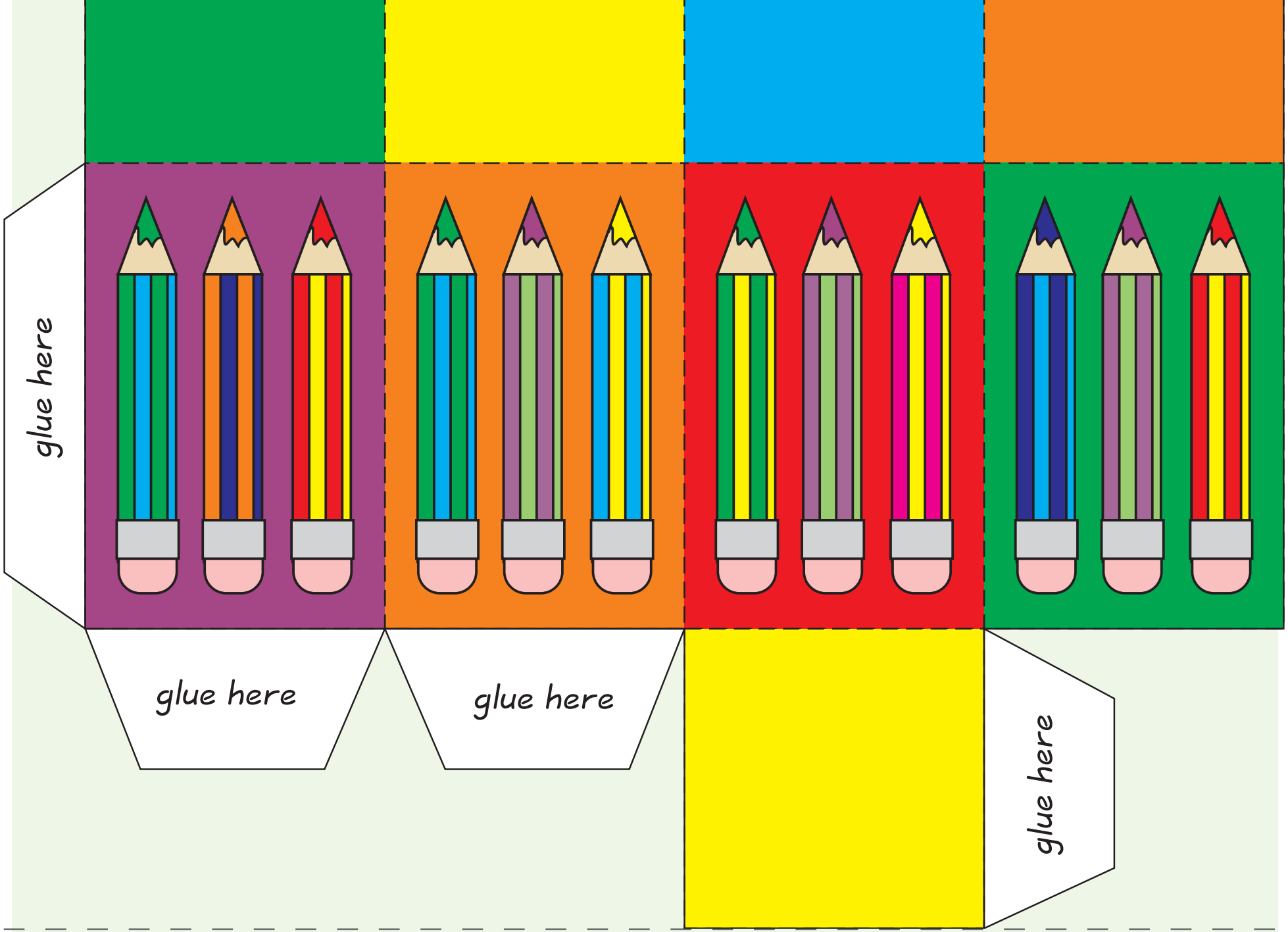








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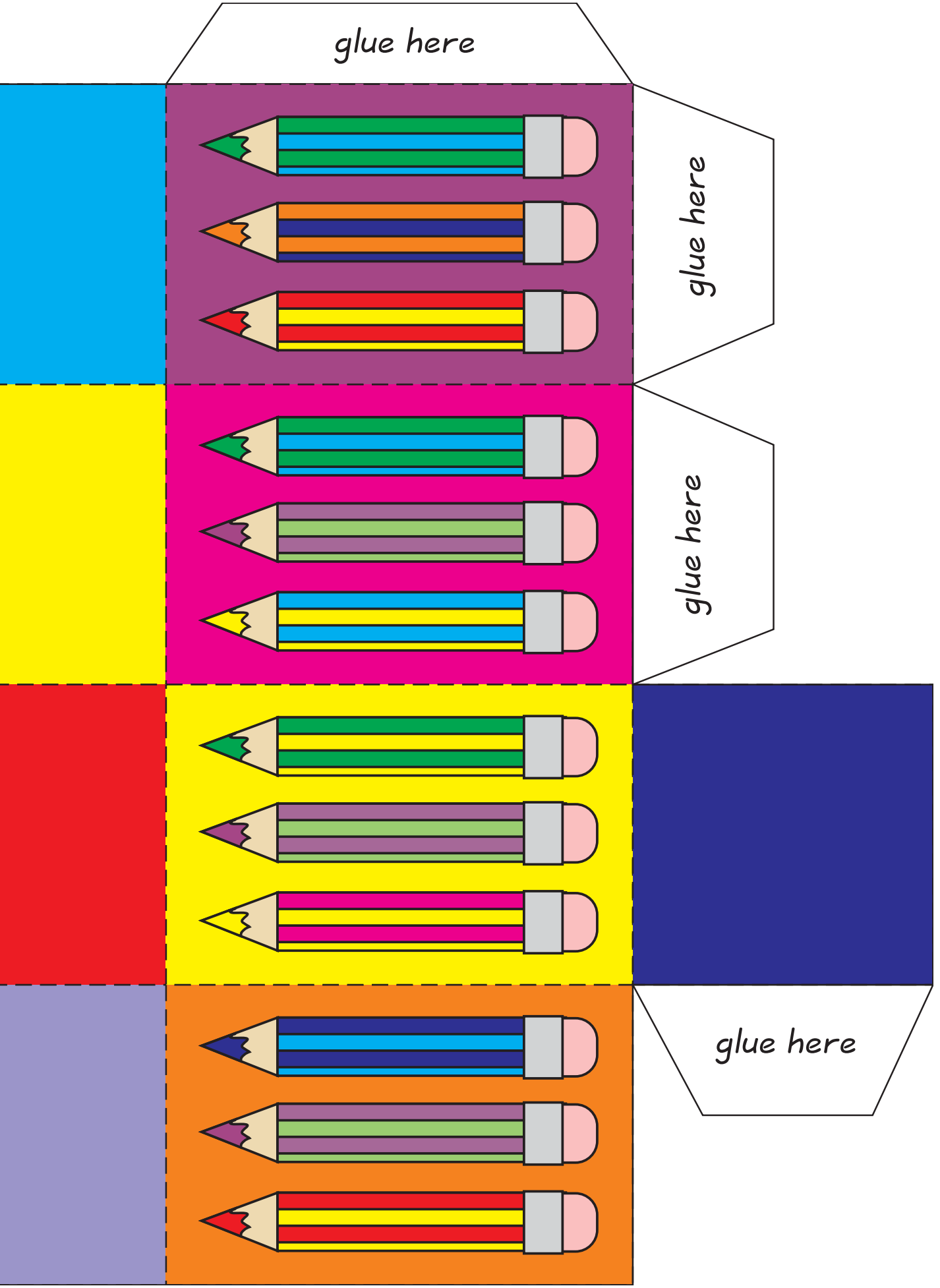
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