

Mrs Angie Motshekga,
Minister of Basic Education



Mr Enver Surty,
Deputy Minister of
Basic Education

This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.

Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language. The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners' understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.

Rainbow WORKBOOKS

FIRST ADDITIONAL LANGUAGE - ENGLISH GRADE 4 – TERM 1 - 2

ISBN 978-1-4315-0198-4

THIS BOOK MAY NOT BE SOLD.

Workbooks available in this series:

Literacy / Home Language Grades 1-6 (In all official languages)

- *Mathematics Grades 1-3 (In all official languages)*
- *Mathematics Grades 4-9 (In English and Afrikaans)*
- *Lifeskills Grades 1-3 (In all official languages)*
- *First Additional Language Grades 1-3 (In English, Afrikaans, Sepedi and isiZulu)*
- *First Additional Language Grades 4-6 (In English and Afrikaans)*

Grade 4

ENGLISH

First Additional Language

Book 1
Term 1-2





Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ENGLISH

ENGLISH
First Additional Language

Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa

© Department of Basic Education
Second edition published in 2012

ISBN 978-1-4315-0198-4

The Department of Basic Education has made every effort to trace copyright holders but if any have been inadvertently overlooked the Department will be pleased to make the necessary arrangements at the first opportunity.





Grade 4

First Additional Language

ENGLISH

Term 1 & 2



This book belongs to:

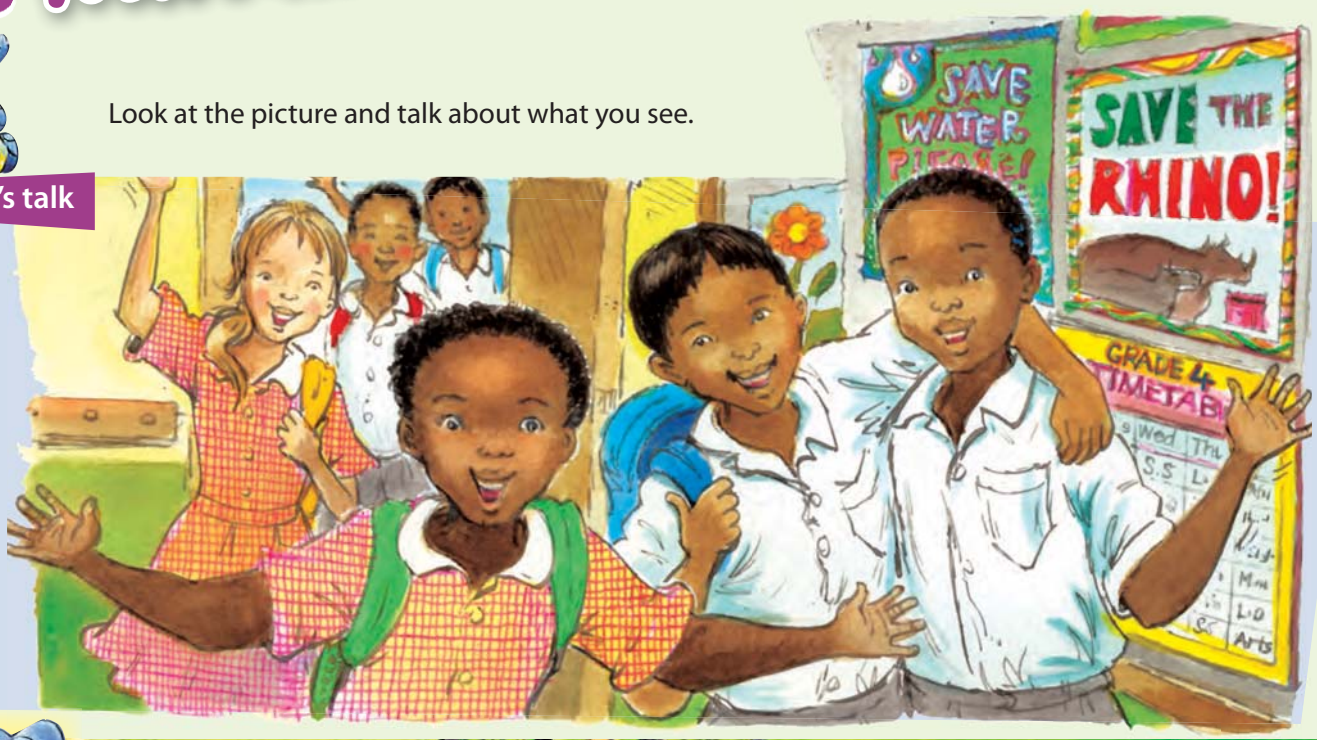
1

Welcome back to school

DATE

Let's talk

Look at the picture and talk about what you see.



Let's read

Welcome back!

The bell rings. Today is the 10th of January, and the children are very excited to be back at school.

"Welcome back," says Mrs Smith.

"Let's look at the timetable on the wall so that you can select your after-school activities," she says.

Timetable

Day	Time	Activity	Place
Monday	14:00	Netball	Netball field
	14:30	Soccer	Soccer field
Tuesday	13:30	Choir practice	School hall
	13:30	First aid training	School hall
Wednesday	14:00	Soccer	Soccer field
	15:00	Drama club	School hall
Thursday	14:00	Netball	Netball field
	15:00	Gardening club	Garden
Friday	14:00	Swimming	Municipal pool
	14:00	Athletics	Soccer field



Let's write

Read the words and listen to the sounds.
Then use 5 of these words to write your own sentences in your exercise book.

school	neat	there	children	going
good	clean	that	chair	coming
book	lean	this	teacher	singing

WORD BOX

- ran
- read
- red
- ride

Sight words



Let's read

Read the story and the timetable, and then answer these questions.

What grade are the children in now?

What posters can you see on the classroom wall?

What sports can you play on Monday?

When does the gardening club meet?

Can you sing in the choir and do first aid as well? Why? Why not?

What activity happens outside of the school?

When does more than one activity take place in the hall at the same time?



2 After school

DATE



Let's talk

Talk to your friend about what sports and games you like.

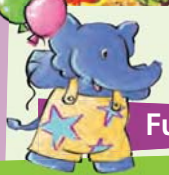


Let's write

Fill in the timetable to show what you do after school.

Timetable

Day	Time	Activity	Place
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Fun

Now make a poster to advertise one of the activities that you do after school. Give all the important information including when, where and at what time.











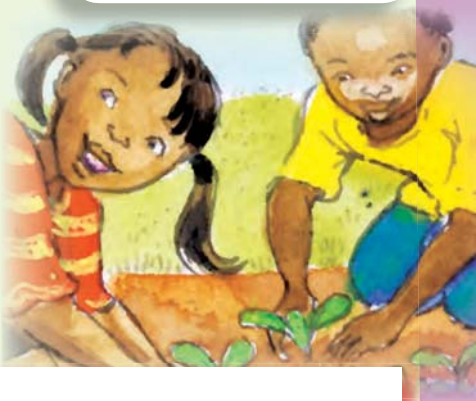
Now complete this card about yourself.
Remember to use capital letters for the proper nouns.

My name is	
I am in Grade _____	I am _____ years old.
The name of my school is	
My friend's name is	
My favourite sport is	
My favourite book is	
I live in	
My birthday is in	

WORD BOX

- right
- round
- run
- said

Sight words





Let's write

Write a paragraph about yourself, what you do after school, what you like and who your friends are.



Let's write

Look carefully at all these nouns.
Then underline the proper nouns and give them capital letters.

Nouns are naming words. Proper nouns are the names of people or places. They should always start with capital letters.

teacher	bike	shoes	cape town
socks	april	sam	tuesday
polokwane	beach	january	durban
house	sunday	bus	mrs smith



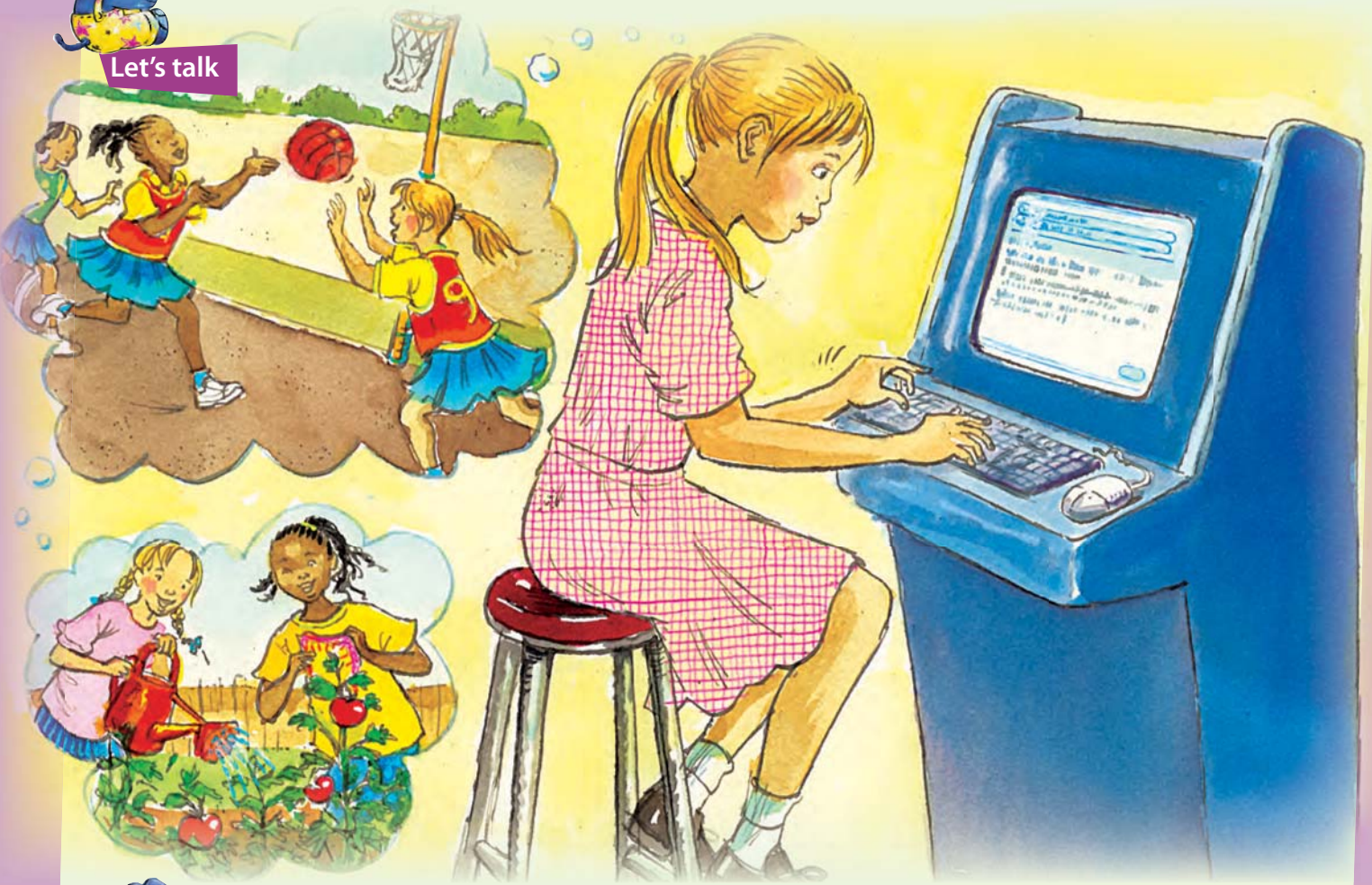
3

Our busy week

DATE

Look at the picture and talk about what you see. Have you ever seen a computer? Do you know what an e-mail is?

Let's talk



Let's write

Read the e-mail that Brenda wrote again, and then answer these questions.

What date is Mandu's birthday on?
What sport is Mandu good at but not Brenda?
On what date and at what time did Brenda send the e-mail to Ann?

Let's read

We use computers to send e-mail letters. Read this e-mail and then answer the questions.

WORD BOX

- shall
- she
- sing
- sit

Sight words

To	ann@school.com		
From	Brenda@Digital.org	11 March 2012	15:14

Dear Ann

We are now back at school and in Grade 4. We are very lucky that we have a Digital Doorway computer at our school, and that we can send e-mails.

I now have a new best friend at school. Her name is Mandu. She is 9 years old, and her birthday is one day after mine. I will turn 10 on the 21st of June.

We have lots of activities at our school. On Monday I play netball. Mandu also plays netball. On Tuesdays Mandu sings in the choir and I go to first aid training. First Aid is very important in case someone gets hurt. My teacher says you could even save a life if you learn First Aid.

Every Wednesday, Mandu and I go to the drama club. We are going to have a school play. She will be a mouse and I will be a cat in our school play.

On Thursdays we both go to the gardening club. We love working in the garden. We are growing tomatoes and potatoes.

On Fridays, Mandu does athletics. She is a good runner. I am not so good at running, so I just go home and do my homework.

I hope you can visit me soon.

Love from

Brenda

Send



Let's talk

Read the e-mail again very carefully with your friend.
Talk about what activities Brenda and Mandu have each day.
Talk about what they do together and what they do separately.

Let's write

Now fill their activities in under their names.

TIMETABLE	Brenda	Mandu
Monday	Netball	Netball
Tuesday		
Wednesday		
Thursday		
Friday		

Teacher:
Sign:
Date:

4 Sending an e-mail

DATE



Let's write

Write an e-mail to your friend telling him or her about the things you do.

To

From

Send



Word work

Read the words and listen to the sounds. Listen to how the ur sounds in the blue boxes differ from the e sounds in the pink boxes. Then use 5 of these words to write your own sentences in your exercise book.

burn	Ben	worm	went
turn	ten	nurse	net
hurt	hen	work	wet



NEW WORDS

Circle the correct word in each sentence.

Brenda is/are learning first aid.

She is/are going to swimming lessons.

I is/am happy to be back at school.

Is/are you in grade 4?





Fun

Do these word sums. Connect the 2 nouns or naming words to form compound words.



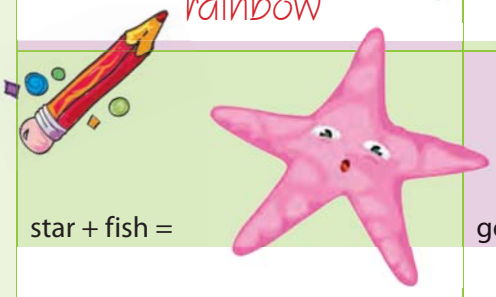
rain + bow = rainbow



moon + light =



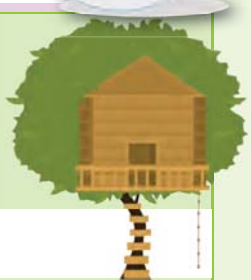
snow + man =



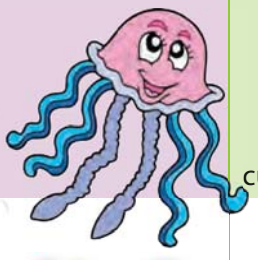
star + fish =



gold + fish =



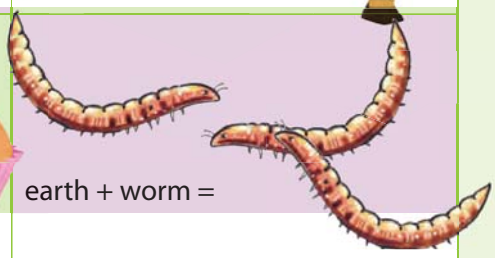
tree + house =



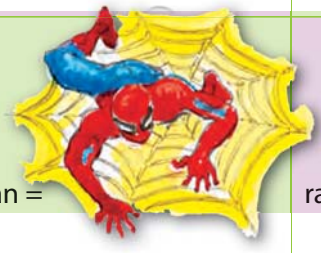
jelly + fish =



cup + cake =



earth + worm =



spider + man =



rain + coat =



Teacher:

Sign:

Date:

5

Mandu's running shoes

DATE



Let's talk

Look at the picture and tell your friend what you think this story is about. How do you think the girl at the winning line feels?

Let's read

Mandu was in Grade 4 at Greenway Primary School in Durban. She was an excellent runner and she practised running every day. The children used to tease her because she did not have running shoes. She wished she had running shoes because her feet hurt, especially when the ground was hot. She also hated it when the children laughed at her.

One Saturday, Mandu took the money she had saved and went to the sports shop in town. She looked at the running shoes but felt very sad, because she did not have enough money to buy them.

Mrs Masondo, the owner of the shop, noticed the sadness in Mandu's eyes.

"If you win the race, I will let you have the running shoes for free," she said. "But if you don't win, you will need to pay for them," she added with a smile.

"Oh ma'am, thank you very much! I will practise every day and make sure I win," said Mandu gratefully.

And that was what Mandu did. She ran and ran until her legs ached. "I must keep going," she told herself. "I must not give up!"

The big day came, and Mandu was very nervous. When she went to the starting line, her heart was pounding.

But as soon as she began to run, she forgot her fear. She ran like the wind and crossed the winning line long before the other participants.

"I've won! I've won!", she shouted joyfully, looking down at her magic shoes, that now belonged to her.

Based on a short story published in *Stories that talk*, by the Department of Education and Heartlines.



Let's write

Answer each of these questions.

WORD BOX

- saw
- say
- see
- seven

Sight words

Who was the story about?
What did she have that was special?

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

What does this sentence tell us about Mandu? "She ran and ran until her legs ached."		Why did Mandu say the shoes were magical?	
A	That she had pain in her legs.	A	They encouraged her to practise.
B	That she would never give up.	B	They were a gift.
C	That she needed shoes to run.	C	Her feet no longer hurt.

Number the sentences from 1 to 5 to show the correct order in which things happened in the story.

	Mrs Masondo gave Mandu running shoes.
	Mandu did not have enough money to buy running shoes.
	Mandu wished she had running shoes.
	Mandu went to town to buy running shoes.
	Mandu won the race.

Find words in the first paragraph that mean

very good	
disliked	



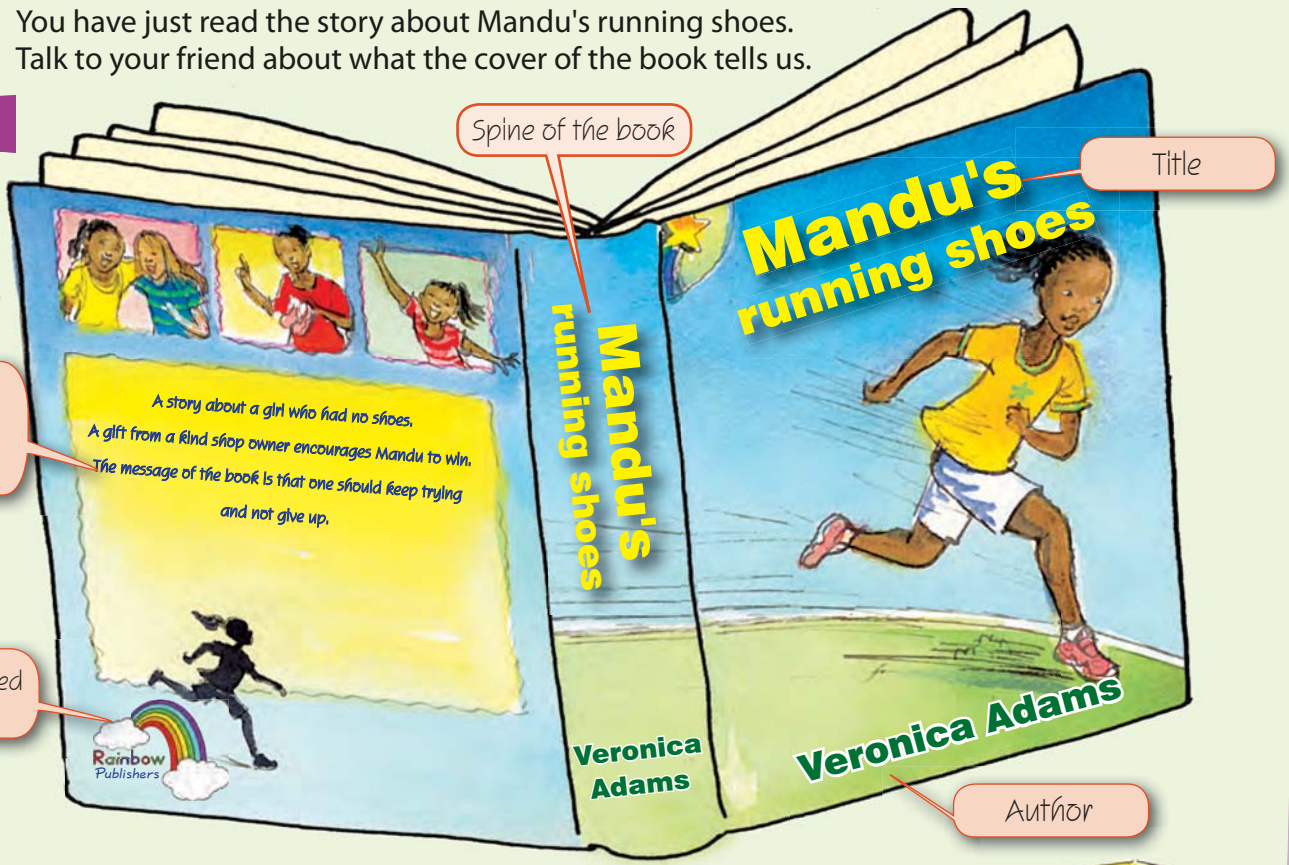
DATE

6 Mandu's story



Let's talk

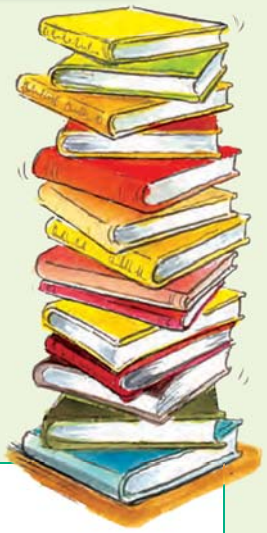
You have just read the story about Mandu's running shoes.
Talk to your friend about what the cover of the book tells us.





Let's write

Now write a review about the book *Mandu's running shoes.*



Name of book	
Author	
Main characters	
Publisher	
What happens in the story?	



NEW WORDS

Let's do

Make a congratulatory card for a person who has achieved success at something.
Write a special message on the front of the card, above the picture. Then write your friend a message inside.





Let's write

Write a diary entry for a day when you were very successful.

Dear Diary

Date

Teacher:

Sign:

Date:

7 Reading an advert

DATE

Let's read



Let's write

Answer these questions.

Advertisements try to convince us to do something or to think in a certain way. If they want us to buy something, they sometimes promise us things that are not possible or factual.

What does this advertisement want us to do?

Why do you think the running shoes are called WINGS?

Do you think the shoes can make anyone run faster?

What do you think the sentence "You don't need muscles, you need WINGS!" means?



Word work

Read the words and listen to the sounds.
Then use 5 of these words to make your own sentences in your exercise book.

day	duck	she	sang	cake	June
may	rock	shark	sing	make	tune
birthday	rack	shock	song	bake	tube

WORD BOX

Sight words
- shall
- she
- sing
- sit

Let's write

Fill in the inverted commas to show what each person says.

You can have the shoes for free, said Mrs Masondo.

Mandu, you must practise every day, said the coach.

You must never give up, Mandu told her friends.

Mandu shouted, I've won!

I hope I win the race, Mandu said to Mrs Masondo.



What is fact and what is opinion?
Tick the correct box.

	Fact	Opinion
WINGS shoes can make you run faster.		
Bicycles have 2 wheels.		
People have 2 legs and 2 arms.		
Everybody likes to eat fish.		
South Africa is at the bottom of Africa.		
Everyone likes dogs as pets.		
Everyone wants WINGS shoes.		

Let's do

Make up your own advertisement to sell something.

Teacher:
Sign:
Date:

8 The things we do

DATE

Let's talk

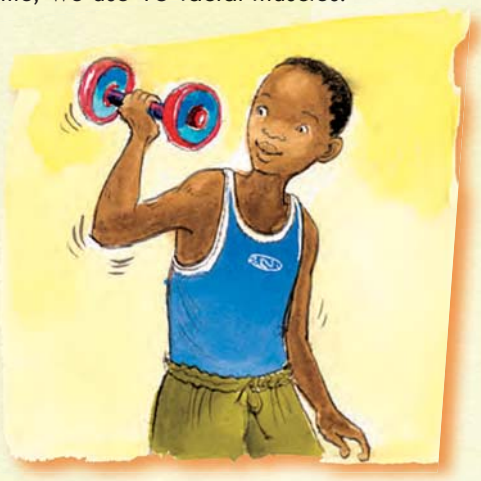
Look at the picture and tell your friend what you know about muscles.



Let's read

How do we move?

We all have muscles under our skin. Our muscles make it possible for us to move. They are attached to our bones. Our muscles move by becoming shorter or longer. People who play sports, often have strong muscles. Our muscles grow bigger and stronger if we do exercise. When we lift something heavy, the muscles in our upper arms move and become shorter. Our muscles make it possible for us to run or to kick a ball. We also have muscles in our chest. They help us to breathe. We also have muscles in our faces. When we smile, we use 15 facial muscles.



Let's write

Now answer these questions.

Is this article fact or opinion? Why?
How many muscles do we use to smile?
What are our muscles attached to?



Let's write

Circle the words that refer to more than one person.

I	we	me	they	he	
	she	you	him	her	his
our	your	mine	them	her	

Now circle the correct word

They is/are at school.	She is/are running.
He is/are reading.	The children is/are at athletics.
Mandu is/are the winner.	Mrs Masondo is/are kind.

We use is if we are referring to one person. We use are if we are referring to two or more people.

Fun

Talk about these pictures and then draw a line from the word to the correct picture.









upside down

inside out

head over heel

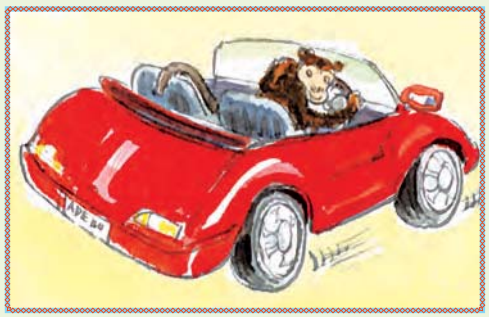
forward

backward

downward

upward

back to front









Teacher:
Sign:
Date:

9

Best friends to the rescue

DATE



Let's talk

Look at the newspaper article and talk about what you see.
What does the headline tell us? What does the picture tell us about the article?

DAILY NEWS

20 March 2012

Schoolgirls save boy's life



Two 9-year-old schoolgirls from Greenway Primary School rescued a 6-year-old boy who fell from a tree yesterday.

Brenda Smith and her friend Mandu Shabalala were on their way home from their first aid class at Greenway Primary School. They discovered 6-year-old Benny Basson, who had fallen from a tree that he had climbed into to pick some fruit. The girls rushed to help him. Benny had knocked his head and was unconscious. He had also cut his arm and could have bled to death if the two girls had not stopped his bleeding. The girls called for an ambulance and then managed to stop Benny's bleeding. Benny was lucky that the two girls were returning home from their first aid class and had their first aid boxes with them. They also had gloves, to protect themselves against possible HIV infection from handling another person's blood. They bandaged Benny's wound before the ambulance arrived.

Mrs Twala, the school principal, will be presenting the two girls with an award at the school assembly on Friday.

Join the Red Cross. Use your local telephone directory to find the number for your province.

Let's write

Read the newspaper article again and then answer these questions.

What is the name of the newspaper?	
Who wrote the article?	
On what date did Benny fall from the tree? (Work it out from the story.)	

Why did the girls need to use gloves?

Why was Benny lucky that the girls were returning from their first aid class?

WORD BOX

Sight words



Let's write

Read the words and listen to the sounds.
Then use 5 of these words to write your own sentences in your exercise book.

about	make	tell	pack	line	where
out	cake	will	rack	mine	what
our	rake	sell	rock	time	why

Do you think the girls are heroines? Who is your hero or heroine? Write a short paragraph about him or her.

Teacher:
Sign:
Date:

DATE

10 Writing a newspaper article



Let's talk

Talk to your friends about who their heroes or heroines are.
Write the information in this table. We have done an example for you.

Name of friend	Thandi				
Your friend's hero/heroine	Anna Matlou				
Why?	She won the African foot-ball award				

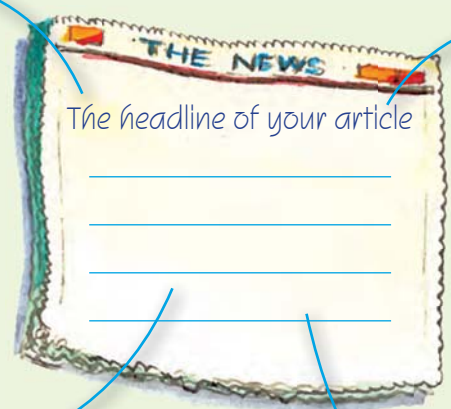


Let's write

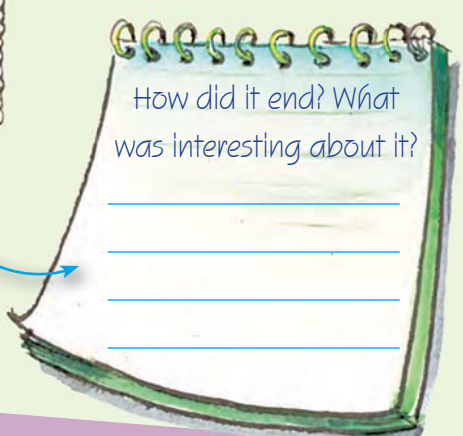
You are now going to write a newspaper article. What would you like to write about? Use this mind map to help you to plan your article.











Let's write

Now use your mind map to help you to write your newspaper article.
Give your newspaper a name and make up a headline for your article.
Draw a picture to illustrate your article.

NEW WORDS



Name of newspaper Date

Headline

Teacher:
Sign:
Date:

11 What we learn at first aid

DATE

Let's talk

Are there first aid classes near to where you live? Do you know anyone who goes to first aid classes? Look at the pictures and say what these pamphlets are about. Read each of the pamphlets and tell your friend what each pamphlet says you must do.

Let's read



How to treat cuts

- Stop the bleeding by raising the wound above the level of the heart.
- Press a dressing onto the wound.
- Never touch another person's blood. If you are helping someone who has an open wound, always wear gloves.
- If the wound is deep and keeps on bleeding, see a doctor.



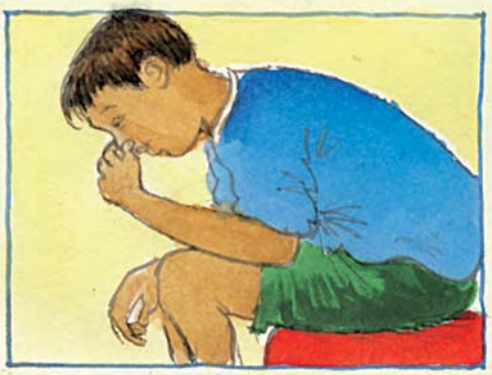
How to treat burns

- Keep the burn under cold water for at least 10 minutes. This helps to cool the skin.
- Uncover the burn.
- If clothing is stuck to the skin, do not remove it.
- Put a clean dressing on the burn to keep it clean.
- If the burn is deep or bigger than the palm of your hand, see a doctor immediately.



How to treat nose bleeds

- Sit forward with your head down.
- Pinch your nose closed for 5 minutes and breathe through your mouth.
- Put something cold on the back of your neck.
- Do not blow your nose after the bleeding has stopped.
- If the bleeding has not stopped after 15 minutes, see a doctor.



Let's write

Underline all the verbs in the pamphlet. Remember verbs tell you about an action. They are doing words.

Now write the past tense of each of these verbs. Then write 5 sentences in your exercise book using the verbs in their past tense.

Most verbs can be changed to the past tense by adding d or ed. Irregular verbs have a special past tense form.

Some change their vowel:
sing – sang, swim – swam.

Some change their last letter:
build – built.

Some change completely:
bring – brought, see – saw, wear – wore

try	tried	blow	
pinch		sit	
lift		see	
touch		wear	
help		get	
cover		think	
press		drink	
wash		hold	

List of emergency telephone numbers

Find and then fill in these important phone numbers.

 Police	
 Fire	
 Ambulance	
Emergency number	10111

Teacher:
Sign:
Date:

12 Looking at language

DATE

The words the, a or an are called articles. The is called the definite article (because it refers to a particular thing, like "the book on the table". A (or an) is called the indefinite article ("a book" is any book).



Let's write

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

_____ red book belongs to me.	_____ little dog is sick.
I live in _____ only yellow house on 12th Street.	I want _____ ice cream.
I am late. Is there _____ seat for me?	May I have _____ apple?
I need _____ new bag.	_____boy was late for school.



Let's write

Write what they said in indirect speech, using the correct speech marks.

Brenda



Mandu, look, that boy is injured!

Brenda said, "Mandu look, that boy is injured."

Mandu



We are lucky we have our first aid kits.

Mandu said, "

Principal



We will give the two girls an award for bravery.

The principal said, "



Let's write

Now fill in inverted commas in these sentences to show the exact words that are being said. We call this direct speech. Then, in the space below each sentence, write the sentence in indirect speech. We have done the first one for you.

WORD BOX

sleep
so
some
soon

Sight words

"Children must always look before they cross the road", said the traffic officer.
The traffic officer said that children must always look before crossing the road.

If you help someone who is bleeding, you must always wear gloves, said the nurse.

I learn first aid at my school, said Brenda proudly.

If you learn first aid, you could even save a life, said Mandu.

I'm so grateful that you helped me when I fell out of the tree, said Benny, clapping loudly.

Word work

Read the words and listen to the sounds. Look carefully at the words with double letters that have been printed in green. Then use any 5 of these words to write your own sentences in your exercise book.

having	dancing	running	sitting	stopping
singing	eating	winning	letting	pressing
racing	jumping	planning	hopping	clapping

Let's match

Draw a line from the contraction on the left to its long form on the right.

it's	cannot
I'm	will not
we're	it is
can't	we are
won't	is not
isn't	I am





Teacher:
Sign:
Date:

13

Why Mapula did not come to school

DATE



Let's read

Read the story written by Mapula's 11-year-old friend. In her story, she explains why Mapula missed school today.



Beginning of the story

Mapula did not come to school today. There was a big fire at her home. Mapula's family uses paraffin for cooking at home. They have a **red** paraffin stove. Mapula has a **young** brother, Thami, who never listens to anyone. Last night Thami played with the stove, even though it is not allowed. He also found the matches that someone had carelessly left lying around.

The little boy lit the stove and then, in his excitement, knocked the stove over onto the carpet. Soon the **small** room was ablaze.



Middle of the story

Luckily for Thami, Mapula carried the **little** boy out of the house. She asked the **kind** neighbours to phone the fire brigade. They arrived very quickly, and they used their **long** hoses to put the fire out. Soon the whole house was filled with water and smoke.

The fire was put out before Mapula's **angry** parents came home. Everything in the room had been burned, and Mapula was very sad because her favourite **baby** doll and her **beautiful** workbooks were also burned in the fire.

End of the story

Today, Mapula helped her mother to clean their house. She hung all the **wet** blankets and curtains in the sun to dry. Meanwhile little Thami had been sent to preschool, so that he could stay out of trouble. Tomorrow Mapula will go back to school. Her mother will buy her a **new** school bag.

Let's write

Read the story again,
and then answer these questions.

WORD BOX

- start
- stop
- take
- tell

Sight words

Who started the fire?

How did the fire start?

List 3 things that Mapula did that shows she could think and respond quickly.

Now number the sentences from 1 to 5 to show the correct order in which things happened in the story.

	Mapula carried Thami out of the room.
	The whole room started to burn.
	Thami found the paraffin stove and lit the stove.
	The fire brigade put the fire out.
	The next day, Mapula and her mother had to clean up.



Let's write

Find all the adjectives written in red in the story. Write them in the table, and next to each adjective write the noun it describes. We have done the first one for you.

Adjective	Noun it describes
red	stove

Adjective	Noun it describes

Teacher:
Sign:
Date:

14 After the fire

DATE



Let's role play

Work with your friends to make up a role play about what happened at Mapula's house. Your role play must show that Mapula is a heroine.



Let's write

Fill in this mind map to show what happened in the story. The story has a beginning, a middle and an end.



The fire at Mapula's house

What happened?

Who was involved?

Who helped?

What can we learn from this story?



Let's write

Use your mind map to write a description of what happened that night. Write it in the past tense.



Let's role play

Work with your friends to make up a role play about what happened at Mapula's house. Your role play must show that Mapula is a heroine.

Let's write

Use a question mark ? or an exclamation mark ! or a full stop .

Help, the house is on fire

Six strong firemen came to put the fire out

How did they put the fire out

Where was the fire

When was the fire



Word work

Read the words and listen to the sounds.
Then use 5 of these words to make your own sentences in your exercise book.

belt	bright	that	they	who
melt	right	there	this	why
felt	fright	then	the	where



Let's write

Now write 5 sentences describing different things.
Use your own adjectives.

DATE

15 Safety in the home



Let's do

Design a poster about safety in the home. Draw a picture to show the things we should or should not do. Your poster should have a warning message saying what we should not do.



Let's write

Now write a short paragraph to explain what your poster about safety in the home is about.

Let's write

Write a review about a book you liked

WORD BOX

ten
thank
that
the

Sight words

The title of the book	
The author	
Characters	
What was the story about?	
Would you recommend the book to a friend? Why?	

Let's write

Think about what your favourite things are, and write them in the different columns of the table. Now ask two friends what their favourite things are, and write their answers in the table as well.

What is your	favourite day of the week?	favourite sport or game?	favourite book?	favourite food?	favourite radio or TV programme?
_____ My name					
_____ My friend's name					
_____ Another friend's name					



16 Let's write a story

DATE

Let's write

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











Let's write

Write your own story on a piece of paper. It must have a beginning, a middle and an end. Ask your friend to help you correct it. 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 writer of the story. Draw a picture on the cover. Now write your story into the book.

BACK COVER

Rainbow WORKBOOKS

ABOUT THE WRITER

Write your name



Your age



Where you live

8

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

Step 2: Fold on the dotted line

Step 3: Staple on this side

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

1

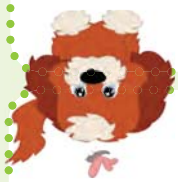
Step 1: Fold on the dotted line



Write the middle of your story here.

4

Draw picture here.



Continue with your story here.

5

Draw picture here.

Draw picture here.



Start writing your story here.



2

Finish your story.

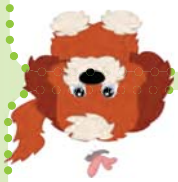
7



Draw picture here.

6

Write what happens at the end of your story.

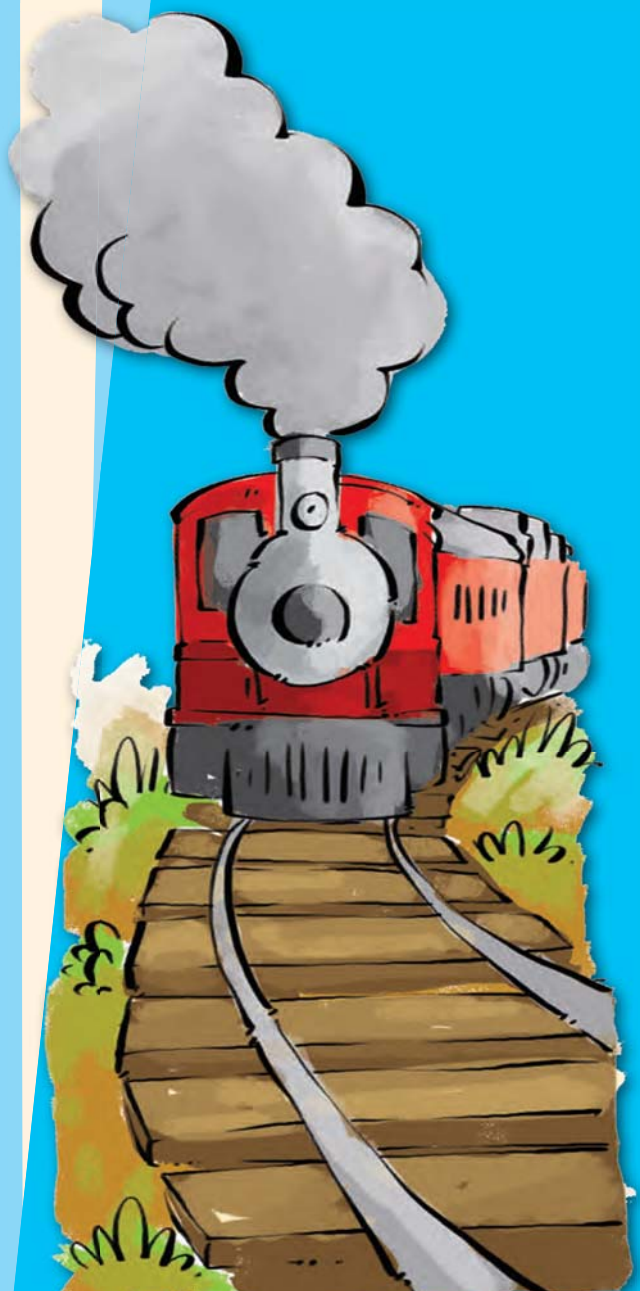


Continue with your story here.

3

Going places

2



17 Let's go visiting

DATE

Susan and Angela live on a farm near Polokwane. They will be going to visit their friends in Johannesburg over the long weekend.

Read the cartoon stories and then answer the questions.

Let's read



I'm so excited about going to Johannesburg to see Thandi, Linda and Mapula.

Me too! I can't wait to go on the train.

You must be very careful in the city. Remember to look after your purse and not to go with strangers.

Their mother warns them about the dangers in the city.



Oh mom, we will be fine.

Are you all packed? Let's go to the station.



They drive to the station

Angela and Susan are very excited. The train pulls out of the station.



Bye, mom! We will see you on Sunday evening.

Thandi will meet us at Johannesburg station.

Let's write

Read the cartoon again and answer the questions.

Who are the main characters in this story?

Where do they live?

Where are they going?

What does their mother warn them about?

Let's read

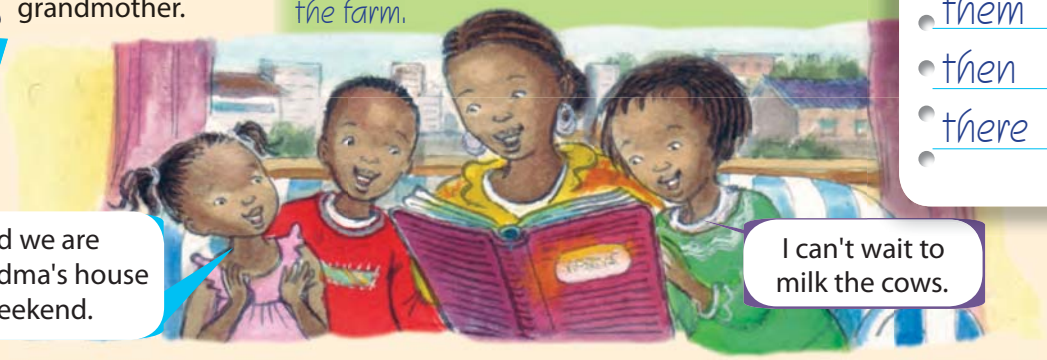
The Sekwati children visit their grandmother.

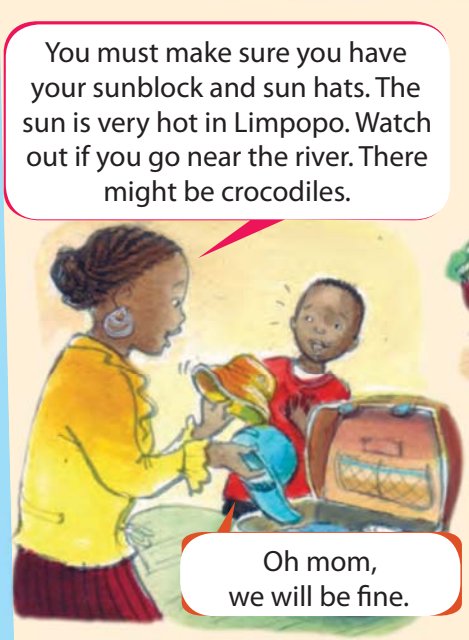
Sipho and his sisters Nomsa and Lerato live in Johannesburg. They are excited that they will be going by train to visit their grandmother on the farm.

WORD BOX

- their
- them
- then
- there

Sight words







They go to the station by taxi.



The children are happy to go to their grandma's farm. There is so much they can do on the farm.

Let's write

Read the cartoon again and then answer the questions.

Who are the main characters in this story?

Where do they live?

Where are they going?

What does their mother warn them about?

Teacher:

Sign:

Date:

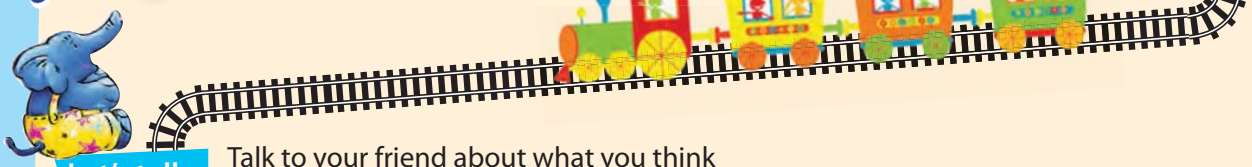
Let's talk

Now look at both cartoon stories again and talk to your friend about how they are the same and how they differ.

18

We are on the train

DATE



Let's talk

Talk to your friend about what you think will happen in each of the stories.

Let's do

Draw a picture to show what you think will happen when the children arrive at their different destinations.

The Smith sisters visit their friends.

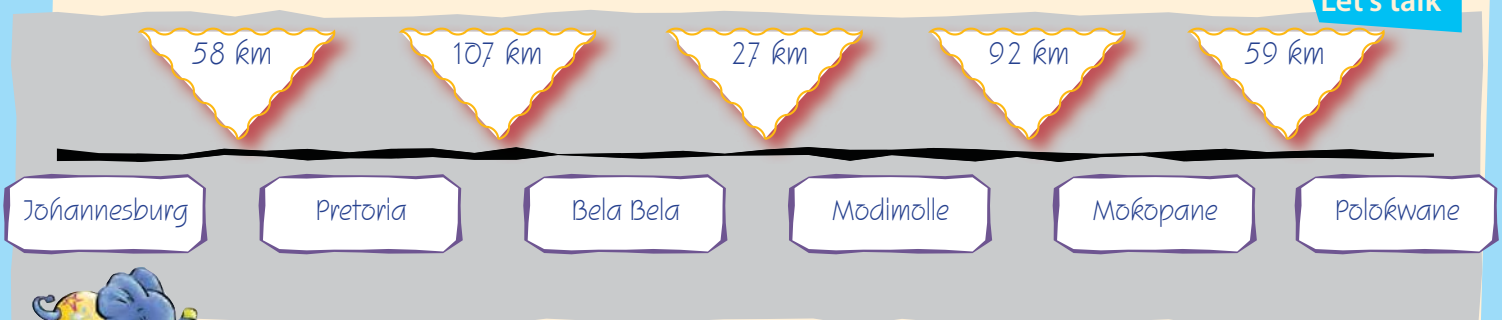
The Sekwati children visit their grandma.

Let's write

Write a few sentences to explain your drawing.

Let's talk

Look at the map and then talk about how far the children will travel.



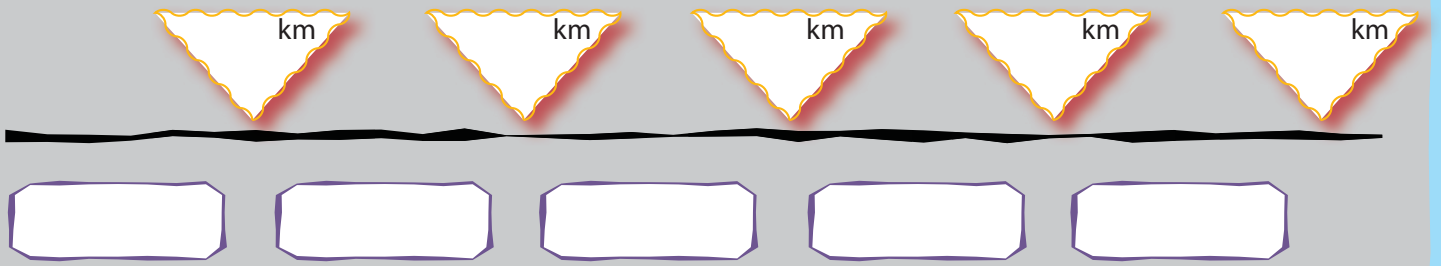
Let's write

Now answer these questions.

How far is it from Johannesburg to Bela Bela?	
How far is it from Modimolle to Mokopane?	
How many places will the children pass on their trip from Polokwane to Johannesburg?	
How far is it from Johannesburg to Polokwane?	

Let's do

Draw a map to show the places you go to each day. From home to the bus stop, to school and so on. In the rectangle fill in the names of the different places. Then, fill in the distances between the places in the correct triangles.



Let's talk

Explain your diagram to your friend. Say where you go every day, and then say what the distances between the places are.

Say:

First I go to ...
Second I go to...
Then I go to ...
Lastly I go to ...

Let's write

Imagine you are one of the children who you read about in the previous worksheet. You are now on the train.
Write a diary entry saying how you felt while you were packing for your trip. How did you feel when you were on the train? What do you plan to do when you reach your destination?

Which of the children are you?

Teacher:
Sign:
Date:

DATE

19 A trip to the shops



Let's talk

Look at the title of this story and the pictures. Discuss with your friend what this story will be about.





Let's read

The next day Angela and Susan went with Thandi, Busi and Linda to the shops. They went to a large **mall**. It had many floors and sold lots of different things. They went up and down to the different floors on an **escalator.** While they were shopping Susan got lost. She was very scared because she could not find her sister. Angela was very **annoyed** with her younger sister. Later Angela saw a blouse she liked. She went to the shop assistant.



Shop assistant: Can I help you?

Angela: Yes please. How much does this blouse cost?

Shop assistant: Twenty Rand.

Angela: That is not so expensive. Can I try it on? Do you have a bigger size? Do you have any other colours?

Shop assistant: Yes, you can try it on, but we don't have it in a bigger size or in any other colours.

Angela: [Later] Thank you, I will take this blouse.

Shop assistant: Would you like a bag?

Angela: No thank you, I brought my own bag.



Let's role play

Role play this dialogue with your friend. Ask for different things and pretend to buy some of them.

Let's write

Describe Angela and Thandi by answering the questions in the table. You can use some of these words to help you.

short	tall	blond	braids	happy
cheeky	kind	10 years old	friendly	

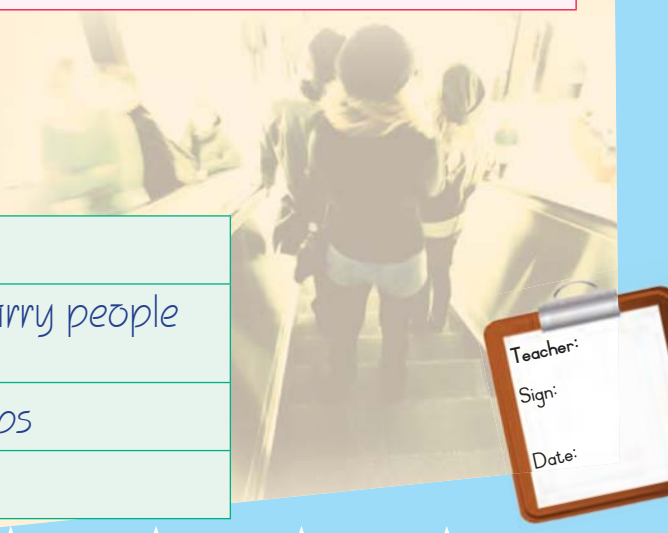


	Angela	Thandi
How they look		
How they dress		
What they like to eat		
What you think their personality is like		

Let's match

Now look at the words in bold in the story. Match them with their meanings.

escalator	angry
annoyed	moving stairs that carry people up and down.
expensive	area with lots of shops
mall	costs a lot of money



20 At the shops

DATE

Let's talk

Tell your friend what is sold on each floor in this shop.

HEDGARS STORE

BASEMENT	**FIRST FLOOR**	**THIRD FLOOR**
Food	Ladies' wear	Electrical goods
Sports equipment		Furniture
GROUND FLOOR	**SECOND FLOOR**	**FOURTH FLOOR**
Cosmetics	Children's wear	Restaurant
Shoes	Men's wear	
Stationery	Toys	

Let's write

Now fill in on which floor will you find these things?

dolls	second floor	soccer boots	
pens		a TV	
a sofa		shoes	
a dress		a tie	
a toy car		lipstick	
an iron		hand cream	
a skirt		men's shirts	
baby clothes		a baby pram	

Let's match

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

cosmetics	pens, pencils and paper
stationery	sport clothing, balls, racquets, bats
electrical goods	clothing for toddlers and young children
sports equipment	any household goods that work with electricity
children's wear	beauty products



Let's write

Make a list of the names of shops near to where you live and say what they sell.

WORD BOX

- these
- very
- what
- when

Sight words

Name of shop	What it sells

Use these prepositions to complete the sentences.
You may use some words more than once.

in behind opposite on by to

The girls went _____ a shopping mall _____ Johannesburg.

They went _____ bus. The bus stopped _____ the mall.

Angela tried _____ a blouse. She kept her money safely _____ her purse.

After that they went back home and they played _____ the park _____ the railway line.



Let's write

Rewrite these sentences using the correct punctuation.

angelas hair is blonde
thandis shorts are blue
how much does it cost angela asked
we are so lucky that we have a long weekend in march
yes it is human rights day thandi explained

Teacher:
Sign:
Date:

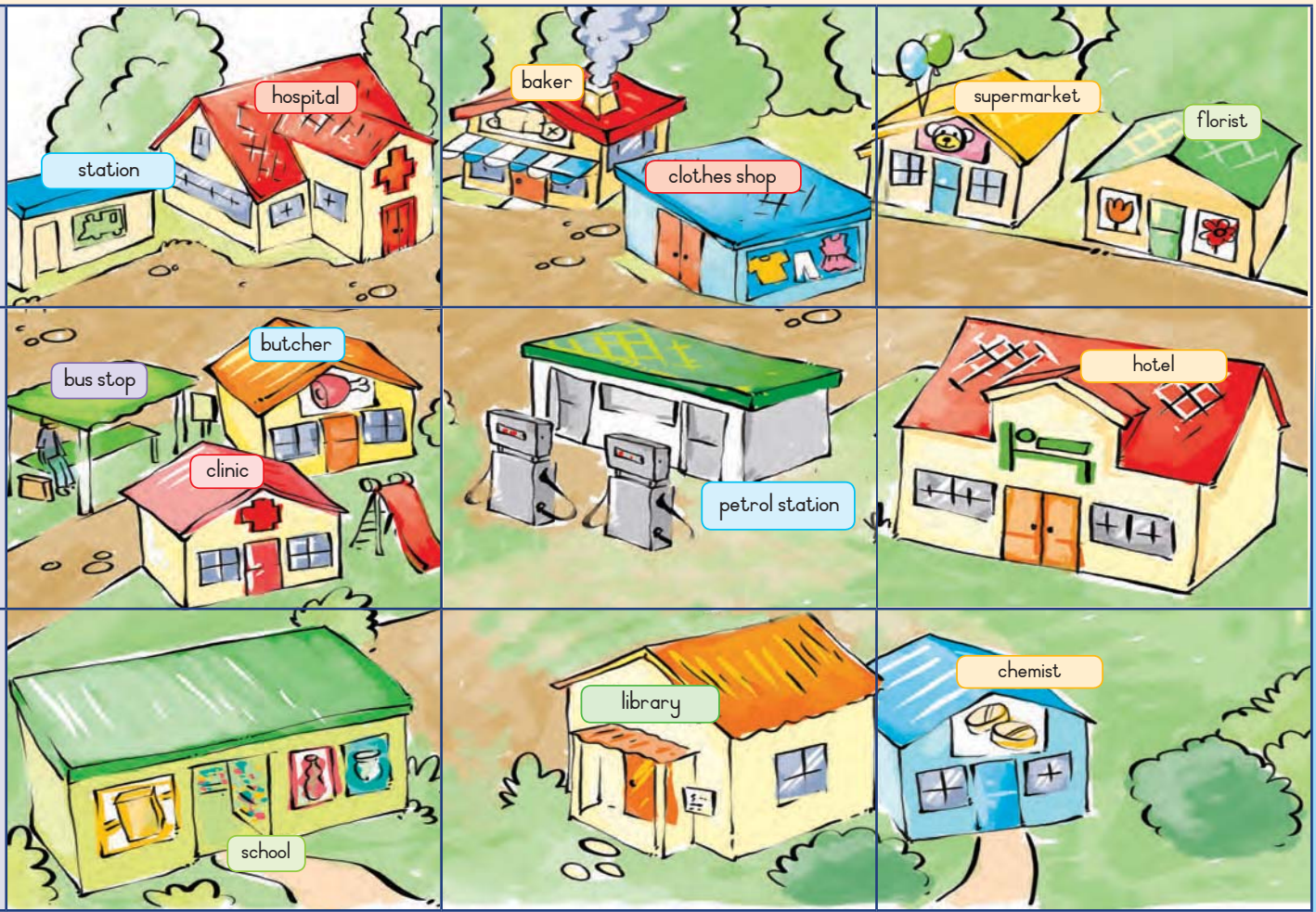
DATE

21 Around town



Let's talk

Look at this drawing of a town and tell your friend what places you can see.
Where can you go if you need to shop? Where can you go for transport?
Where can you go if you are sick?



Fill in all the places that are in each of these blocks.

A			
B		petrol station	
C			
	1	2	3

Let's talk

Look at the picture map on the opposite page. Tell your friend where the different places are. Use these words to help you.

between

right-hand side

left-hand side

next to

opposite

near to

WORD BOX

- why
- who
- when
- yes

Sight words



Now find the different places in the word box.

c	h	e	m	i	s	t	k	e	t	i	o	n
e	u	m	f	l	o	r	i	s	t	r	m	a
p	e	t	r	o	l	s	t	a	t	i	o	n
s	h	o	t	e	l	i	b	a	k	e	r	y
s	u	p	e	r	m	a	r	k	e	t	i	t
e	s	b	s	d	h	o	s	p	i	t	a	l
c	l	i	n	i	c	f	m	u	s	e	u	m
l	i	b	r	a	r	y	s	p	e	r	w	r
l	d	b	q	n	t	o	y	x	s	h	o	p
b	u	t	c	h	e	r	y	z	y	p	a	r
c	l	o	t	h	e	s	b	s	h	o	p	z
e	r	d	o	e	t	r	o	f	f	i	c	e



Lastly, draw lines to match the words in the middle row to their synonyms (words with the same meaning) and to their antonyms (words with the opposite meaning).

heat	neat	lengthy	unkind	distant	overweight

synonyms

tidy	long	fat	far	hot	cruel

antonyms

short	near	untidy	cool	slim	kind

Teacher:
Sign:
Date:

DATE

22 On the farm



Let's talk

Look at the picture and talk about what you see.

Read the postcards that each of the children wrote about their weekend on the farm.

Let's read

Dear John

I am at my grandma's farm. I came by train. It took us 5 hours to travel from Johannesburg to Polokwane. It is great here. I have three cousins who also live on the farm. We play soccer and ride on horse-back most of the day.

In the morning I help my grandma to milk the cows. We drink fresh milk and we eat the delicious bread that she bakes.

In the afternoons we water the mealies and then we pick some to eat. We roast them on the open fire. I prefer to live on the farm where I can run and swim. It is not so nice living in the city where we have no garden and where it is not so safe to play.

Your friend

Sipho



Dear Lulu

We came to grandma's farm near Polokwane. It took us 5 hours by train from Johannesburg. We are having a wonderful time. Three of my cousins live with my grandma. We play together all day. We all like to play soccer and we like to ride on the back of the tractor.

We play at the river and we see the crocs lying on the rocks. We eat fresh vegetables from the garden. I love to play with the baby animals. When I am big I will become either a vet or a farmer.

My brother Sipho does horse riding. I don't like horse riding because I am afraid I might fall.

I will see you after the holidays.

Your best friend

Nomsa



Dear mom and dad

It is nice on the farm. I like the food. I like the holidays.

I like the other children. I play with the animals. I run after the chicken.

Can I live with grandma forever?

From Lerato





Let's write

Read the postcards again and then fill in what each of these children enjoyed at the farm.

Sipho	Nomsa	Lerato

Teacher:

Sign:

Date:

23 It took five hours by train

DATE



Let's talk

Discuss the train timetable with your friend. Say where the trains go, at what time they depart, and how long each trip takes.

Trains leaving from Johannesburg station
Monday to Sunday

Departure time	Leaving for	Arrival time	Departure time	Leaving for	Arrival
06:00	Durban	14:00	05:30	Polokwane	11:30
07:00	Cape Town	19:00	07:00	Durban	15:00
09:00	Durban	17:00	08:00	Cape Town	20:00
10:00	Polokwane	14:00	09:30	Durban	17:30
11:00	Cape Town	23:00	10:00	Cape Town	22:00



Let's write

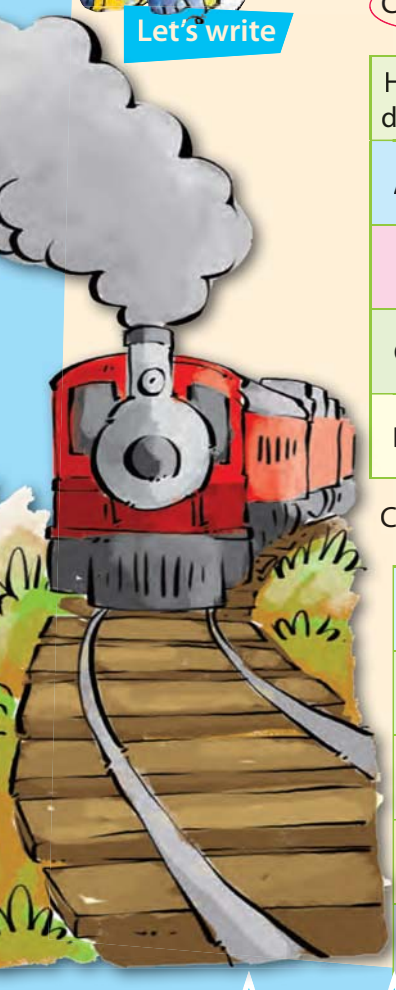
Look at the train timetable again and then answer these questions.
Circle the letter next to the correct answer.

How many trains leave for Durban every day?	
A	One
B	Two
C	Three
D	Four

How many trains arrive after 17:00 every day?	
A	One
B	Two
C	Three
D	Four

Complete the following table by filling in the arrival times of the trains.

Destination	Arrives at
Second train to Polokwane	
Third train to Cape Town	
Fourth train to Durban	
First train to Polokwane	



Let's write

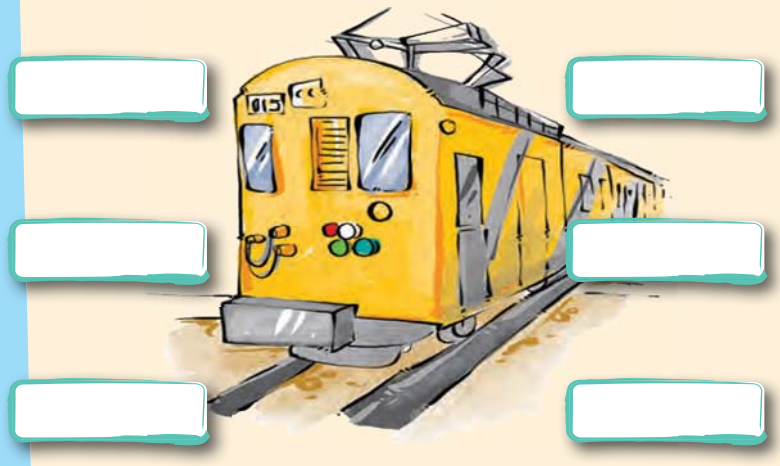
Use "because" to join these sentences. Then draw a line to connect the first part of each sentence in column A to the correct part in column B to make a complete sentence.

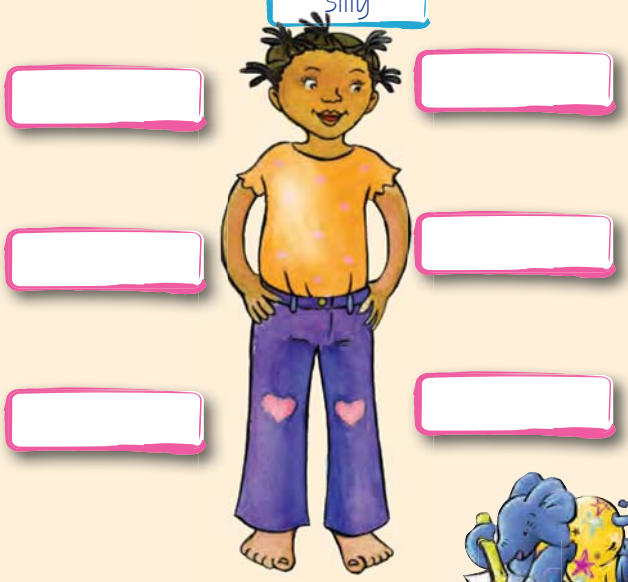
A		B
You can't swim in the river	because	I am afraid I will fall.
We like to water the garden		there are crocodiles in the river.
We travelled by train		it's cheaper than travelling by taxi.
I don't like horse riding		we like to have fresh vegetables for supper.

Let's write

Look at these pictures and then fill in adjectives to describe them. Remember adjectives are descriptive words. Use some of these words to help you.

expensive | beautiful | kind | ugly | tall | fat | slow | silver | pretty | long | friendly | helpful | new | clever | fast | bright | silly





Let's write

Now underline each of the adjectives in these sentences.
Circle the nouns they describe.

I am a very tall girl with short black hair.

I live in a small house in a quiet street in Soweto.

My mother put bright blue bows in my long hair.

Johannesburg has big houses and pretty gardens.

Let's write

Lastly write a description of your best friend.

Teacher:
Sign:
Date:

24 More about words

DATE

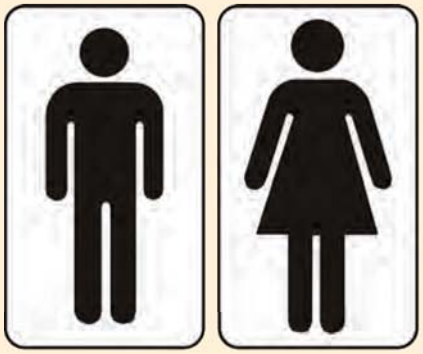
Let's talk

Look at these signs from the station. Talk about what they mean.













Let's match

Draw a line to match the contraction on the left to its long form on the right.

isn't	was not
aren't	are not
wasn't	were not
weren't	is not

The apostrophe (') is used in contractions in the place of a letter or letters: don't is short for do n(o)t. The apostrophe stands in the place of the o.

Let's write

Use an apostrophe to shorten the underlined words, as in the example.

They were not late for school.

They weren't late for school.

He is not at school today.

We are not going to play soccer today.

She was not at school on Thursday.



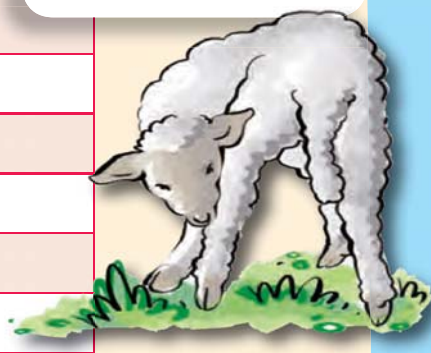
Now circle the correct word and then make the sentences negative by using the contractions from the table on the opposite page. We have done one for you.

They is/<u>are</u> going by train.
They *aren't* going by train.
The children was/were at the farm.
Susan was/were lost in the mall.
He is/are riding a horse
We is/are happy to be back.

WORD BOX

into
kind
last
leave

Sight words







Let's write

Decide whether the underlined adverb tells us how, when, or where an action happens. Then write how, when, or where next to the sentence. Lastly, circle the verb that the adverb describes.

Angela <u>quickly</u> ate her popcorn.	How
Thandi and Busi <u>often</u> read books about animals.	
Nomsa <u>proudly</u> told us how she won the race.	
We <u>usually</u> go to the <u>beautiful</u> farm by train.	
Angela and her friends sang <u>happily</u> at the <u>enjoyable</u> concert.	
The train went <u>slowly</u> round the bends.	





Let's do

Draw a sign and then tell your friend what it means.

EXIT



Teacher:
Sign:
Date:

OUT OF ORDER

ENTER

25 A trip that I went on

DATE



Let's write

Write a description about a trip you took.
Plan your story in the mind map.

Where I went and why I went

How I travelled

My trip to

How I felt when I had to come back

What I did there

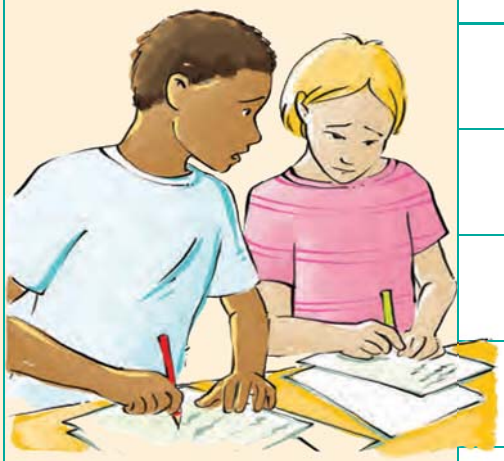
Now write the story in your own words.

Use your notes from the mind map to write your story on rough paper. When you have done this, carefully read what you have written and correct any mistakes. Then ask your friend to read through your story and to help you fix any errors.

You are now ready to write your story neatly in the space provided below. Remember to give the story a heading.

Heading

Where did you go?



How did you travel?



What did you do there?



How did you feel when you came back?



Teacher:

Sign:

Date:

26 The farm alphabet

DATE



Let's read

Read the poem aloud in your group.





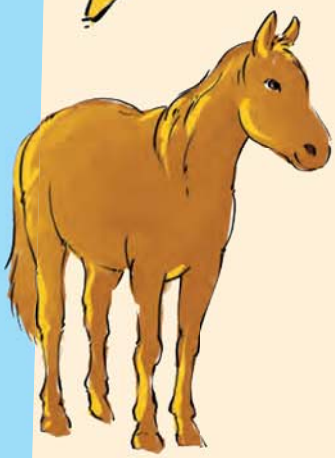
A is for the apples that grow on the farm,
B is for the barn to keep animals from harm.

C is for the cow that gives milk for my tea,
D is for the dog that sits at my knee.

E is for the eggs we eat each day,
F is for the farmer you will meet him today.

G is for the garden where we grow maize and wheat,
H is for the horses and the hay that they eat.





I is for the ice cream, delicious and sweet,
J is for the juice, such a wonderful treat.

K is for the kids which are small baby goats,
L is for the lamb's wool we use for our coats.

M is for the milk from which good cheese is made,
N is for the nest in which hen's eggs are laid.

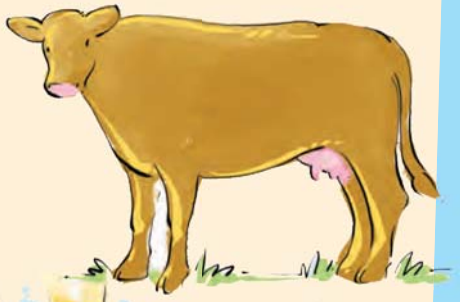


O is for oranges and orange juice in a jug,
P is for the pigs that play in the mud.



Q is for the quilts that keep us so warm,
R is for the rooster that crows in the morn.

S is for sunshine we need it to grow,
T is for tractor that helps us to sow.



U is for the udder that you find on a cow,
V is for the vineyards where grapes grow right now.

W is for the wool that we get from sheep.
X is for Xmas the night of no sleep.



Y is for yellow for sunflowers so bright
Z is for zebra that sleep in the night.



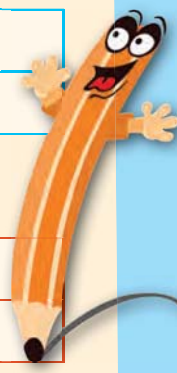
Let's write

Write down 6 sets of rhyming words that have the same spelling. We've done the first set for you.

bright					
night					

Write down 6 sets of rhyming words that have different spelling.

made					
laid					



Write down 6 nouns from the poem in the first row. Then write the adjectives that describe each noun in the second row.

sunflower					
yellow					



Let's write

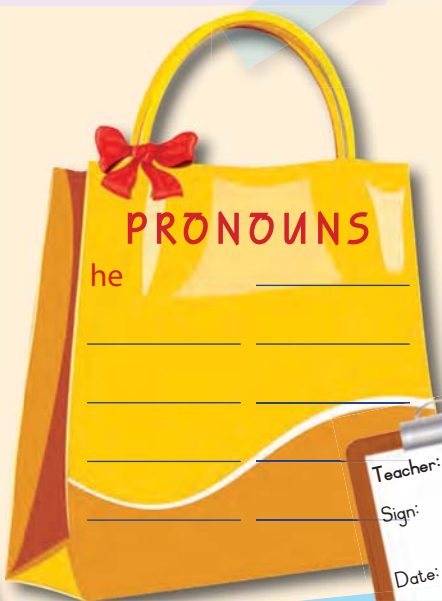
Pack all the words into the correct bags. We've done the first ones for you.

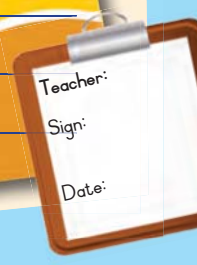
milk	dog	sit	eggs
farmer	she	garden	maize
hay	ice cream	delicious	sweet
wonderful	small	goats	wool
cheese	nest	laid	made
jug	pigs	play	rooster
tractor	drive	blue	grapes
sheep	you	they	grow
oranges	good	horses	cow
eat	wheat	juice	coats
we	crows	wool	it











27 Farmers and the weather

DATE



Let's read

Let's read a weather map.

Key for weather symbols			
Wind		Partly cloudy	
Temperature	20 °C / 31 °C	Rain	
Lightning and thunderstorms		Sunny	
Cloudy		Mist	



Let's talk

Talk to your friend about the weather map.

- What does the chart say about the weather in your province?
- Is the weather really like that today?
- Talk about the weather in the other provinces.
- What clothes would the people in the Eastern Cape wear in this kind of weather?
- Where is the weather the best? Where is it the worst?



Let's write

Imagine that you are going to read the weather forecast on TV using the map on the opposite page.

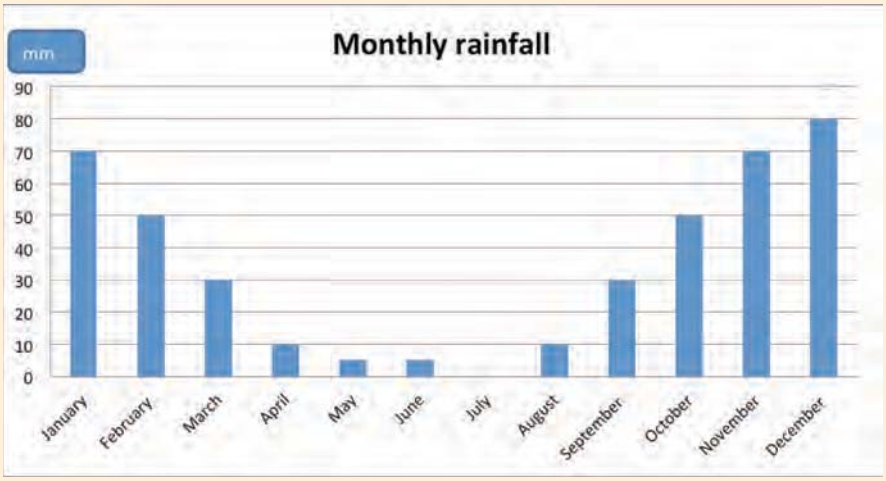
Write down what you will say for each province.

Fill in the names of the provinces	Describe the weather. First say what the temperature will be, and then say whether it will be rainy, cloudy or sunny.



Let's read

Read the chart showing the amount of rainfall for a specific place over 12 months.





Let's write

Now answer these questions.

Which month had the most rain?	
Which was the driest month?	
Which months make up the rainy season?	
How much rain fell this year?	
Which months had the same amount of rain?	
Which month(s) had no rain?	
When do you think is the best time to start planting? Why?	



Let's write

Circle the correct word.

It is/are sunny today.

She is/are flying a kite in the wind.

The children is/are at sports.

The girl is/are running home before the storm.

He is/are hot and is/are going to swim in the river.

It is/are cold today, so we will sit at the fire.



28

It all depends on the weather

DATE



Let's write

Look at the weather chart again and then answer the questions.

What is the weather in your province?
Is the weather in your province suitable for indoor or outdoor activities? Say why.
List the provinces that are next to the sea.
There is a compass at the bottom of the weather map. Say why.



Let's do

Discuss with your friends what the weather was like over the past week.

Then draw the symbol for each day.






Recording of weather for the week.



Monday | Tuesday | Wednesday | Thursday | Friday

WORD BOX

- only
- open
- over

Let's write

Use the information from the weather map on worksheet 27 to complete the table below. Then tell your friend what the weather is for each place.

Province	Rain	Temperature	Weather conditions	Wind speed
Limpopo				
North West				
Mpumalanga				
Gauteng				
Free State				
KwaZulu-Natal				
Northern Cape				
Eastern Cape				
Western Cape				

Let's write

Use one of the words in brackets to join these sentences.



Jacob was happy. Tuesday was a holiday. (and/because)

Paul dropped the cup. It broke. (and/but)

We wanted to go to the beach. It rained. (because/but)

She could not swim. It was cold. (and/because)

It was a sunny day. They went for a walk. (so/because)

Teacher:

Sign:

Date:

29 Places near and far



Let's talk

Point out to your friend the different places mentioned in the boxes below.

Where do people speak English as their first language?

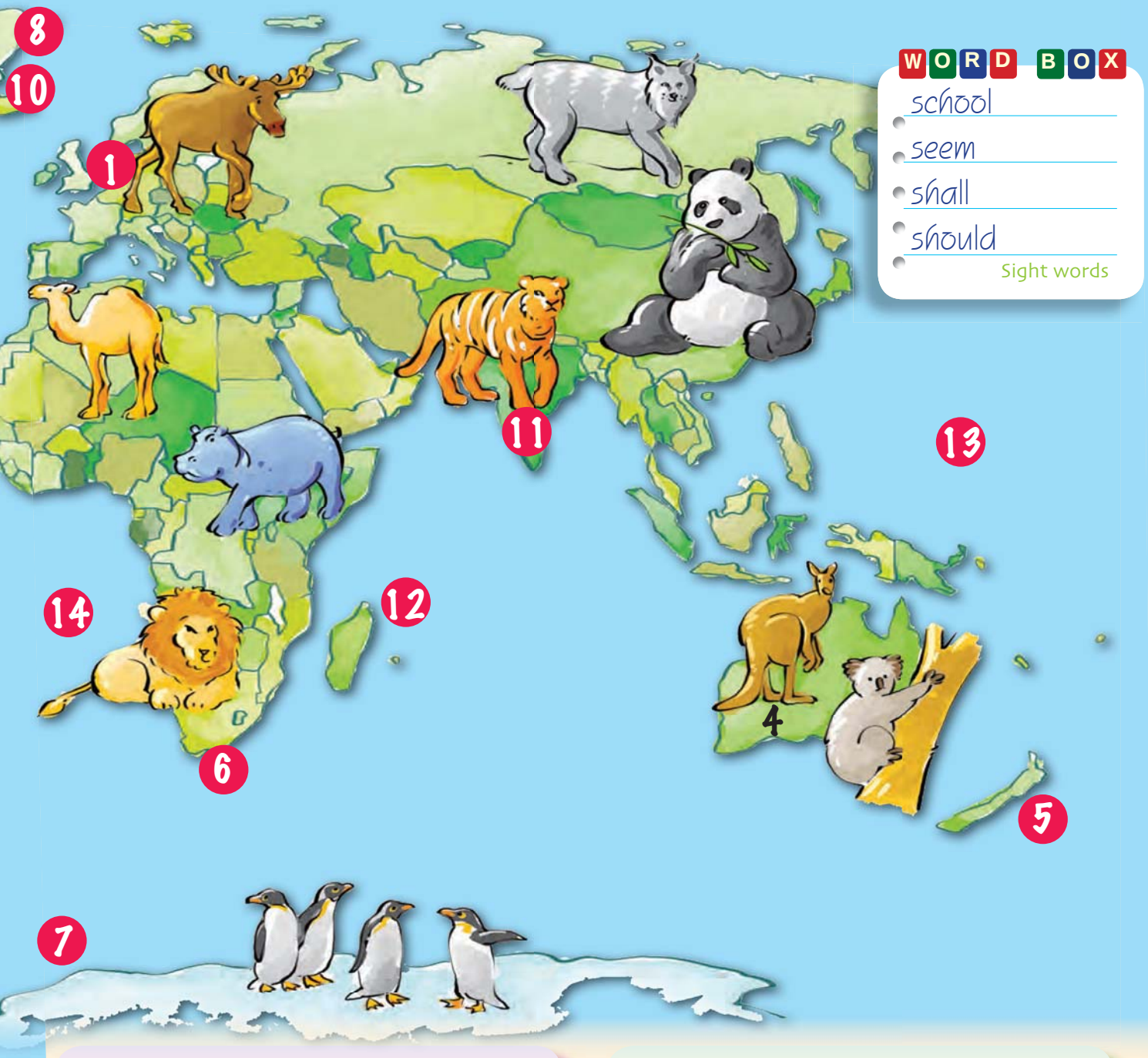
1. United Kingdom
2. United States
3. Canada
4. Australia
5. New Zealand
6. South Africa



Which places are very cold?

7. Antarctica
8. The Arctic
3. Canada
9. Greenland
10. Iceland





WORD BOX

- school
- seem
- shall
- should

Sight words

Where do we find these animals?

4 Kangaroos and koala bears in Australia

11 Tigers in India

6 Lions in South Africa

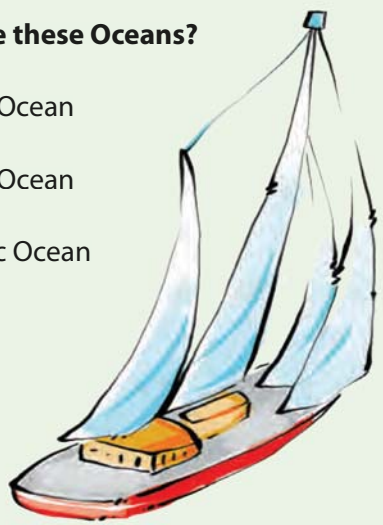


Where are these Oceans?

12 Indian Ocean

13 Pacific Ocean

14 Atlantic Ocean



Teacher:

Sign:

Date:

30 Where you live

DATE



Describe the place where you live. Fill the details in on the mind map.

Language people speak

Type of weather

Capital of my province

Province



Sports teams

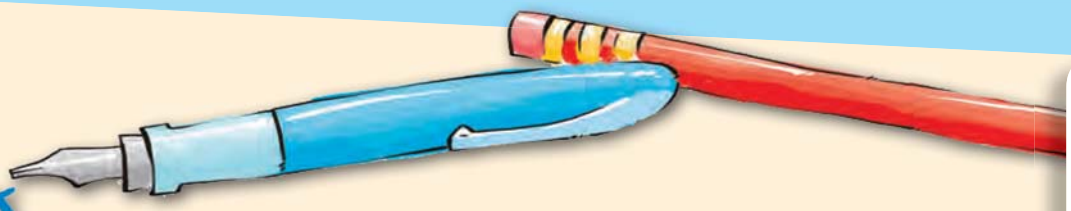
Noisy or quiet

Animal life

Favourite foods



Write a letter to a friend in another country. In your letter describe yourself and also the place where you live. Use the information you wrote in the above mind map.



WORD BOX

- soon
- stand
- such
- sure

Sight words

Write your address here.

Write the date here.

Write a suitable greeting or salutation.

Write your ending here.

Write your name here.

Teacher:

Sign:

Date:

31 Getting it right

DATE

We use many when we can count a noun.
We use much when we can't count the noun.



Let's read

Look at the nouns in the table. On the left are the countable nouns, for which we say "How many?", and on the right the uncountable nouns, for which we say "How much?".

Countable nouns		Uncountable nouns	
eggs	bananas	sugar	salt
bags	tables	oil	milk
chairs	desks	coffee	juice
pens	cups	cheese	bread
books	phones	butter	meat
boys	dolls	water	flour
girls	bears	sand	rain





Let's talk

Ask your friend about things in the classroom or at home. Ask questions starting with

How many _____ ? or How much _____ ?

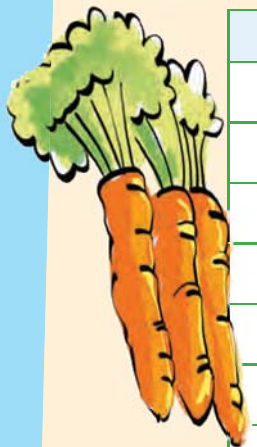


Let's write

Now fill in these words in the correct boxes.



elephants	bread	trains	shoes	sand
zebras	oil	grapes	lemonade	rain
lions	sauce	beds	butter	children
snakes	lions	hats	boxes	teachers
sugar	dresses	cheese	flour	water



Countable nouns		Uncountable nouns	



Let's write

Write a book review about a book you read this term.
Choose a book you really enjoyed. Fill in the following information:

WORD BOX

- than
- these
- thing
- think

Sight words

Title of the book	
Author	
Plot What happens in the story?	
Setting Where and when does the story take place?	
Characters Who are the people in the story?	
Theme What is the story about? What is the message of the story?	
What I liked What was the best part of the story?	
Recommendation Why you would recommend the story to a friend?	















32 Writing your story

DATE



Let's talk

Talk to your friend about a story that you will write. Your story could be about you, or about someone you know, or even about a fictitious person.



Let's write

My story planner

Now fill in your ideas in the story planner.

The characters and the setting	Who plays a part in your story? Where does the story take place? When does the story happen?
The beginning	What happens at the start of the story?
The middle	What happens in the middle of the story?
The end	How does the story end?



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 into the book.



BACK COVER

Rainbow WORKBOOKS

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

COVER



Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

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.



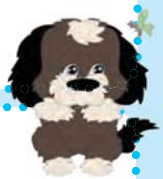
Draw picture here.

Draw picture here.



Finish your story.

7



Draw picture here.

2

Draw picture here.



Write what happens at the end of your story.

6

Continue with your story here.



3



Animals and other tales

3



DATE

33 Frog and Crow get the wrong message

Let's read

One sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past. Crow swooped down and caught the scrap of paper and read it. It said "DM - BW - 2".

"This must be a secret message," Crow said to himself.

Frog was hopping by and overheard Crow. "A secret?" he said. "I love secrets!"

Crow showed Frog the note.

"I wonder what it means?" asked Frog, coughing nervously.

"DM," Crow muttered. "DM must mean Don't Move. Someone is watching me! I'm sure they are tough. I must be in terrible danger. What can I do?"

"I wonder what BW means?" Crow asked, flapping his wings. "I've got it!" he screeched. "BW means Beware. I must not move and I must beware. Poor me, what can I do?"

"Wait a minute," Frog cried. "The note is for me too. It says 2. It means the note is for both of us."

"We're in terrible danger," screeched Crow, flapping his wings. "We're in big trouble!"

"What can we do?" Frog croaked, hopping up and down. "Oh, what can we do?"

They fell to the ground, holding their heads.

Just then Mrs Hen came down the path carrying a shopping basket.

"What in the world is the matter with the two of you?" she asked. "Why are you lying on the ground moaning?" Then she saw the scrap of paper and she took it.

"Oh, you found my second shopping list. I've been looking for it everywhere", said Mrs Hen.

"Your second shopping list?" Crow and Frog asked?

"Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There's nothing tastier than dried mealies and worms."

Crow and Frog looked at each other and they began to chuckle. They laughed till their sides ached. They fell to the floor laughing at each other. Mrs Hen walked off with her basket.

"I wonder what's so funny. I can't wait to have mealies and worms for supper. I can never eat enough worms," she thought.

Adapted from Pennsylvania Department of Education:
Bureau of Assessment and Accountability 2009.

NEW WORDS



Let's write

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

What is the main problem in the story?	
A	Crow is sitting in the tree.
B	Crow and Frog fell to the ground.
C	Frog is trying to explain a message to his friends.
D	Crow and Frog think they are in danger.

What caused the problem in the story?	
A	Frog and Crow try to keep a secret to themselves.
B	Frog and Crow did not understand the note.
C	Frog and Crow fall on the floor.
D	Mrs Hen goes to the shop.

What does the word **beware** mean?	
A	make a noise
B	be careful
C	lie on the ground
D	be quiet

Why do Frog and Crow fall down laughing at the end of the story?	
A	They understand that the note was a harmless shopping list.
B	They would like to eat worms.
C	They think the hen is funny.
D	They want to buy food.

Let's talk

Tell your friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.

Teacher:
Sign:
Date:

34 More about the crow and the frog

DATE



Let's role play

Make up a role play to show what happened in the story about the crow and the frog. You need three characters: a crow, a frog and Mrs Hen.



Let's write

Number these pictures in the correct order.









Now write 2 sentences about each picture.

1
2
3
4

Word work

Read the words and listen to the f-sound in each one. Then use 5 of the words to write your own sentences in your exercise book.

elephant	orphans	laugh	enough
dolphin	photos	cough	tough
phone	pamphlet	rough	paragraph

NEW WORDS

Let's write

Rewrite these sentences by replacing each of the underlined nouns with the correct pronoun. Use one of these words. We have done the first one for you.

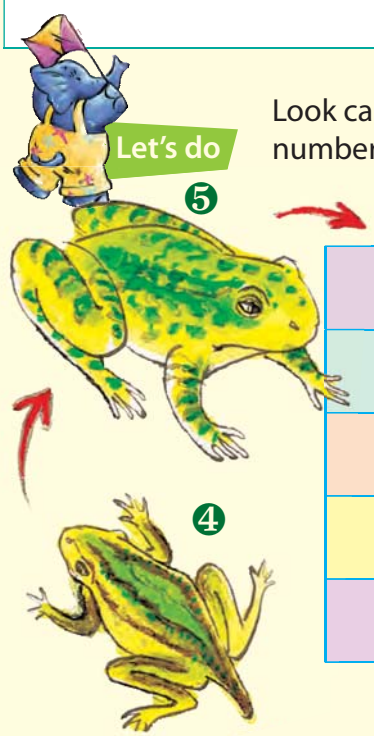
he it them her

I painted the <u>house</u> pink.
I painted it pink.
The crow and the frog gave the note to <u>Mrs Hen</u>.
<u>Jabu and his family</u> live in Polokwane.
Did you see <u>the frog and the crow</u> under the tree?

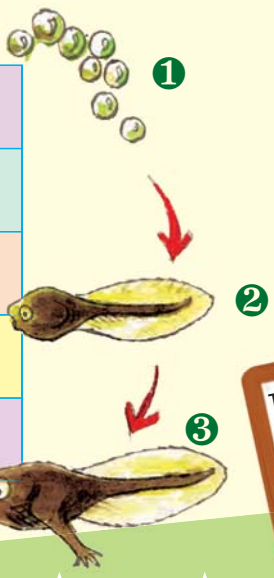


Let's do

Look carefully at the picture of the life cycle of the frog. Then put the correct number next to each statement to place the sentences in the correct sequence.



	The tadpole grows legs.
	The tadpole's tail disappears.
	The mature frog develops lungs and loses its gills.
	The female frog lays eggs.
	A young tadpole has external gills and a tail fin.



Teacher:
Sign:
Date:

35

The lion and the mouse

DATE



Let's talk

Look at the pictures and tell your friend what you think the story is about.



Let's read

The big lion and the tiny mouse

One day a tiny mouse accidently woke a sleeping lion. The lion growled and said, "I have been woken by a tiny mouse. I will eat it for a snack."

He trapped the mouse's tail under his big paw.

"Oh no, Mr Lion," squeaked the mouse. "Please don't eat me. I am just a little mouse."

"You're right," growled the lion. "You are too small to fill my tummy."

"Thank you, Mr Lion," squeaked the mouse. "One day I will help you."

"Ha ha ha!" roared the big lion. "How can a tiny little mouse like you help a big, strong lion like me? I am the king of all the animals. I can help myself."

Not long after the lion went for a walk. He walked into a hunter's net and was trapped. "Help!" he yelled. "I can't get out. I'm trapped!"

The tiny mouse heard the lion. He ran to the trap and said, "I'll help you!"

"You're too little to help me," growled the lion.

The little mouse began biting the net into small pieces. Soon the lion was out. He smiled gratefully and said, "You may be a little mouse, but you're a big help."





Let's write

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

Why did the lion decide NOT to eat the mouse?	
A	The mouse was too small to fill his stomach.
B	The mouse squeaked too much.
C	He knew the mouse would help him one day.
D	He knew he was going to be trapped.

What is the main message of this story?	
A	Never eat mice.
B	Look before you are caught in a trap.
C	Even small creatures can help us.
D	Don't walk on a sleeping lion.

Why did the lion yell?	
A	To make a noise.
B	To tell the mouse to go away.
C	To show his strength.
D	For someone to come and help him.

What is the best title for this story?	
A	How the mouse helped the lion.
B	How the lion was trapped.
C	Beware of lions.
D	Never go near traps.



Word work

Read the words and listen to how the **-ed** at the end of the words sounds like a –t.

laugh**ed**	walk**ed**	trapp**ed**	wash**ed**	smil**ed**
squeak**ed**	dance**d**	help**ed**	promise**d**	pick**ed**

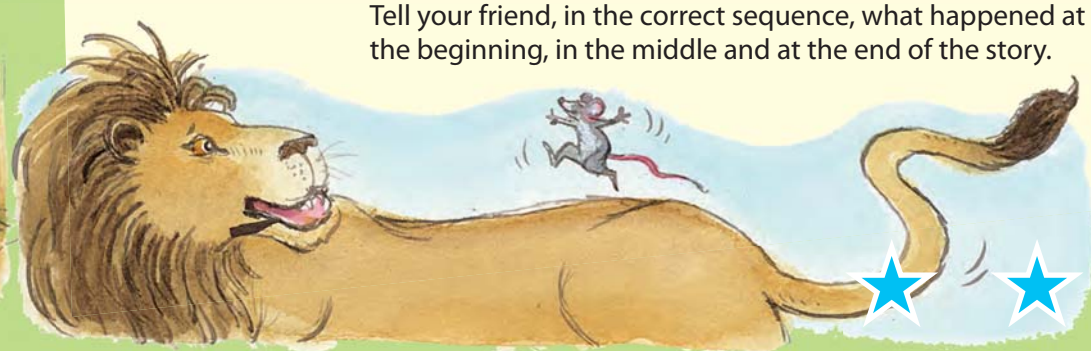


Let's role play

Make up a role play to show what happened in the story about the lion and the mouse. You need three characters: the lion, the mouse and the hunter.

Let's talk

Tell your friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.



Teacher:

Sign:

Date:

36 The lion and the mouse

DATE

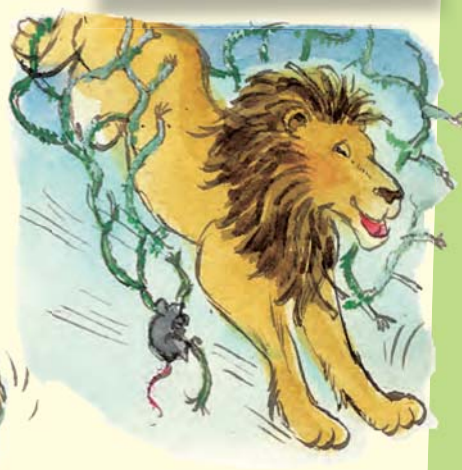


Let's write

In your own words, summarise the story. Include at least one important event from the beginning, the middle, and the end of the story.









Let's write

Draw a line to match the present tense words to the past tense words.

laugh	saw	draw	went	come	drew
see	is	looked	took	stopped	came
look	was	laughed	stop	go	take

Now select 3 pairs of words and use them to write six sentences in your exercise book.

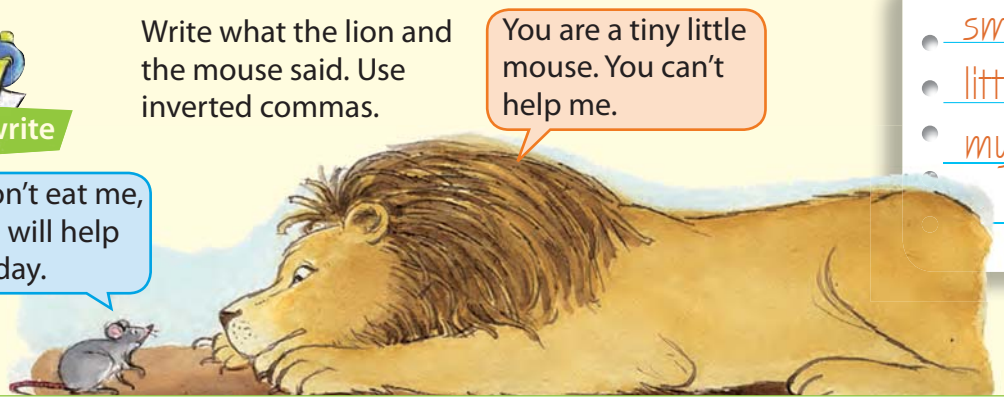
WORD BOX

- small
- little
- myself

Sight words

Let's write

Write what the lion and the mouse said. Use inverted commas.



The mouse said, "

The lion said, "

Let's write

Write opposites for each of the sentences.

It was a **hot** day and the **small** lion saw the **big** mouse.	
The **little** lion was **weak** and the **huge** mouse was **strong**.	
The lion was **light** and the mouse was **heavy**.	

Fun

Write a thank you card to someone who has helped you. On the front of the card, write a short message. Inside the card, say how the person helped you.



Teacher:
Sign:
Date:

37 Wild animals

DATE

Let's read

THE LION

Lions belong to the cat family. The lion is often called the king of the animal kingdom. Lions hunt and kill animals such as buck and zebras. The females do most of the hunting. They usually hunt at night in groups. Lions prefer living on open grassland. They live in groups called prides.



THE ELEPHANT

Elephants are the largest mammals on land. They live on open grassland. They are often in danger because poachers hunt them for their ivory tusks. Elephants keep growing all their life. An elephant uses its trunk to bring roots, fruit and water to its mouth. It eats up to 200 kg food a day and drinks 190 litres of water.



THE RHINOCEROS

Rhinos, as they are mostly called, live in grassland areas. They are herbivore, which means they eat grass and plants. They prefer to drink twice a day if water is available, but in drought conditions they can live four or five days without water. There are two kinds of rhino – the black and the white rhino. They are however neither black nor white: they are both grey. Rhinos don't see very well, but they have a very good sense of smell. They are very large and can weigh up to 2 500 kg. They are regularly hunted by hunters and poachers for their horns. We need to protect rhinos against poaching.





Let's write

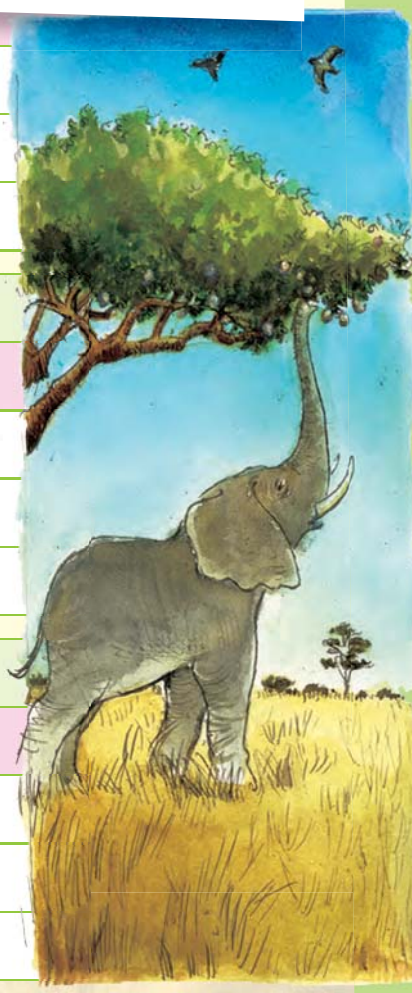
Read the passages about the 3 animals again, and then fill in the following table.

NEW WORDS

What do they eat?		
Lions	Elephants	Rhinos

Where do they live?		
Lions	Elephants	Rhinos

Why are they threatened?	
Elephants	Rhinos



Draw a line to match these words to their meanings.

herbivore	someone who kills animals illegally
regularly	animals that eat plants
poacher	endangered
threatened	animals that feed milk to their babies
mammal	frequently



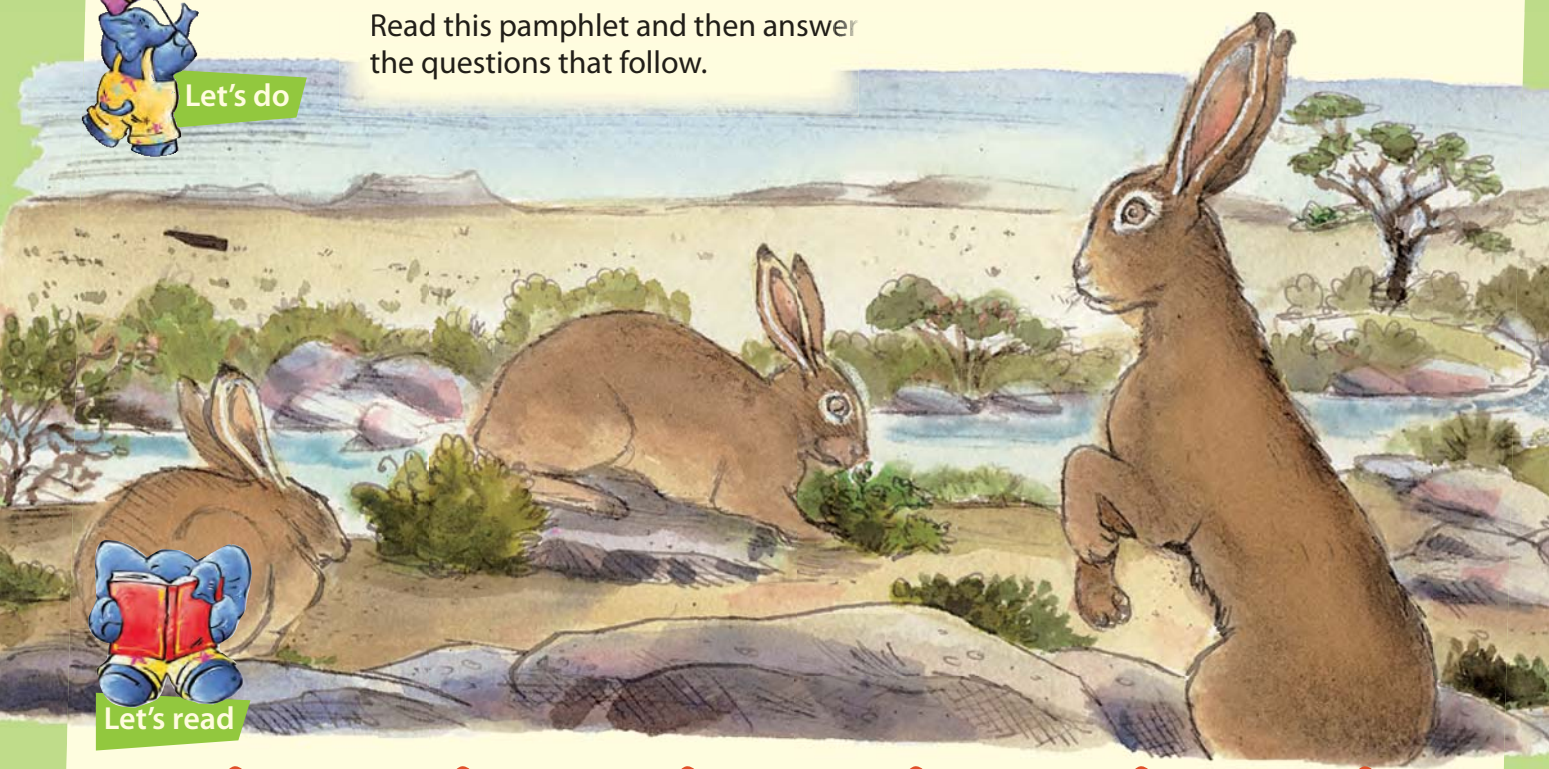
Teacher:
Sign:
Date:

38 Endangered animals

DATE

Let's do

Read this pamphlet and then answer the questions that follow.



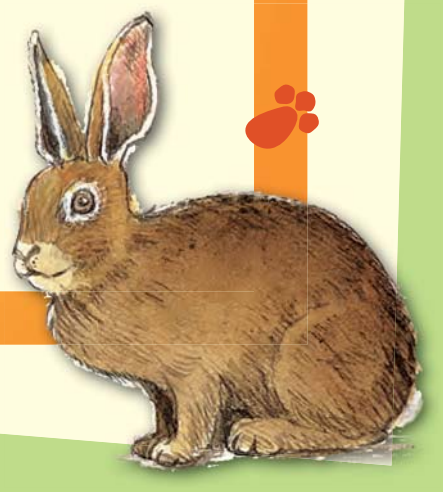
Let's read

Riverine rabbits are endangered animals

If you have seen a riverine rabbit, you are very lucky. Riverine rabbits are the only rabbits of their kind in the entire world. And in South Africa, riverine rabbits are our most endangered mammals. This means that they are threatened. There are only a few hundred left in South Africa and they are in danger of disappearing forever.

Riverine rabbits live along rivers in the Karoo. Some farmers have ploughed up the land next to the rivers, so the bushes and shrubs riverine rabbits need, have been destroyed.

The Endangered Wildlife Trust is trying to save these rabbits. They are helping farmers plant the food that these rabbits like to eat, to save them from becoming extinct. Some farmers in the Karoo have agreed to protect the rabbits on their farms.



Let's talk

Talk to your friend about the problem discussed in the article, and about how the Endangered Wildlife Trust is trying to deal with the problem.

NEW WORDS

Let's write

Do you remember what personal pronouns are? Underline the personal pronoun in each of these sentences.

I am at school.

We are children.

She is a girl.

You are my best friend.

He is a boy.

They are lions.

It is an elephant.

We are eating our lunch.



Now rewrite these sentences by replacing each of the underlined nouns with the correct pronoun. Use these pronouns:

she | we | us | they | her

Lions live in groups.

They live in groups.

I gave the pamphlet to Mrs Smith.

Jabu read his story to Anna and me.

Sam and I played soccer.

Teacher:
Sign:
Date:

39 The hare and the tortoise

DATE



Let's talk

Look at the pictures and talk about what you think this story is about.











Let's read

A long time ago, a hare and a tortoise lived in the green forest. The brown tortoise walked very slowly, and the hare always laughed at her. One day, the hare said to the tortoise, "Let's have a race." The tortoise agreed, and the hare laughed loudly. All the other animals came to watch the race.

The hare ran very fast and was soon far ahead of the tortoise. He looked back but he couldn't see the tortoise because she was far behind.

"The tortoise is very slow," thought the hare. "She'll take a long time to get here. I'm going to have a rest, and when I see her coming, I'll run quickly and win the race." The hare sat against the tree and rested.

Soon, he fell asleep. While he was sleeping, he heard the other animals cheering. He thought he was dreaming. But when he woke up, he saw the tortoise was near the finish.

The hare ran as fast as he could, but he couldn't catch up with the tortoise. The tortoise had already won the race.

Let's write

Read the story again and then answer these questions.

WORD BOX

- always
- laugh
- when
- brown

Sight words

Who won the race? Why?
Who came to see the race?
Where did the hare rest?
Write a good name for this story.

Word work

Read these words. They sound the same, but they have different meanings. Select 3 pairs of words and write sentences in your exercise book to show their correct meaning.

hair	stair	pair	where	its
hare	stare	pear	wear	it's



Let's write

Imagine you are either the hare or the tortoise. Write an SMS in which you tell your friend what happened to you during the race.

Teacher:

Sign:

Date:

40 The animal race

DATE



Let's role play

Make up a role play to show what happened in the story about the hare and the tortoise. You need two characters: the hare and the tortoise.





Tell your friend the story about the hare and the tortoise in the correct sequence. Tell him or her what happened at the beginning, in the middle and at the end of the story.



Let's talk



Let's write

Now write two diary entries about the day on which the hare and the tortoise competed in a race. In the first one, imagine you are the hare. Describe what happened to you on that day.





Let's write

Now, imagine you are the tortoise. Write a diary entry describing what happened to you on that day. When you have done this, swop books with your friend and read his/her diary entries.



Let's write

Write one sentence about what happened at the beginning, in the middle and at the end of the story about the hare and the tortoise.



At the beginning



In the middle



At the end

Let's write

Write the long form of these words.

I'm	I am	couldn't	
I'll		let's	
he'll		she'll	
can't		won't	
it's		you're	
they're		we'll	



Now select 3 of the words and use them to write your own sentences.

Teacher:

Sign:

Date:

41 School trip for insect lovers

DATE

Let's read

INVITATION

New Town Primary School Environmental Club

Dear Grade fours

If you would like to learn more about animals and insects, join the environmental club!

What's happening these holidays?

A special insect-spotting trip is planned for the October school holidays.

Come and discover the bees and the butterflies, the ants, the ladybirds and the grasshoppers in the Green Valley Gardens.

Time:	09:00–16:00
Date:	Wednesday, 6 October
Place of departure:	The Grade 4 D classroom
You must bring:	your own lunch and drink
	pen, notebook, sun hat and a camera if you have one.

DON'T BUG THE BUGS!



Let's write

Read the invitation again and then answer these questions.

NEW WORDS

What trip were the Grade 4 children invited to go on?

On what day and at what time will the trip start?

What must the children bring with them?

What does "Don't bug the bugs" mean?

Where will the children meet before the trip?



Let's write

Imagine you were on the trip to the Green Valley Gardens. Write a diary entry describing your visit. Say what you saw and what you did.

Teacher:

Sign:

Date:

42 What we did on the school trip

DATE



Let's write

Imagine you went on the school trip described in the previous worksheet. Write a letter to a friend in which you tell him or her about the trip. Mention what you saw and what you did.

Write your address here.

Write the date here.

Write a suitable greeting or salutation.

Write your ending here.

Write your name here.



Let's read

Look at these modal verbs.

can | must | should | have to | may | will

What do these modals tell us?

We use can to show ability.

We use may to ask for permission.

We use must, have to and should to show necessity.

We use will to show intention.





Let's write

Find and underline the modals in these sentences.
We have done the first one for you.

NEW WORDS

You should bring your costume if you want to swim.

The bus will leave the school at 09:00.

You must bring your own lunch.

You should do your homework every day.

I will play soccer tomorrow.

You must not smoke.

I can't play today. I must learn for my test.

May I leave school early today?

He can play soccer very well.

I have to go to the dentist because I have tooth ache.



Now complete these sentences.

You must not
I will
You should
I have to
I can
May I

Teacher:
Sign:
Date:

43 What do insects look like?

DATE



Let's read

Read the poem aloud to your friend.
Then underline the words that rhyme.

An insect has three body parts,
It needs to have all three.
A head, a thorax and an abdomen
Look closely and you'll see.

The head has mouthparts well designed,
And compound eyes as well.
It uses two antennae
To feel and hear and smell.

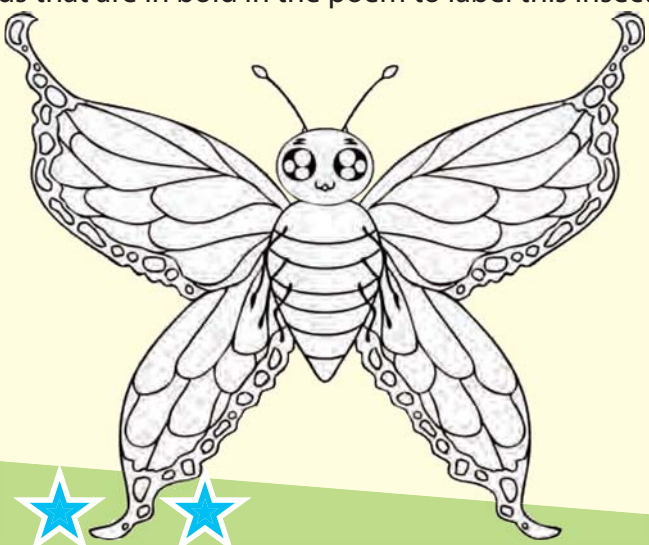
The thorax is where legs are joined
Three pairs, six legs in all.
It also sometimes joins the wings
To help them fly or crawl.

The abdomen is the next body part,
It's where it digest its feeds.
It is important for these wonder bugs
to digest food it needs.



Let's do

Use the words that are in bold in the poem to label this insect.

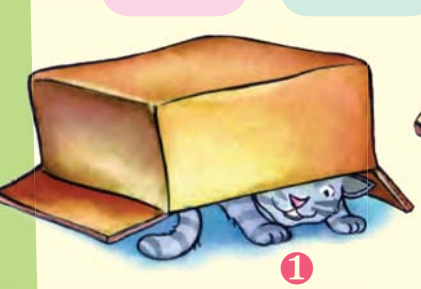
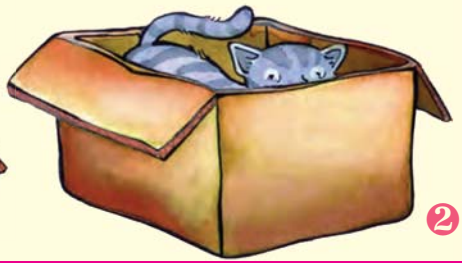
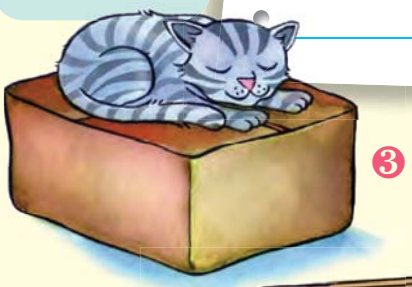


Let's write

Where are these animals? Write a sentence saying where each animal is, using these words.

NEW WORDS

on | next to | behind | under | in front of

1 2 3

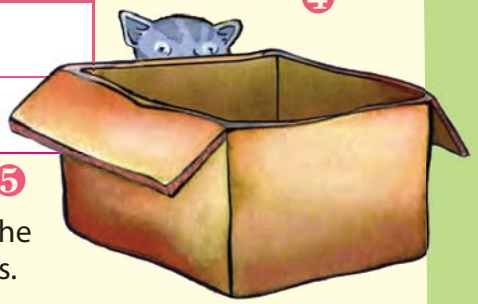
1 _____

2 _____

3 _____

4 _____

5 _____

4 5

Word work

Read the words aloud and listen to the sounds. Use 5 of the words to write your own sentences in your exercise books.

Listen to how these gs sound like js.		
giraffe	geography	page
gel	germ	gym
gem	wage	engine

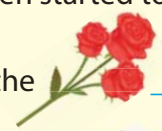
Listen to how these gs sound like gs.	
goat	game
get	goose
got	golf

Let's write

Now look at the pictures. They will help you to fill in the missing words in this story. We have done the first one for you.

I went  home and closed the  _____ .

I tripped over some  _____ and then started to work in the garden.

I took the  _____ and watered the  _____ .

There were a few little  _____ eating some  _____ .

There was also a  _____ under the bush.



44 Butterflies flutter by

DATE

Make your own butterfly mobile.

Let's do

What you need

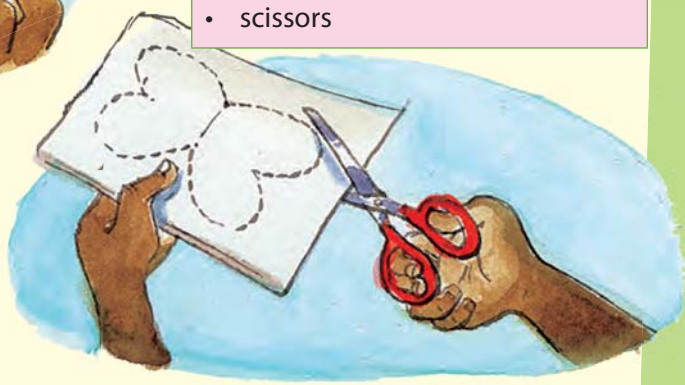
- bow-tie pasta
- coloured marking pens
- 7 twist ties (from packets of sliced bread or sandwich bags)
- cardboard
- string
- glue
- tape
- scissors



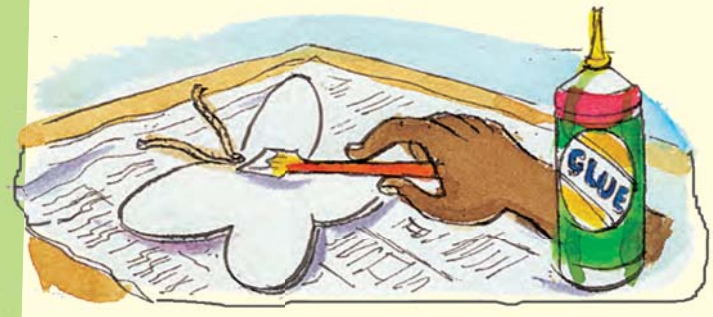
1. Use the coloured markers to decorate seven pieces of bow-tie pasta.



2. Bend each twist tie around a pasta bow tie. Then twist the ends together to make antennae.



3. Cut out two identical butterfly shapes from the cardboard.



4. Glue two pieces of string to form antennae on the head of 1 of the cardboard butterflies.



5. Decorate both butterflies.



6. Tape the ends of a piece of string to the wings of one cardboard butterfly.



7. Cut pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.

Let's write

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

NEW WORDS

What kind of text is the passage on how to make a butterfly mobile?	
A	A recipe
B	Instructional text
C	A dialogue
D	A story

Why did the person who wrote the instructions choose bow-tie pasta for making the mobile?	
A	The pasta can easily be cut.
B	The pasta can easily be glued together.
C	The pasta has the shape of a butterfly.
D	The pasta is colourful like a butterfly.

Based on what you know about insects, what are antennae used for?	
A	To hold food
B	To feel, hear and smell
C	To fly
D	To digest food

The writer tells us to "Glue the backs of the two cardboard butterflies together to cover the ends of the string and the tape." What does the word "cover" mean here?	
A	To hide
B	To keep warm
C	To tighten
D	To spread over



What do you need to do after you have twisted the ties to make antennae?



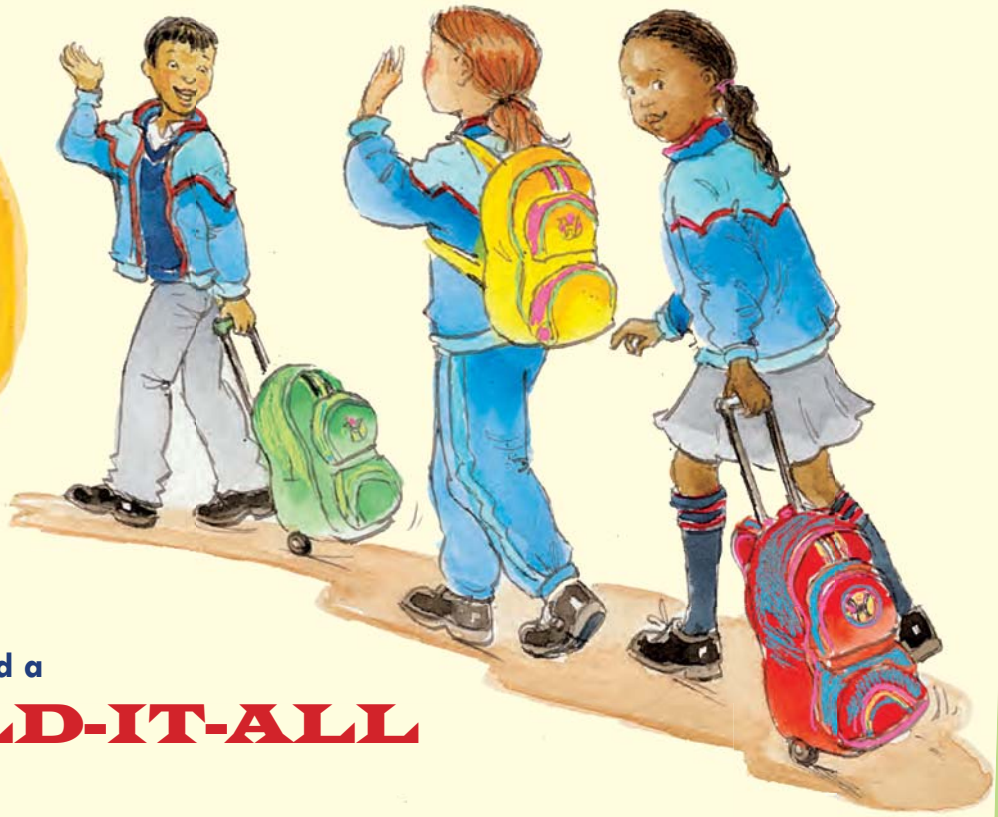
Teacher:
Sign:
Date:

45

Buying a backpack

DATE







Let's read

All kids need a

HOLD-IT-ALL

backpack

Are you going on a school trip?

Use the backpack made for kids!

Carry your things safely and in style.

Made of non-tear polyester, nylon and canvas, this backpack is made to last.

Keep your books, pens, lunch pack etc. organised and hidden in the **HOLD-IT-ALL**. It has hidden pockets and special compartments to keep your cell phone and money safe.

Zipper locks keep items as safe as a bank. It has large wheels so you don't need to carry the bag on your back.

Prices range from R70 to R100.

Available at a shop near you.

Everyone wants a **HOLD-IT-ALL** backpack – so get yours before it's too late!

Let's write

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

NEW WORDS

What product is being advertised?	
A	Cell phone
B	Back pack
C	Lunch pack
D	Pens

Which of these is NOT mentioned in the advertisement?	
A	It has wheels.
B	It has hidden pockets.
C	It is made of a strong fabric.
D	It is colourful.

Who is this advertisement aimed at?	
A	Old people
B	School children
C	Teenagers
D	Mothers

What does "get yours before it's too late" mean?	
A	They may sell out quickly.
B	They are very cheap.
C	Everyone should have one.
D	You need one before school starts.



In the advert, a number of special things are said about the backpack. Write down 5 things that are mentioned in the advert to try to persuade people to buy a backpack.

Let's do

Draw a picture and write an advertisement to sell something.

Teacher:
Sign:
Date:

46 Getting it right

DATE





Let's write

Circle the verbs. They are the action words.

run swim

clock think write soccer

grass kick boy sneeze take

tooth drive sleep play went

smile read like game rain

go shine



Let's write

The shaded words on the left are present tense.
The shaded words on the right are past tense.

Past tense	Present tense
I am	I was
You are	You were
He/she/it is	He/she/it was
We/they are	We/they were

Look at the sentences below. Is the action in the sentence something that is happening now, or did it happen in the past? When you have decided, fill in the correct form of the verb to complete the sentence.

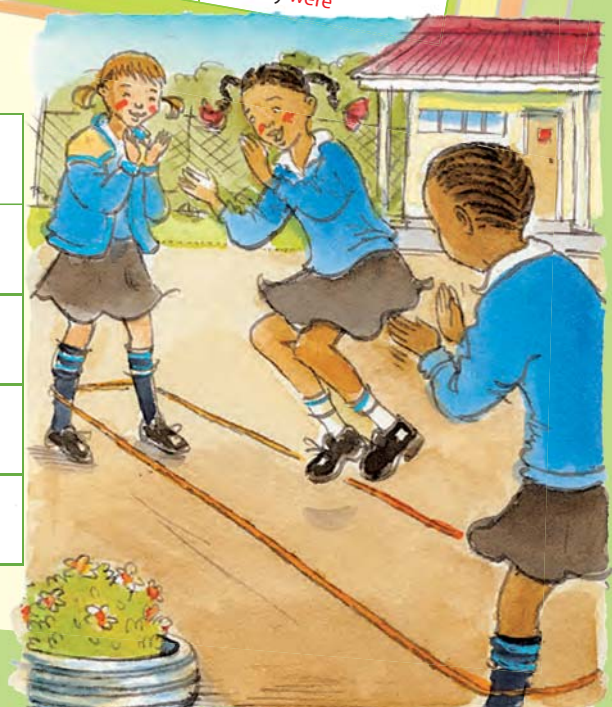
The picnic __was__ last Sunday.

Today it _____ raining.

The weather _____ windy last week.

The sun _____ shining now.

They _____ at school yesterday.



Word work

Read the words and listen to the sounds. Then use 5 words to write your own sentences in your exercise book.

If a C is used in front of a vowel or a Y, it usually sounds like an S.

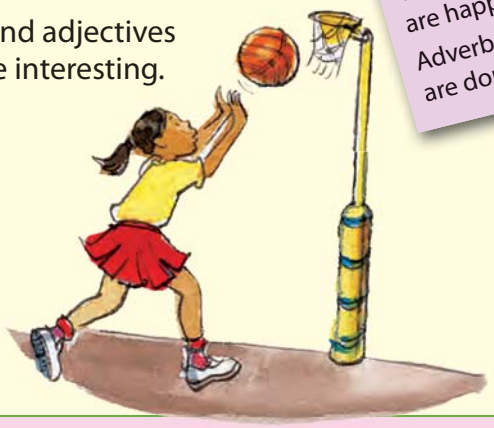
circle	race	city	cell	mice
circus	place	cents	race	ice
fence	fancy	centre	rice	juice

Nouns are the names of people or things.
Adjectives tell us what the people or things are like.
Verbs tell us what actions are happening.
Adverbs tell us how things are done.

Think of adverbs (that describe how we do things) and adjectives (that describe nouns) to make these sentences more interesting. We have done the first one for you.



The boy ran.
When? Yesterday
How? Very fast
Where? Around the school track.
Yesterday the boy ran very fast around the track.



The girl played.
When?
What?
Where?



She travelled.
When?
How?
Where?



They were happy.
When?
How?
Where?

Teacher:
Sign:
Date:

47 Reviewing two books

DATE

Let's write

How many books have you read? Can you compare two of them?
Write a book review to compare 2 books that you have read.



	Book 1
Name of book	
Author	
Main characters	
Publisher	
What happened in the story?	

	Book 2
Name of book	
Author	
Main characters	
Publisher	
What happened in the story?	

Let's write

Rewrite these sentences, starting with Yesterday.
Use these words to help you.

NEW WORDS

rode | looked | went | rode | saw | took

He rides his bike.	
Yesterday he	
I see the broken glass.	
Yesterday I	
She takes his bike.	
Yesterday she	
She looks at the flat tyre.	
Yesterday she	
We cross the river.	
Yesterday we	



Let's write

Add the apostrophe ' to show who these things belong to.

Thabo's bike	Jim_s book	Ann_s mother
Bongi_s dog	The teacher_s apple	Jabu_s pen
The lion_s tail	Sam_s shoe	Father_s car



Teacher:
Sign:
Date:

48 Let's write a book

DATE



Let's write

Plan to write your own story. Decide what you will write your story about.
Fill in the mind map below to give your story a beginning, a middle and an end.

Beginning
Start by saying what happened in the beginning.

Middle
Say what happened in the middle of the story.

My own story

Next
Say what happened next.

End
How did the story end?

Then fill in the following mind map.

Who are the characters?

What is the setting?
Where does the story happen?

What will you write about?

What happens?

How did it end?
What was interesting about it?

Cut out the next page to make a book. On the cover, write the title of your book.
Put your name under the title, because you are the writer.
Draw a picture on the cover. Now write your story with a beginning, a middle and an end.



BACK COVER

Rainbow WORKBOOKS

ABOUT THE WRITER

Write your name



Your age



Where you live

8

Step 2: Fold on the dotted line

Step 3: Staple on the side

COVER



Draw picture here.

Write the title of the book here.

Fill in your name (you are the writer).

1

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.

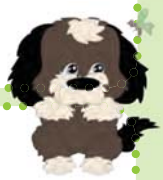


Draw picture here.

Draw picture here.



Start writing your story here.



2

Finish your story.

7



Continue with your story here.

3

Draw picture here.



Write what happens at the end of your story.

6



Summer holidays

4



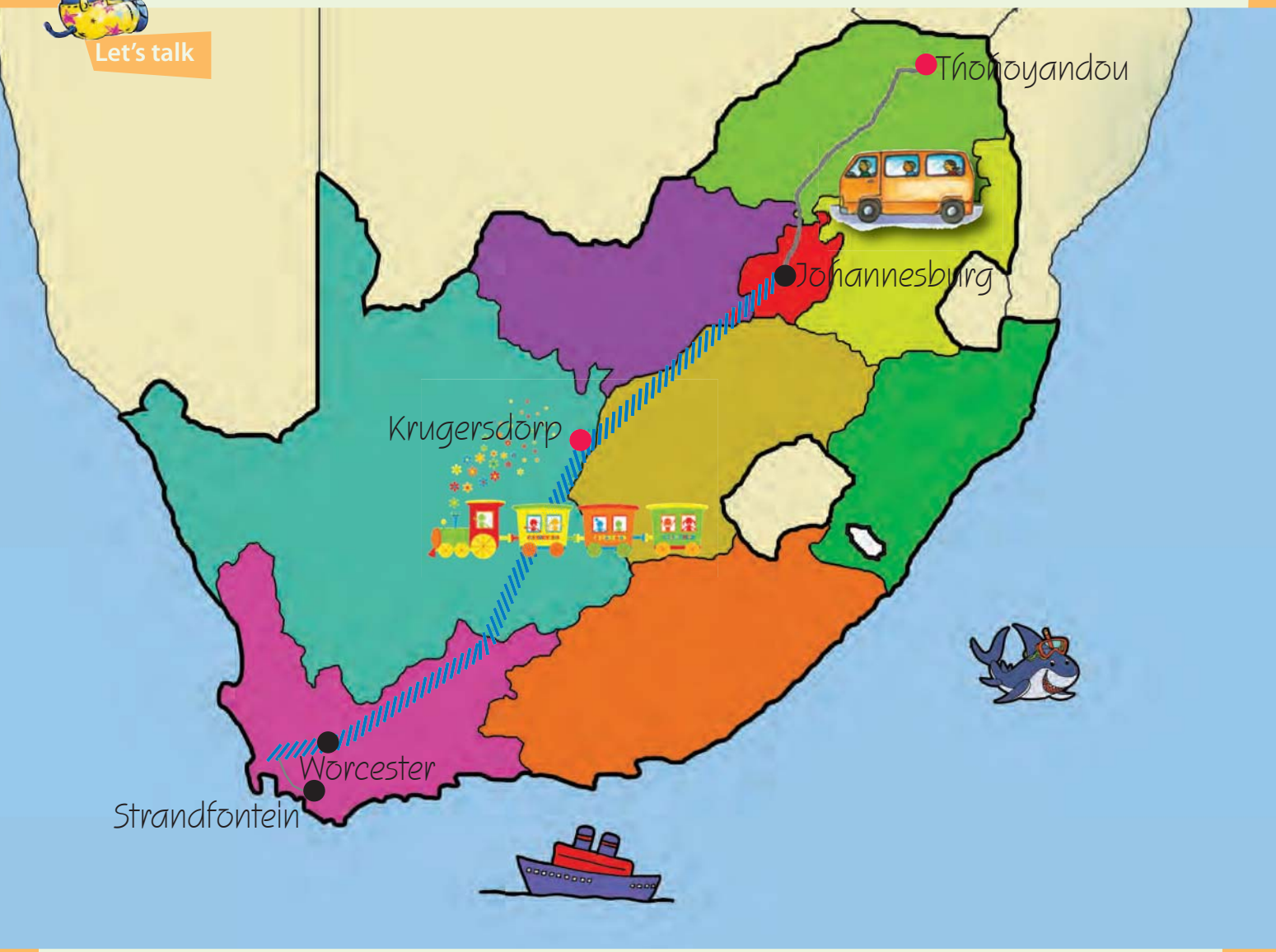
49 We are going to the sea

DATE



Let's talk

Pumla's grandma lives at the sea. Look at the map to see how they get there. Talk about the provinces they go through and the towns they pass.





Let's read

It is the last day of school. Tomorrow we are going to grandma for our school holidays. She stays in a little town called Strandfontein in Cape Town with grandpa and a Labrador called Luke. Mom, Aldo and I are going by train. It takes a long time to get to Cape Town from Thohoyandou. We first have to catch a taxi to Johannesburg. And then we take a train. The journey lasts a whole day and night. It is thrilling! We have booked a cabin for the three of us and mom has packed us delicious food. We each have our own suitcase. I haven't forgotten my bathing costume, a hat, some sunscreen cream, and my favourite book on sharks.

Let's write

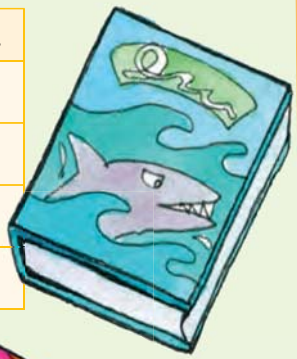
NEW WORDS

Read the story and then write down the answer.

What is the name of the young girl who is going to her granny for the holidays?

She is travelling to Strandfontein by:	
A	train
B	bus
C	car
D	taxi

Circle the letter next to the correct answer.	
a	It is the first day of the holidays.
b	It is the last day of school.
c	She lives in Mpumalanga.
d	She lives in Limpopo.



Strandfontein is in the	
A	Western Cape
B	Eastern Cape
C	Northern Cape
D	Kwa-Zulu Natal



What has her mother taught her about being outside in the sun? Write down your answer.

Let's write

Match the words in the box on the left with their meanings in the box on the right.

journey	exciting
thrilling	compartment
cabin	tasty
delicious	trip



Teacher:
Sign:
Date:

50 Getting ready to go to Grandma

DATE



Word work

Read the words and listen to the sounds. Then use 5 of these words to write sentences in your exercise book.



laughed	travelled	booked	packed	smiled
wanted	excited	helped	lived	stayed



Let's write

Fill in the correct words in the spaces.



quickly slowly shortly neatly brightly

Mom called to say we should make sure we were ready because we were going _____.

It seemed as though the day went by _____ because we were so excited.

We packed our clothes _____ in our suitcases.

The sun shone _____ in the bright blue sky the day we left to go on holiday.

Pumla and I ran home from school _____.



Let's write

Write opposites for each of the bold words in the sentences.



It was a **hot day** and the **bright sun** shone in the sky.

_____

My **little brother** was **happy** to go on holiday.

_____

My suitcase was **light** but my brother's was **heavy**.

_____

The **slow** taxi too a **long** time to get to Johannesburg.

_____



Let's write

Circle the words that are in the past tense.

laughed

woke

walked

drive

ate

went

walked

smiled

played

slept

NEW WORDS



Fun

Write a post card to your grandmother. Tell her how excited you are to see her, grandpa and Luke, the date and time you will be arriving at her house, and how long you are staying for.

Don't forget to write her name and address on the postcard.



Teacher:

Sign:

Date:

51 The train journey

DATE



Let's talk

Read the passage and information, and then answer the questions.

Let's read



We arrived at Johannesburg station at last. The taxi ride was long and the taxi was very full. Mom had booked a ticket on a special train known as the Shosholoza Meyl. We were going tourist class which has bunk beds and a toilet and shower at the end of each coach.

We found our coach. It was at the end of the train. Both Vusi and I wanted to sleep on the top bunk and that was fine because there were two top bunks.

It was a Sunday and the train was packed. It was 12h15 – and the train was departing at 12h30. The journey will take us two days and we will travel through Gauteng, the Northern Cape and the Western Cape.

When we see Table Mountain, we will know that we are in Cape Town and near Grandma!

Let's write

Read the story and then answer each question.

NEW WORDS

What was the name of the train they were travelling on?

Where did Pumla and Vusi want to sleep?

How long did they have to wait at the station before the train left?

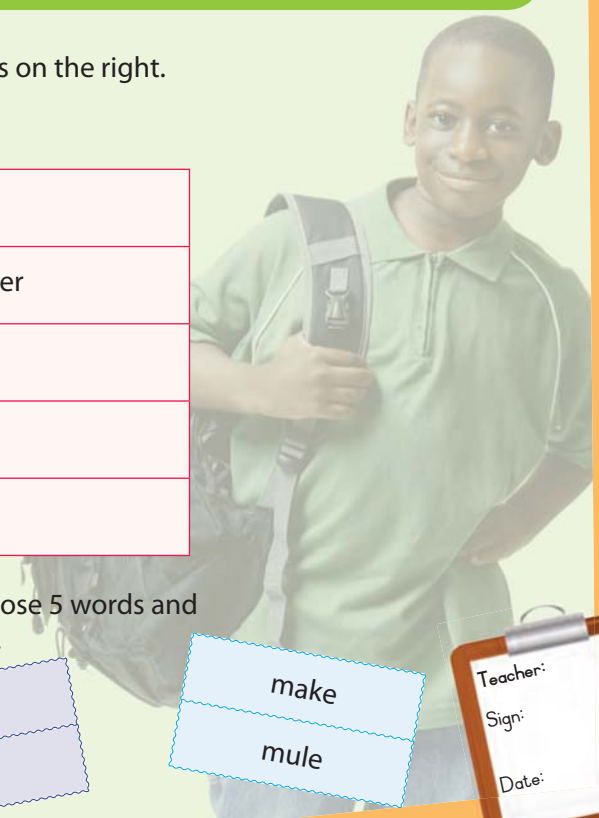
What provinces will they travel through?

How will they know when they are in Cape Town?

Let's write

Match the words on the left with their meanings on the right.

booked	someone on holiday
tourist	beds one on top of the other
bunk beds	crowded
packed	leaving
departing	bought a ticket



Let's write

Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

ride
pole

tide
hole

take
rule

make
mule

Teacher:
Sign:
Date:

52 On the way to Cape Town

DATE



Let's write

Use either must or can to complete these sentences.



It's very late. You _____ go to sleep now.

The train _____ stop in Worcester to let passengers off.

The train is running ten minutes late. There _____ be something wrong.

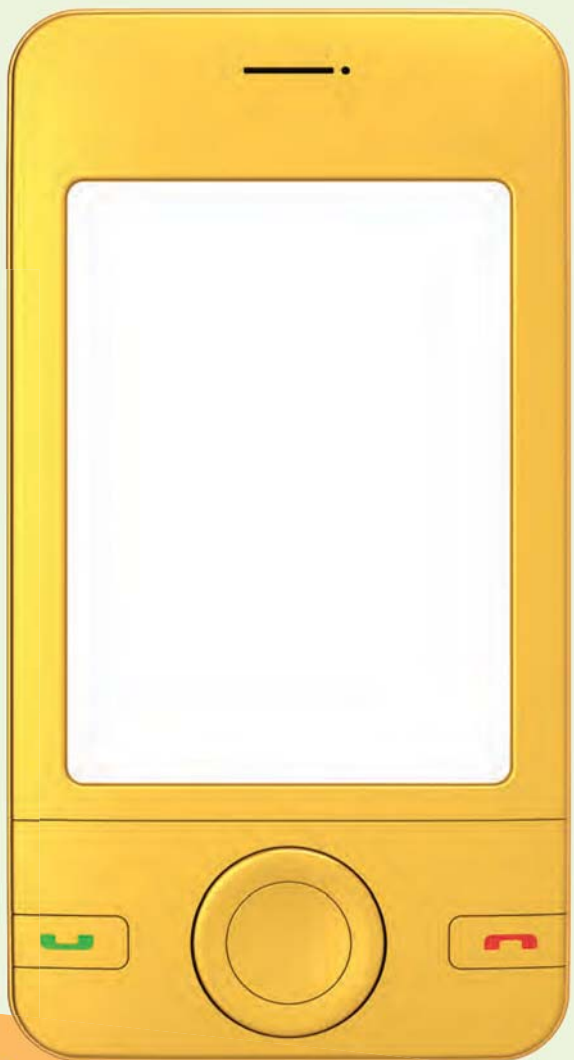
_____ we go to Cape Town by train? It sounds very exciting.

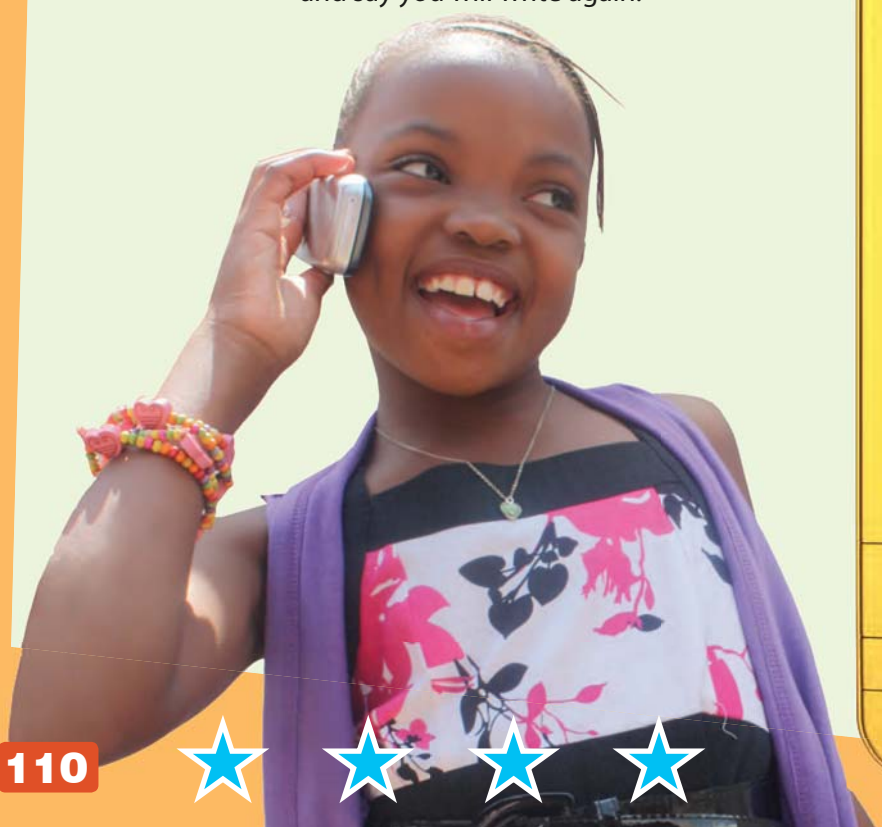
You _____ get up early. We are catching the train to Cape Town.



Let's write

You promised your friend that you would send her an SMS when you left Johannesburg. In your SMS tell her when you got to Johannesburg, how you are feeling, what your compartment looks like, and say you will write again.





Let's write

Write these words in full.

I'm	I am	couldn't	
I'll		let's	
he'll		she'll	
can't		won't	

NEW WORDS

Fun

Look at the timetable from Johannesburg to Cape Town and answer the questions.

Days running	Wednesday / Friday / Sunday	
Train Station	Arrival	Departure
Johannesburg		12:30 day 1
Krugersdorp	13:09 day 1	13:14 day 1
Potchefstroom	15:16 day 1	15:29 day 1
Kimberley	20:54 day 1	21:10 day 1
De Aar	01:18 day 2	01:35 day 2
Beaufort West	06:27 day 2	06:47 day 2
Laingsburg	09:05 day 2	09:15 day 2
Matjiesfontein	09:38 day 2	09:43 day 2
Worcester	11:50 day 2	12:05 day 2
Wellington	13:50 day 2	13:54 day 2
Cape Town	15:30 day 2	

What time does the train leave Johannesburg?

_____

Where is the train going to?

_____

How long does the journey take to Cape Town?

_____

In what provinces are:

Krugersdorp

_____

Kimberley

_____

Worcester

_____

Can you write 9:43 another way?

_____

Teacher:
Sign:
Date:

53 Grandma's home

DATE



Let's talk

Look at the picture and talk about it.

Let's read

Homegrown

One tomato, two tomatoes
Three tomatoes, four.
In my grandma's garden there are
many many more.

Green and yellow peppers and some
red ones, too, are here.
Onions and the garlic that she sets out
every year.

Basil and oregano. She says it isn't hard
To grow her own spaghetti sauce
In her own backyard.





Let's write

Answer each question. The first word of the answer must start with a capital letter. Remember to end with a full stop.

NEW WORDS



Circle the letter next to the correct answer.	
What is this poem mostly about?	
A	making spaghetti sauce
B	learning how to start a garden
C	growing ingredients to make spaghetti sauce
D	learning how to count



How often does she plant her plants?
What words tell you that she finds it easy to grow vegetables?
Do you like vegetables? Which is your favourite vegetable?
If you had a vegetable garden, what vegetables would you plant? Say why.

Word work

Read the words and listen to the sounds. Then choose 6 words and use them to write sentences in your exercise book.



hear

year

fear

four

door

more

hard

yard

card

Teacher:

Sign:

Date:

54 More about vegetables

DATE



Let's write

Write the opposite of the words in bold.

Example

I slept well on the train.

I slept badly on the train.

I **like** eating vegetable soup.	I _____ eating vegetable soup.
The train travelled very **quickly**.	The train travelled very _____
It is very **hot** in Cape Town.	It is very _____ in Cape Town.
Many people came on holiday to Cape Town.	_____ people came on holiday to Cape Town.

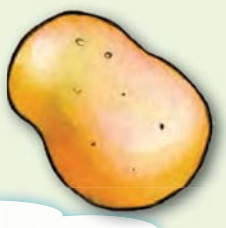


Let's write

Circle the verbs. They are the action words.

Underline the nouns. They are the naming words.





swim	cabbage	pick	plant	carrots
enjoy	beach	sun	sand	cottage
water	peppers	onion	garlic	grow

Things that grow in my grandma's garden



Decide where you are going to plant these vegetables in your grandma's garden and draw the vegetables in the bed.

NEW WORDS

Broccoli

Light: partial shade

Soil type: well-drained

Watering: keep moist

Tomatoes

Light: full sun

Soil type: well-drained, mulched soil

Watering: keep damp

Peas

Light: semi- shade

Soil type: well-dug, water-retaining soil

Watering: keep moist



Teacher:

Sign:

Date:

55 Going to the beach

DATE



Let's talk

Look at the picture and talk about what you see.



Let's read

The beach at Strandfontein is beautiful. The soft, white sand stretches as far as the eye can see. Early in the morning, after a cup of Milo, Gran walks with us and Luke right down the beach. It is usually low tide and the waves are small. The sea is quite cold and it takes some time before we are able to get in. The sea can also be dangerous when it is high tide. The waves are enormous and if you are not careful they can knock you down. You also have to be mindful of currents that pull you out to sea. Grandma says it is important that we only swim between the flags so that the life guard can make sure that you are safe. We never swim at night because it's not safe.

Let's write

Answer each question. The first word of the answer must start with a capital letter. Remember to end with a full stop.

NEW WORDS

When do Pumla, her brother, Luke and grandma go for a walk?

What happens to the water when it is low tide?

What happens during high tide?

Why should people swim between the flags?

Life guards make sure that people are safe in the water. What dangerous creatures do you find in the sea?



Tick the right answer.

What does the phrase 'as far as the eye can see' mean?

A see lots of sand in the distance

B see a very long way

C only able to see with one eye



Let's write

Match the words on the left with their meanings on the right.

stretches	tides
important	careful
enormous	goes as far as
mindful	essential
currents	huge

Word work

Read the words and listen to the sounds. Then choose 5 words and write sentences in your exercise book.

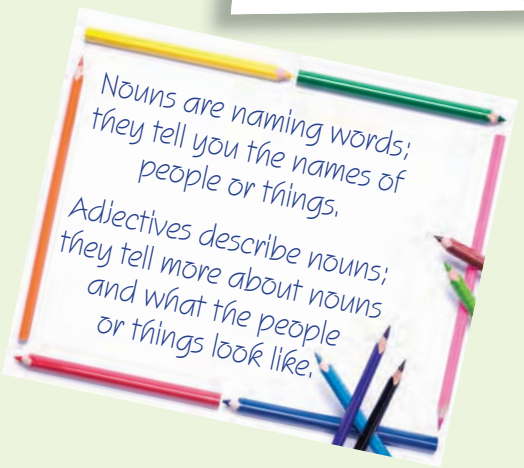
beach	white	beautiful	cold
sea	right	careful	told
see	night	mindful	hold



Teacher:
Sign:
Date:

56 Playing in the waves

DATE





Let's do

Do a role play of Pumla, her brother and Luke (the dog) going for a walk with their granny. Role play them asking the life guard if they can swim and where they must swim. Now role play them running in the sea and jumping in the waves. Jump as high as you can, hold up your arms high above your head, go under the waves and then come up again. Show in your role play how happy they are to be in the sea.



Let's write

In each sentence, <u>underline</u> the noun(s) and put a circle around the adjective(s).

The sea was a bright, blue colour.

Pumla and Aldo went for a long, quick walk with their grandma.

It was a beautiful but windy day.

Pumla wore a bright red bathing costume.

Grandma sat under her big, blue and white umbrella.



Let's write

Rewrite these sentences in the past tense. Start each sentence with **yesterday**.

She floats in the sea.

Yesterday she

We ask the life guard for help.

Yesterday we

We jump up and down in the waves.

Yesterday we

We walk to the beach early in the morning.

Yesterday we

Let's write

Look at this sign that gives you the times of the tides and when the sun rises and sets. Write a postcard to your friend telling her what is in the sign and why you think it is important that people at the sea read these signs.

Don't forget to put your friend's name and address.

NEW WORDS

Tide Table: Strandfontein

18 October

High	03h30 and 17h20
Low	08h15 and 21h09
Sunrise	06h35
Sunset	9h20



Fun

Look at these signs that are on the beach in Strandfontein. Match the signs to the sentences. Draw a line.





No dogs allowed

You may not make a fire on the beach

No motor boats allowed near this beach

You may not camp or sleep on the beach at night.

No swimming.





Teacher:

Sign:

Date:

57

Grandma's bedtime story

DATE



Let's talk

Look at the picture and talk about what you see.





Let's read









Long ago, a family lived in a small village. The father, Mabassa, was an expert carver. He carved statues of the animals that roamed their land.

Each evening, the children would grow restless. "Mother," they called to Siphiwe, "it is dark, and we cannot go out and play. What can we do?"

Siphiwe decided to go and search for stories to tell the children. The next morning she set off. She looked all around, and finally saw Inkwazi the fish eagle plunging down to the nearby sea.

"Inkwazi, wait!" she cried.

Caught mid-flight, Inkwazi screeched, "What do you want?"

"Stories!" Siphiwe said. "

Ask Ufudu!" said Inkwazi. "Only he can help you."

Siphiwe hurried to the sea's edge, and there she found Ufudu the sea turtle. "Can you help me?" she asked, and a moment later Ufudu was carrying Siphiwe down to the very bottom of the sea.

To her amazement, Siphiwe discovered she could breathe. Ufudu took her to the sea people, who sat on coral. She bowed shyly to the king and queen of the sea people. "Can you give me stories?" she humbly asked.

"Yes," said the queen, "but in return, you must show us what the world above the sea looks like."

Siphiwe agreed to this deal. "Take me home," she said quietly to the sea turtle.

After hurrying home, Siphiwe took her husband's beautiful carvings, one of each of all the creatures of the land, and returned to the bottom of the sea on Ufudu's back.

When the king and queen saw the carvings, they were overjoyed. "Now you shall have this." They handed her a polished shell. "Whenever you wish to hear stories, press this shell to your ear," they explained.

Delighted, Siphiwe returned home. That night, when her family sat around the fire, she lifted the shell to her ear, and the children grew quiet as their mother began to tell them a tale, and never again did they feel restless during the long nights on the veldt.

Let's write

Answer each question. The first word of the answer must start with a capital letter. Remember to end with a full stop.

NEW WORDS

What was Mabassa's job?

Why did Siphiwe go and look for stories?

The sea king and queen gave Siphiwe stories. What did Siphiwe have to do for the king and queen?

Explain how Siphiwe heard many different stories?

The polished shell the king and queen gave Siphiwe was a tortoise shell. Have you ever put a tortoise shell against your ear? What did you hear?



Let's write

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

expert	on edge, not knowing what to do
restless	falling down very quickly
plunging	shrieked, made a very loud sound
screeched	beautiful flowers at the bottom of the sea
coral	very skilful

word work

Read the words and listen to the sounds. Then use 5 words to write sentences in your exercise book.

carve	breathe	towed	humbly
dark	deal	asked	shyly
shark	sea	polished	quietly

Teacher:
Sign:
Date:

58 Telling a story

DATE



Let's do

What is your favourite story? Tell it to the class. When you tell your story make sure that you talk slowly and clearly so that people can hear you and understand your story.



Let's write

Is the sentence a statement or a command?

We are going to the beach before the sun rises.	statement	command
Go to the sea now!	statement	command
Please tell us a story.	statement	command
Tell us a story now!	statement	command

Luke, the dog, is sometimes very naughty. Make up three commands to teach him some manners. Write the commands in the bones. Don't forget to put in exclamation marks.





Let's write

Rewrite these sentences, starting with **Tomorrow**.

NEW WORDS

I teach dogs to obey me.

Tomorrow I will

I am holding the classes in the community hall.

Tomorrow I

The dogs are very obedient.

Tomorrow

We have an enjoyable time.

Tomorrow



Fun

You have taught Luke three commands. You decide to hold obedience classes for other dogs in Strandfontein. Make a poster advertising your classes. Include the following information in your poster.

DOGGY BE GOOD!

BRING YOUR SPECIAL MUTT TO DOGGY OBEDIENCE CLASSES.

WHERE _____

WHEN _____

TIME _____

PRICE: A PAWFUL OF OBEDIENCE

Teacher:

Sign:

Date:

59

Going to the Two Oceans Aquarium

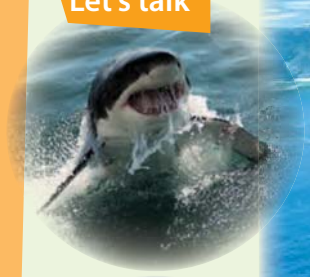
DATE



Let's talk

Look at the picture and then talk about it.











Let's read

Look at a map and see if you can find Cape Point. What two oceans come together at this point?

THE TWO OCEANS AQUARIUM

BE AMAZED AT THE WONDERFUL SIGHT OF A LIFE TIME

EXPERIENCE A FAIRY TALE WATER WONDERLAND

FISH OF ALL SHAPES AND SIZES, COLOURS AND HUES

AND MUCH MUCH MORE

OPEN EVERY DAY FROM 7H30 – 17H00

TICKETS AVAILABLE AT THE DOOR

WITNESS THE POWERFUL SUPER WHITE SHARK – THE GREATEST ENDANGERED SPECIES.

HOLD CLAMS, MUSCLES, JELLY FISH AND OTHER SQUISHY CREATURES.

SEE THE PLAYFUL PENGUINS MARCH BY WEARING THEIR LITTLE BLACK COATS.

Let's write

Answer each question. The first word of the answer must start with a capital letter. Remember to end with a full stop.

NEW WORDS

Why is the aquarium called the Two Oceans aquarium?

What can you see at an aquarium?

Why is the aquarium called an underwater wonderland?

When can you visit the aquarium?

Would you like to help feed the fish? Say why.

You want to go to the aquarium with your gran but she has never been before and she needs some more information. Write two questions that she needs to ask them before she takes you.



Let's write

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

amazed		fairyland
wonderland		see
hues		rare
witness		colours
endangered		astonished



Teacher:

Sign:

Date:

60 The Great White shark

DATE



Let's do

Role play what Pumla, her brother and her grandma do at the aquarium. They see different kinds of fish, watch the sharks being fed, listen to a talk on the sharks, touch the squishy fish, see the penguins and have a delicious lunch at the café. Use as many adjectives as you can when you talk about the visit.



Let's write

Read the words and listen to the sounds.

beautiful	march	sight	greatest
powerful	fetch	tight	tallest
playful	much	light	longest



Let's write

Read the answers to the questions. Then write the questions. Remember to use a question word to begin your questions and end your question with a question mark.

when where why what who how

We went to the Two Oceans Aquarium on Sunday.

_____

We saw hundreds of different kinds of fish.

_____

Pumla and her brother went with their grandma to the aquarium.

_____

They went by taxi to the aquarium.

_____

They left the aquarium when it closed.

_____





Let's write

Imagine you are Pumla. Write a paragraph about the aquarium. Say how exciting it was and how wonderful it was to see all the fish, especially the Great White Shark

NEW WORDS



Let's write



Fun

Design a poster to advertise an aquarium. Your poster should say when the aquarium is open, on what days and what it costs to go there. Also say what kinds of fish visitors will see.

Teacher:
Sign:
Date:

61 Table mountain

DATE

Look at the pictures and talk about what you see.

Let's talk







Have you ever read about or been to Table Mountain?

Have you ever been up a cable car? If you have, say what it was like.
If not, say whether you would like to go in a cable car and why.

Let's read

Up in the clouds

M Hobi

On Tuesday, October 18, the Table Mountain Cableway celebrated the 10th anniversary of its popular programme *Class in the Clouds*.

Class in the Clouds is aimed at South African schools who want to treat their learners to an educational experience like no other – on top of Table Mountain.

The mountain **towers** 1 085 metres above the city of Cape Town. It is often covered with clouds known as the table cloth. This is how Table Mountain got its name.

The view on top of the mountain is like no other and there are 11 **viewpoints** where you can see the city, the coastline, the ocean, Robben Island and the Cape Peninsula. To get to the top you can take the cable car which has a **rotating** floor to make sure you get a 360 degree view while travelling up or down.

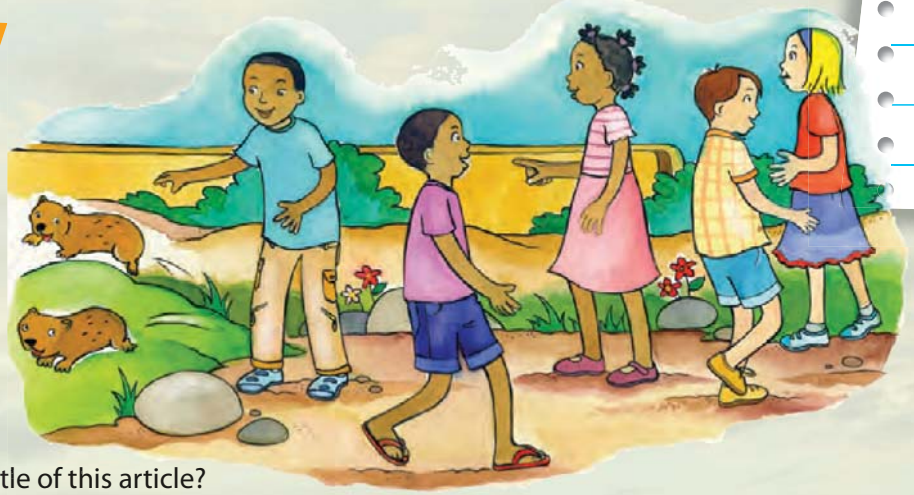
Table Mountain is also a place of different **flora** and **fauna** as the flat top of the mountain was formed 600 million years ago. There are over 1 400 different kinds of plants and the Ghost Frog is found nowhere else in the world.

Table Mountain is one of the seven wonders of nature.

Let's write

Answer each question. The first word of the answer must start with a capital letter. Remember to end with a full stop.

NEW WORDS



What is the title of this article?

Why is the programme called Class in the Clouds?

Who would enjoy the programme?

How did Table Mountain get its name?

How can you get to the top of the mountain?

What can you see when you stand on top of the mountain?

Do you know what the seven wonders of the ancient world are? If you don't know, look up the information in your library or ask your teacher. Write three of them down here.

Let's write

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

towers	places where one can see from
viewpoints	plants
rotating	animals
flora	turning round
fauna	very high above

Teacher:
Sign:
Date:

62 More about the mountain

DATE

Let's do

Imagine that you are one of the children who went to a 'Class in the Clouds'.

Draw a picture of Table Mountain.

Let's write

Rewrite each of these sentences starting with **Yesterday**.

Gran, Aldo and I decide to go to Table Mountain.

Yesterday Gran, Aldo and I _____

We see many different plants and animals on Table Mountain

Yesterday we _____

We see Robben Island.

Yesterday we _____

We go up the mountain on the cable car.

Yesterday we _____

It feels as though we are on top of the world.

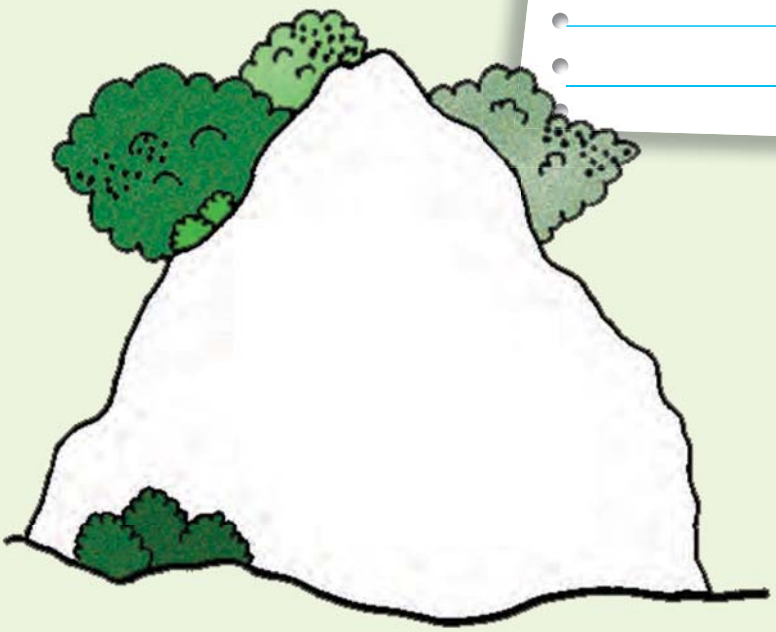
Yesterday it _____



Let's write

Here is a shape poem.
Now write your own shape poem in the shape of a mountain.

Ice-cream
is fun
to eat
rich taste
enjoyed by
m a
n y
.



NEW WORDS

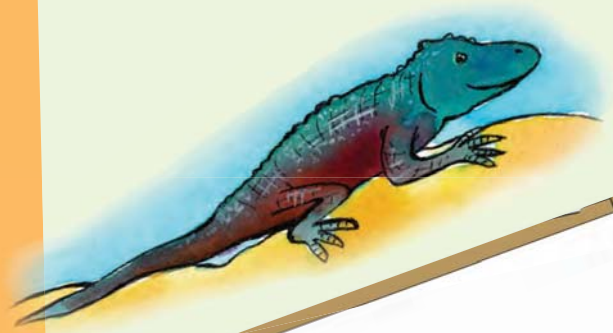


Fun

Imagine you are Pumla. Write a postcard to your friend telling her about your trip to Cape Town.

On the front part of the card, draw a picture.

On the back part of the card, tell her that you will be coming home the next day, what you have enjoyed the most, and how much you are looking forward to seeing her.





Teacher:
Sign:
Date:

63

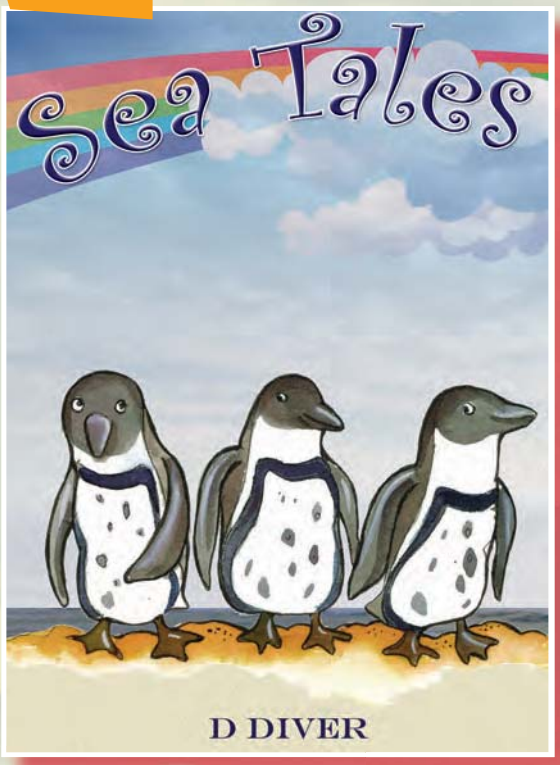
Preparing to write a story

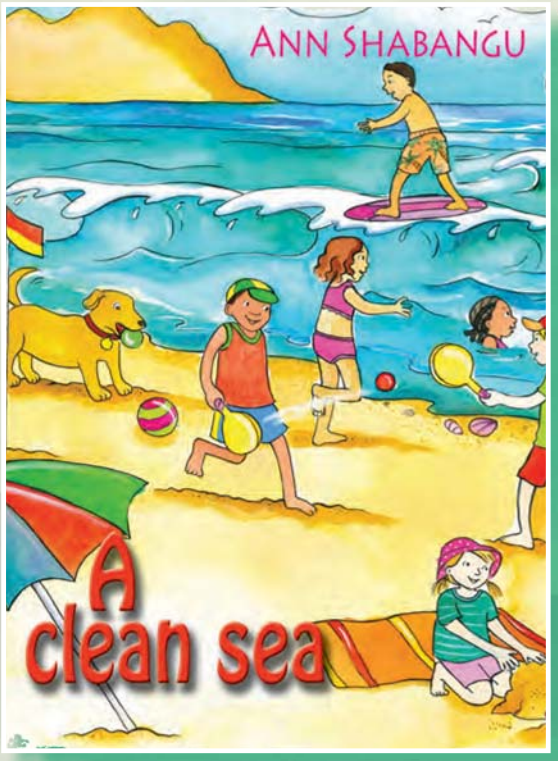
DATE

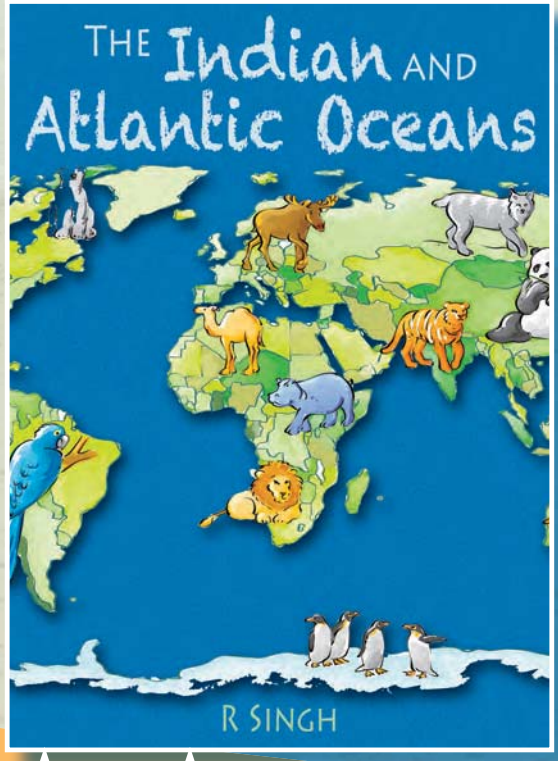


Let's talk

What stories do you like to read? Tell your friend what story you like the most. Is it a fairy tale? Or perhaps you like stories about famous people? Do you like stories about different places? Or do you like stories that are about real things?









Let's write

Use this mind map to plan your story.

NEW WORDS

Characters

Where the story happened.

My story about

What happened?

How did the story end?

Teacher:

Sign:

Date:

64 Let's write a story

DATE



Let's do

Talk to your friend about the story you most liked. Talk about the characters in the story. Say what you liked most about the story.

Did the story give you information?



Let's write

Plan to write your own story.

What will it be about?

Who will your main characters be?

What information will you give?



Fun

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

BACK COVER

Rainbow WORKBOOKS

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

COVER

Draw picture here.



Write the title of the book here.

Fill in your name (you are the writer).

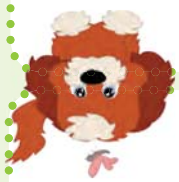
1

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

Finish your story.

7



Draw picture here.

6

Write what happens at the end of your story.

3

Continue with your story here.



Draw picture here.

Cut out the puzzle pieces and see how quickly you can rebuild the picture.








LOVE
Wow!
For Me?
chocolate
Happy Valentine's Day
Sigh!
Cool!
I ♥ U
Hugs & Kisses




Mommy
Mother's
Mother
Love
Hug
Mom
Day
M M
Happy Mother's Day!
You are the Coolest!


Get Well
Soon!

LOVE



Mommy
Mother
Love
Hug
Mom
Day

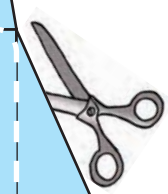


glue here glue here glue here



Make a lettergram:

Cut out on the solid lines and fold on the dotted lines to make an envelope. Write your letter on the inside. Fold paste and post.



From:

_____

_____

_____

_____

Place postage stamp here.

glue here

glue here

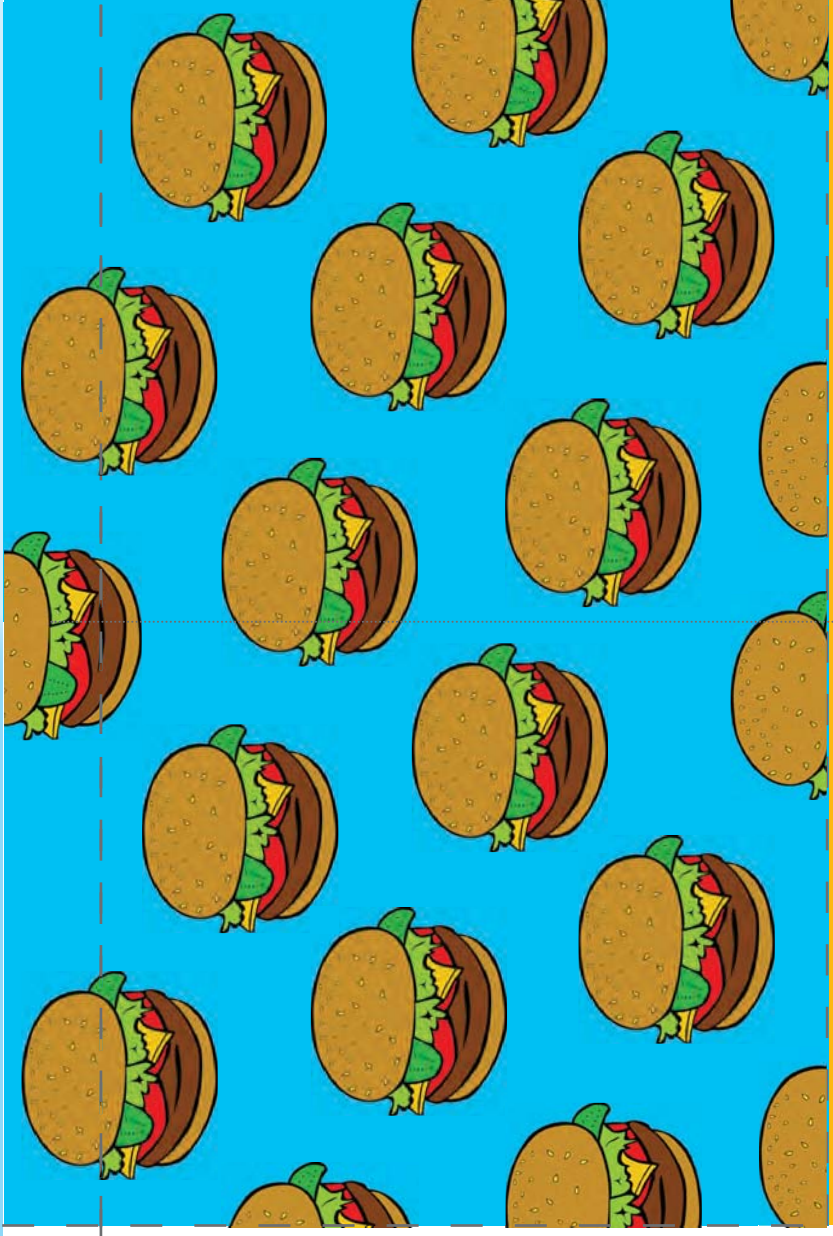
glue here

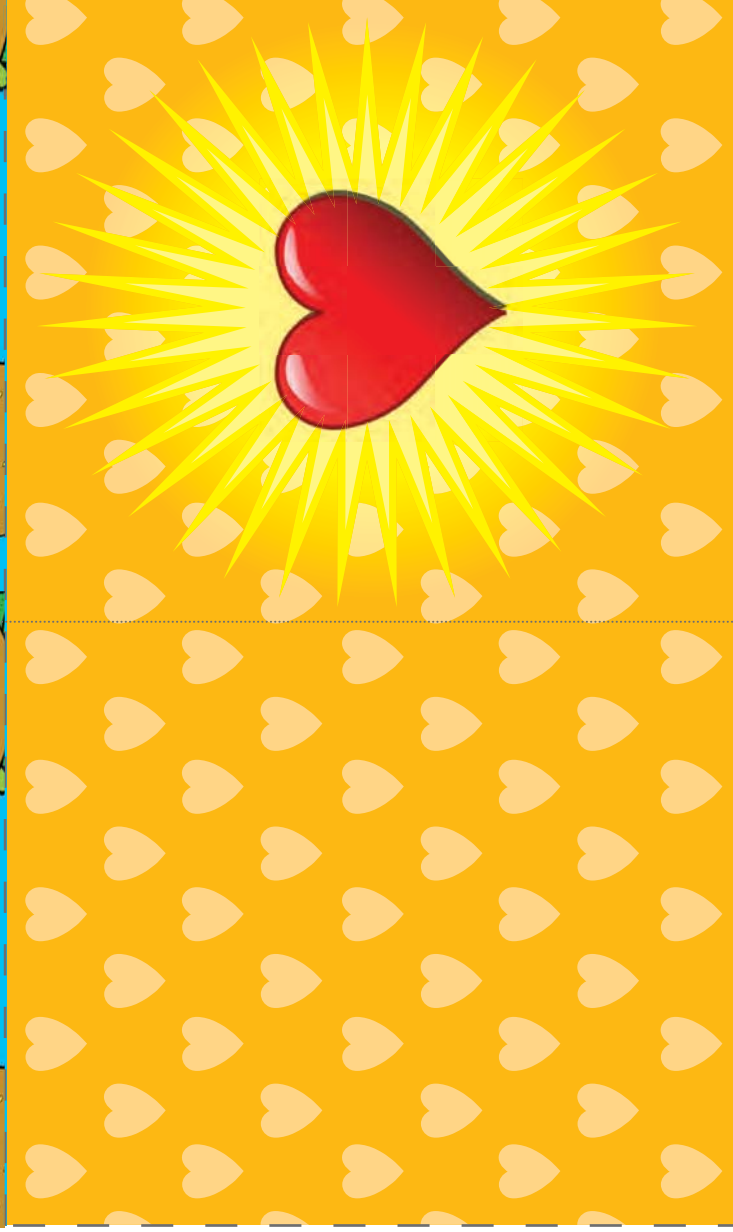
glue here

To: _____

_____

_____





Bookmark

Cut out the bookmark. Write down the titles of the books you read. When you find words you do not know, write them on the back.



