

Anthology

ENGLISH
HOME LANGUAGE

TERM 3



GRADE
3





Anthology

GRADE 3 | TERM 3

ENGLISH

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TERM 3



MAP OF SOUTH AFRICA



Northern Cape



Western Cape

Atlantic Ocean





Limpopo

Fresh eggs
for sale



Mpumalanga

Trevor Noah, the
king of 'fitting in'

Gauteng

North-West

Zandile learns
to meditate



Free State

Everyone's
South Africa



KwaZulu-
Natal

Zweli
speaks up



Indian Ocean

Eastern Cape

MAP OF THE WORLD



Who is Katherine Johnson?



Kelvin Doe: DJ Focus



Greta Thunberg, a
climate change hero!



Asia



Europe



Africa



Pacific
Ocean

Indian
Ocean



Australia



Antarctica

TERM 3 STORIES



Fresh eggs for sale

1



Kelvin Doe: DJ Focus

15



Zweli speaks up

31



Greta Thunberg, a climate change hero!

43



Trevor Noah, the king of 'fitting in'

57



Everyone's South Africa

71



Zandile learns to meditate

85



Who is Katherine Johnson?

99

STORY 1

FRESH EGGS FOR SALE

Theme: We are entrepreneurs



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that entrepreneurs use what they have to solve problems, start businesses, and earn money.



Some points to share with your learners

- Chickens lay eggs, usually one at a time. People can collect these eggs and eat them.
- A coop is a shelter or house where chickens stay. It keeps them safe and makes it easier to collect their eggs.
- Protein is a nutrient found in foods such as eggs, beans, fish, and meat. It helps our bodies grow and stay strong.
- A business is when people make, grow, or sell something to earn money. In the story, Gogo sells eggs to customers.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
3, 1	Rhulani's gogo had so many chickens. Gogo's chickens laid so many eggs. "Eggs are packed with protein!" Gogo always said. Every morning, Rhulani and his sister Rudzani ate eggs for breakfast. Sometimes, they even ate pap and eggs for dinner. Even still, there were always eggs hidden in the yard.	I can infer that Rhulani's family has more eggs than they can use. They eat eggs all the time, and they still have extra ones!
8, 4 & 5	Then he made his sign: Delicious, fresh eggs for sale! Packed with healthy protein! He painted a chicken and eggs on the sign so it would catch everyone's attention.	I infer that Rhulani thinks the egg business is a good idea, because he wants to help!

Rhulani's gogo had so many chickens. Gogo's chickens laid so many eggs. "Eggs are packed with protein!" Gogo always said. Every morning, Rhulani and his sister Rudzani ate eggs for breakfast. Sometimes, they even ate pap and eggs for dinner. Even still, there were always eggs hidden in the yard.



One day while Rhulani and his friend Dakalo were running around, Rhulani accidentally stepped on an egg. He heard a crunch. “Ugh!” Rhulani cried when he picked up his foot and saw the slimy egg goo hanging from his shoe. When Rhulani showed Gogo his slime-covered shoe, she laughed. “Those silly chickens lay so many eggs!” she said.



That evening, Dakalo stayed over for dinner.

Gogo served up pap and eggs.

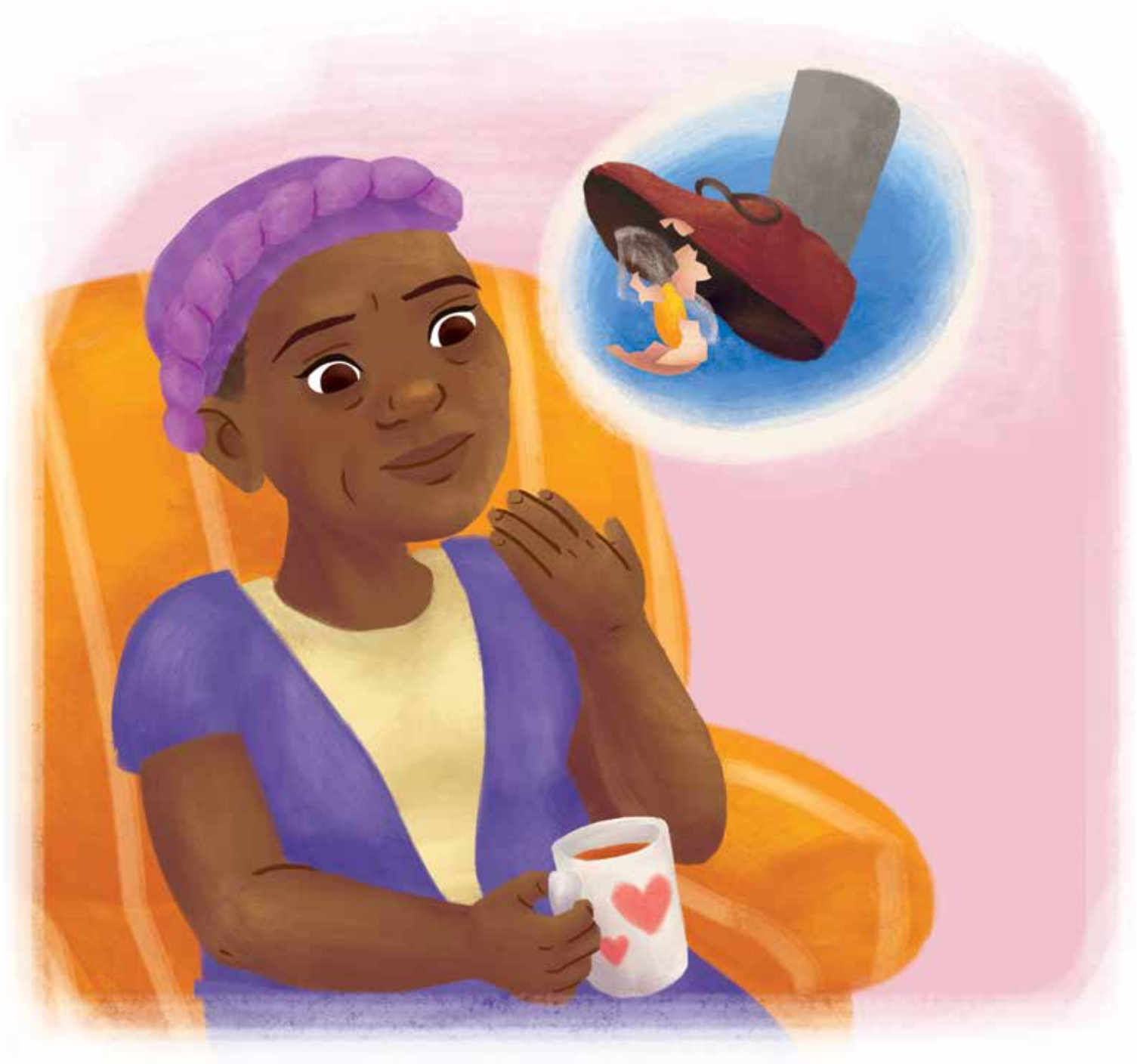
“Eggs are packed with protein to make you strong!” she said as she passed out the plates.

Dakalo paused for a moment. Then he reluctantly took a bite. “These eggs are delicious!” he said, “I don’t usually like eggs but these ones taste different!”

“These ones come from our own chickens!” Rhulani explained.



After bedtime, Gogo sat alone. She thought about all the extra eggs in the yard. She thought about the egg goo on Rhulani's foot. She thought about all the protein packed into her eggs. She thought about what Dakalo had said. Suddenly, she had an idea.



When Rhulani got home from school the next afternoon, he found Gogo in the yard with a hammer, scraps of wood and metal, nails and an old tin of paint.

“What are you doing?” he asked.

“I am building a coop for our chickens.”

said Gogo. “We will not have extra eggs laying around the yard anymore because we are going

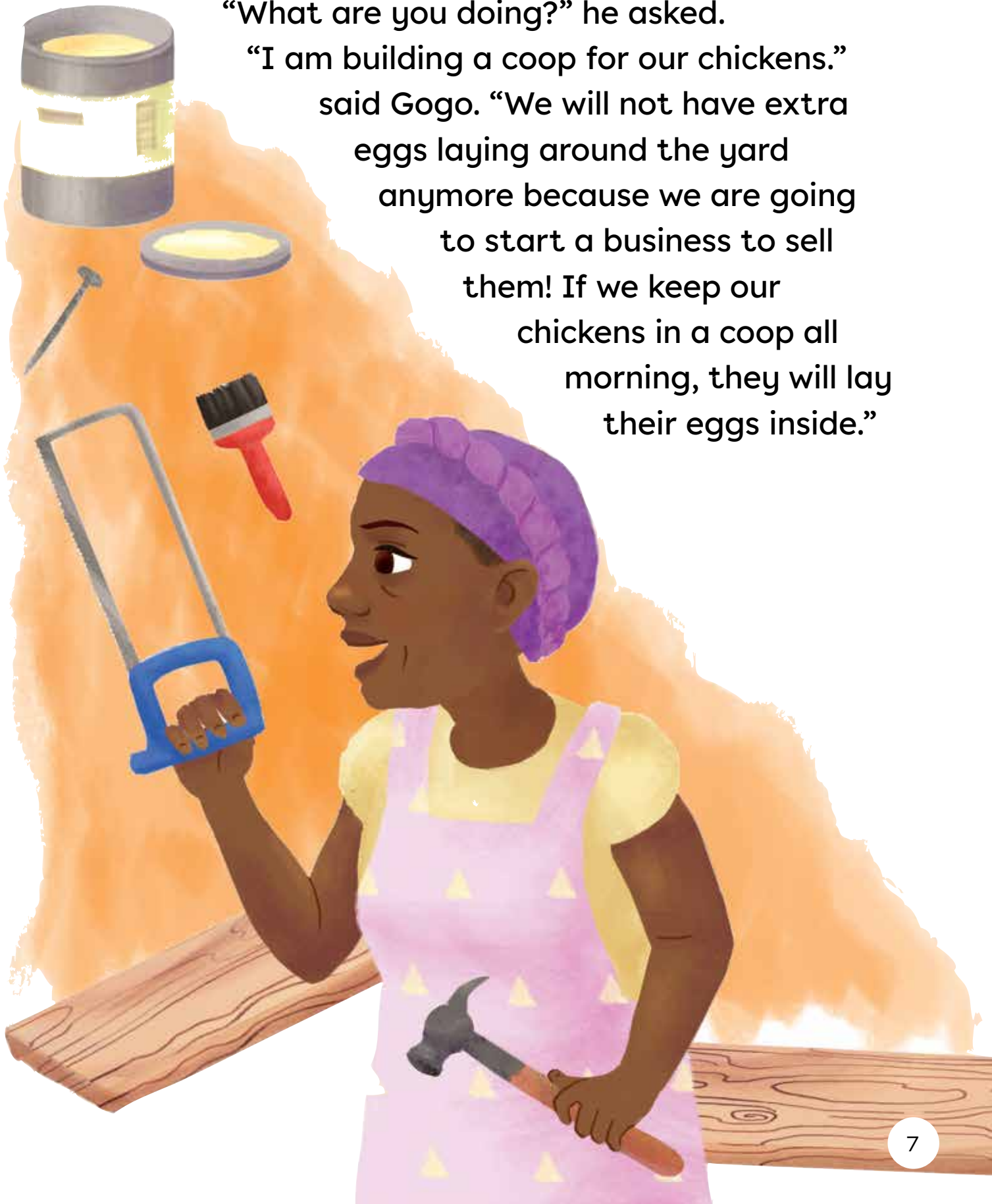
to start a business to sell

them! If we keep our

chickens in a coop all

morning, they will lay

their eggs inside.”



“We need a sign so that people know we have eggs for sale!” Rhulani said.

Rhulani took a piece of wood from the pile and opened the tin of paint.

“Don’t forget to write that eggs are packed with protein!” Gogo said.

Then he made his sign: Delicious, fresh eggs for sale!
Packed with healthy protein!

He painted a chicken and eggs on the sign so it would catch everyone’s attention.



By the time Rudzani arrived home from school, the coop was finished. Gogo and Rhulani were putting up the sign.

“We’re starting an egg business!” Rhulani told his sister.

“This sign is nice, but only people walking by will see it. I’ll make flyers that we can give out to people!” she said.

She took a stack of paper and her crayons. She spent the rest of the night designing beautiful flyers.

“Don’t forget to advertise that eggs are packed with protein!” Gogo said.



“I know another way we can advertise our eggs.” Gogo said. “Mr Tshivase talks to everyone. I will give him some eggs, so that he can spread the word!”

“Don’t forget to tell him that eggs are packed with protein!” Rhulani said as Gogo walked out the door.



A few days later, there was a knock at the door. It was Dakalo's mother. "I heard you're selling eggs," she said, "Dakalo said I must buy your eggs rather than the ones from the shop! I'll take a dozen, please!" She held out her money.



After she left, Rhulani asked Gogo what they would do with the money.

“Well, I think we should expand our business,” said Gogo. “Let’s save up and buy some seeds so that we can sell vegetables that are packed with healthy vitamins. What kind of vegetables would you like to help grow?”





Read 1

What did Rhulani step on?

He stepped on an egg in the yard.

What did Rhulani write on his sign?

He wrote “Delicious, fresh eggs for sale! Packed with healthy protein!” on his sign.

Why did Rhulani’s gogo decide to start an egg business?

- Because they had too many eggs to use.
- Because she realised they were wasting eggs.
- Because Dakalo commented on how delicious the eggs were.
- Because she knew lots of people in the community could benefit from fresh, healthy eggs.



Read 2

How can we infer that Rhulani and Rudzani liked Gogo’s idea?

- Because they both wanted to help her start the business.
- Because they both spent time helping her advertise the new business.

How did Rhulani, Rudzani and Gogo advertise their business?

They made a sign, flyers and through word-of-mouth.

Why did Dakalo’s mother come to buy eggs?

- Because Dakalo liked the fresh, healthy eggs from Gogo’s chickens.
- Because Gogo started a business to sell her extra eggs.
- Because all of the advertising was working!



STORY 2

KELVIN DOE: DJ

FOCUS

Theme: We are entrepreneurs



Background information

- This text is a fiction story.
- It is set in Sierra Leone.
- It takes place in the recent past.
- This story will help your learners understand how creativity, perseverance, and problem-solving can help people improve their communities. It also shows how innovation, learning from mistakes, and working hard can help people achieve their goals and make a positive difference in their communities.



Some points to share with your learners

- Electricity powers lights, radios, televisions, and many other devices. Without electricity, homes can be dark and people cannot use many electrical appliances.
- An invention is something new that someone creates to solve a problem. Innovation means finding new and better ways to do things.
- Scrap materials are old or broken items that people no longer use. Sometimes these materials can be recycled or reused to make something new.
- A radio station broadcasts news, music, and information so that many people can listen and learn about what is happening in their community.



Comprehension Strategy: Make evaluations

- What it is: Deciding if you like the story or how the characters made choices.
- Why we use it: To form your own opinions and understand the story on a deeper level.
- How it helps: It helps you think about the story's message and what you believe about it.



To use this strategy:

Page & paragraph	Read	Say
20, 1	Then, Kelvin spent many hours putting parts of old, broken electronic goods together to make them work. He taught himself engineering through extreme focus and through trial and error.	I make the evaluation that Kelvin is a very determined person, because he taught himself engineering through trial and error. He must have made lots of mistakes and had try thing in lots of different ways - but he didn't give up!
23, 1	At David's camp, Kelvin built his own radio transmitter, and the other equipment needed to broadcast his community radio station.	I make the evaluation that Kelvin is a very determined person, because he had an idea to help his community - and he worked hard to build everything he needed to follow through.

This story is based on the true story of Kelvin Doe.
Kelvin is an innovative person who used his creativity
and determination to help his community.



Kelvin was born in Freetown, Sierra Leone. Growing up, Kelvin's neighbourhood in Freetown had plenty of power lines, but they rarely brought electricity into peoples' homes. The lights came on once a week, maybe. The rest of the time, peoples' homes were dark.



When Kelvin was just 10 years old, he decided he would be the one to help solve the electricity problem for his neighbours. Kelvin began collecting scrap metal, discarded devices and broken electronic goods. He scavenged from dustbin to dustbin all across Freetown to find all the scraps he needed to teach himself.



A vibrant, cartoon-style illustration of a young boy with dark, curly hair, wearing an orange t-shirt and blue jeans, sitting on a large, multi-colored striped rug. He is focused on repairing a small electronic device with a soldering iron. The rug is covered with various electronic components and tools, including a microphone, a small blue box, a black power supply unit, a white power adapter, a soccer ball, and a pair of red sneakers. A small, fluffy brown dog is sitting on the rug, looking up at the boy. The background is a simple white wall with a few small green plants on the rug's edge.

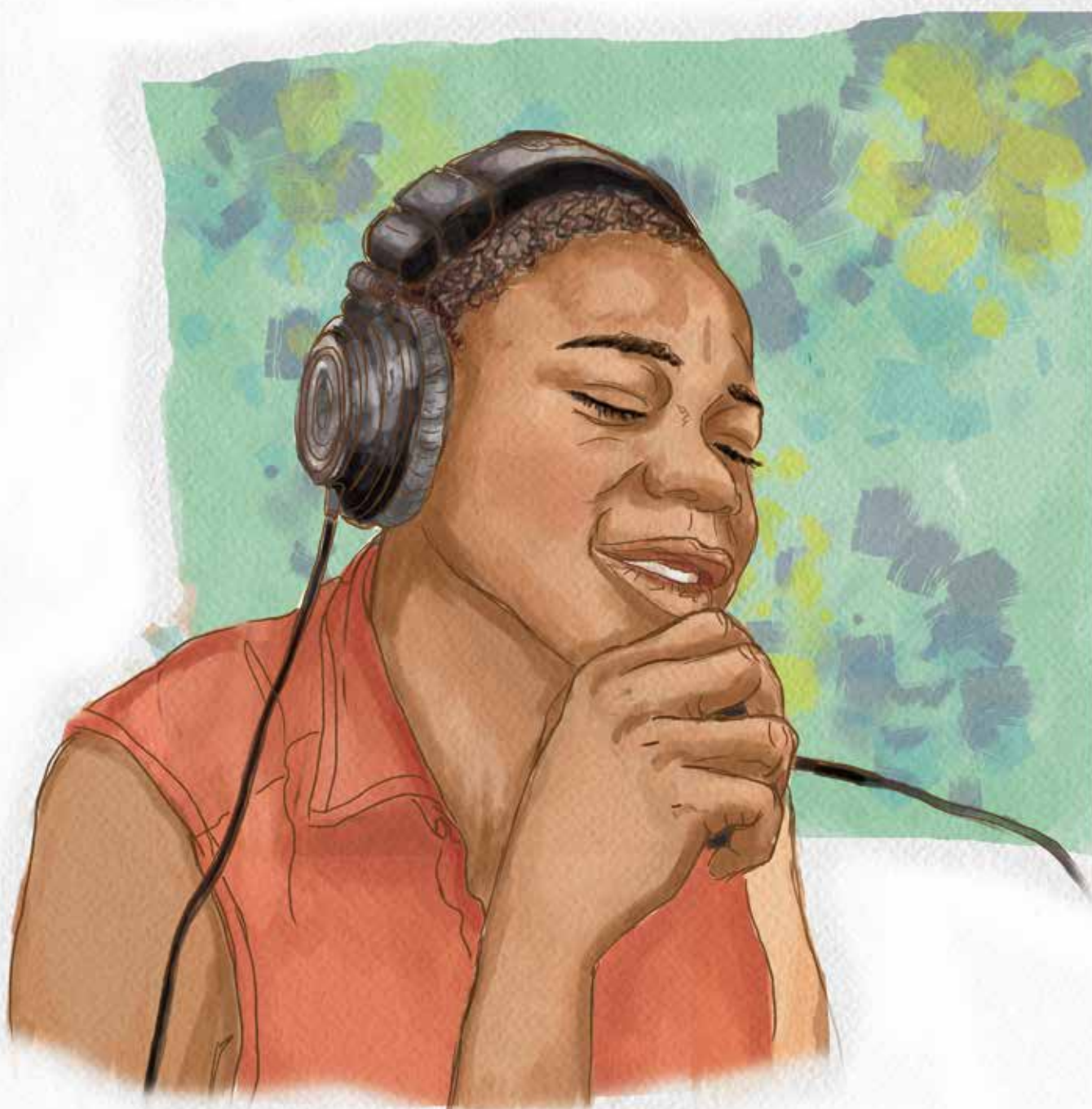
By the time Kelvin was 13 years old, he had invented a battery using recycled materials including soda, acid, metal and tape. The battery was strong enough to light up the homes in his community and to help him work on his new inventions.



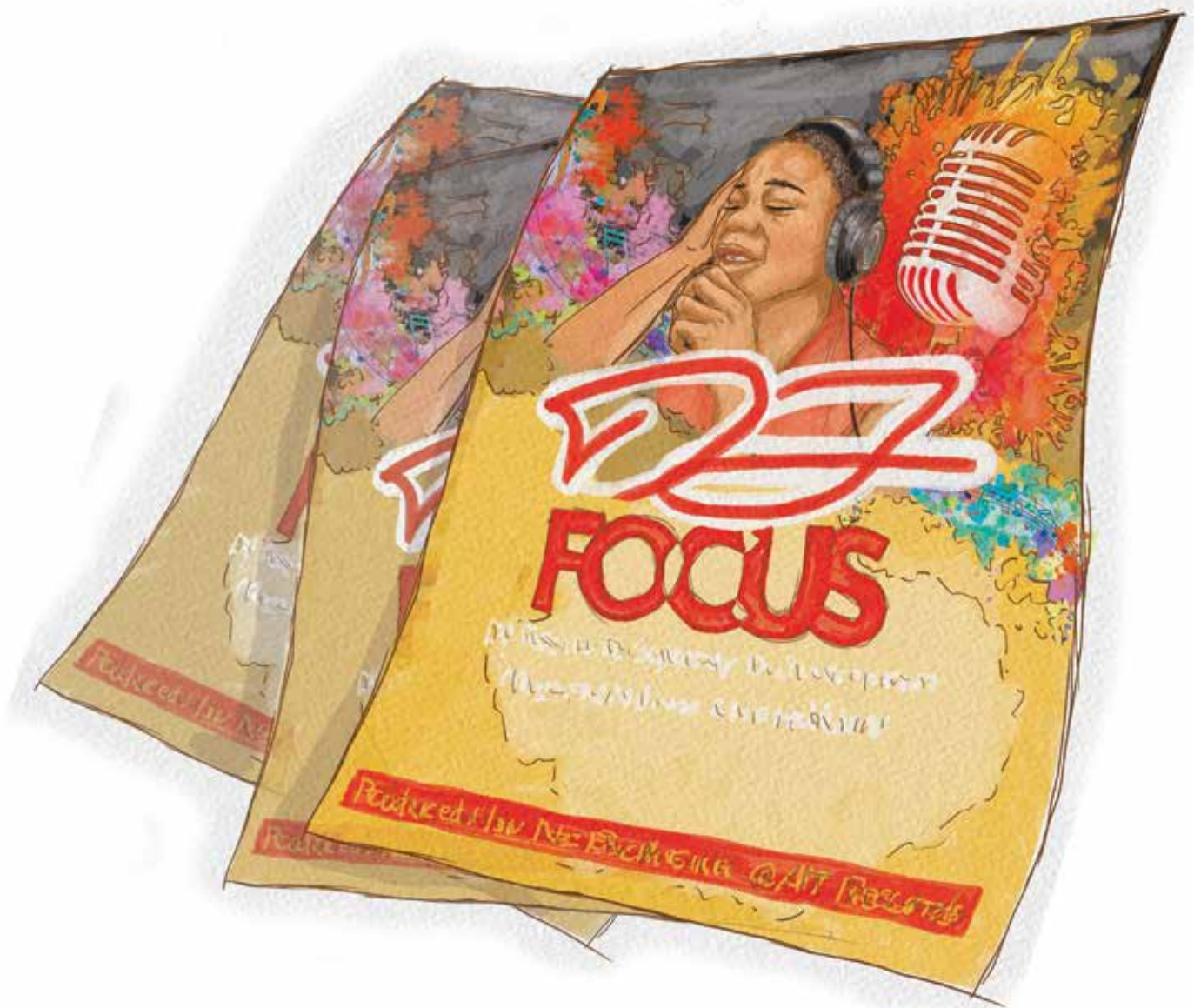
Then, Kelvin heard about an innovation camp run by a young Sierra Leonean named David Sengeh. David challenged young people to think about the toughest problems facing their communities and to come to camp to solve them. Kelvin decided that the youth in his community needed a voice. Kelvin gathered a team and they applied to the camp to develop everything they would need to run a radio station. “If we have a radio station we can debate the issues affecting our community, and Sierra Leone as a whole,” Kelvin explained.



At David's camp, Kelvin built his own radio transmitter, and the other equipment needed to broadcast his community radio station.



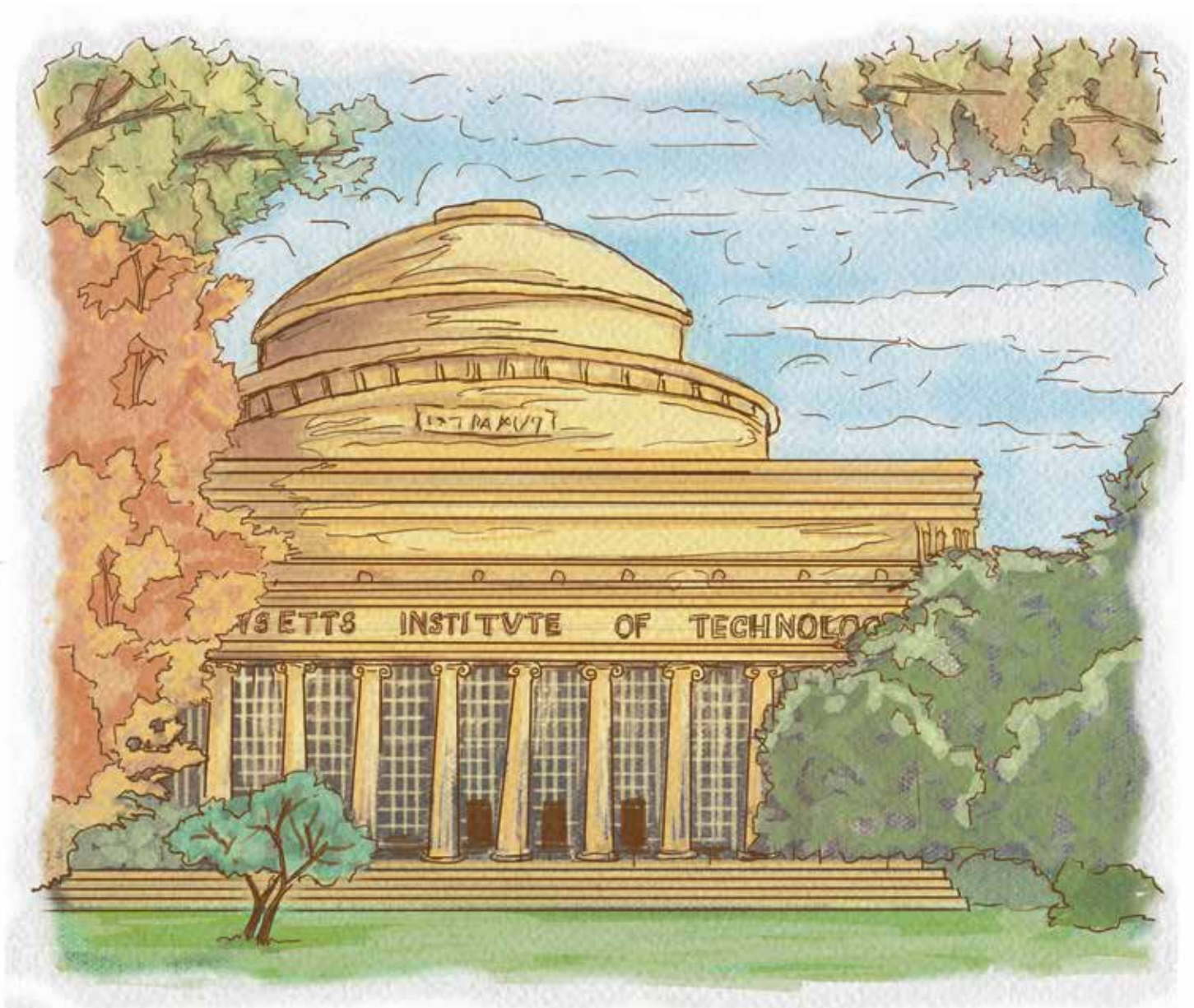
Once he had built everything he needed, Kelvin organised a full-time team of staff. His radio station then began to broadcast news, read out peoples' ideas and opinions from text messages and play music. On the radio Kelvin is known as DJ Focus. Kelvin's DJ name comes from his belief that with focus, any invention is possible!



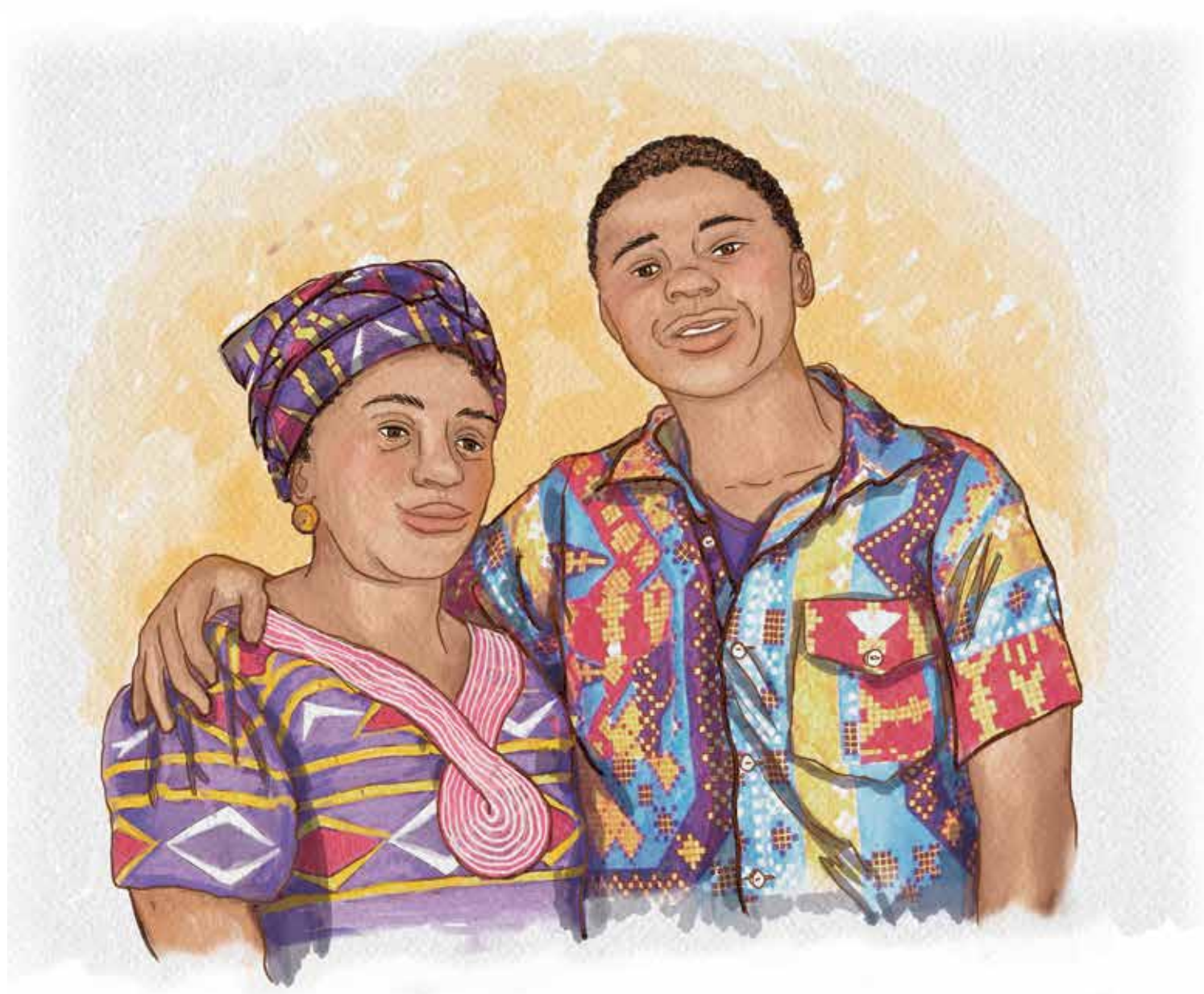
Kelvin's brilliant radio station was just the kind of invention David was looking for. David's main goal was to develop thousands of young people who dreamed of solving the problems in their neighbourhoods. David believed that Kelvin had the skills and passion to change the future for Sierra Leoneans. Kelvin's innovative radio station led him to win the top prize at David's summer camp.



David began to think of Kelvin as a younger brother. He wanted to help Kelvin expand his mind and skills by working with other engineers. David helped organise for Kelvin to attend a special engineering programme at an American university called MIT.



Kelvin was just 16 years old, and the youngest person to ever be invited to this programme. This was Kelvin's first time out of Sierra Leone. Kelvin loved the opportunity to work with experienced engineers and to learn from them. But, Kelvin felt deeply homesick – especially for his mother.



In an interview, Kelvin said that, “perseverance and passion are essential to nurturing that creative ability.”

To this day, Kelvin continues to use his perseverance and passion to run his radio station, invent new things and help make the lives of the people in his family, community and country better.





Read 1

Where did Kelvin grow up?

He grew up in Freetown, Sierra Leone.

What was Kelvin's nickname on his radio station?

His nickname was DJ Focus.

Why did Kelvin want to start a radio station?

- Because decided that the youth in his community needed a voice.
- To help give the people in his community a place to debate the issues affecting their community / country.
- Because he thought it would help make his community a better place.



Read 2

Why did Kelvin decide to build a radio station?

Because he thought his community needed a place to share and discuss ideas.

Why is Kelvin's DJ name 'DJ Focus'?

Kelvin's DJ name come from his belief that with focus, any invention is possible.

What evidence in the story shows us that Kelvin is a determined person?

- He taught himself engineering.
- He figured out how to make a battery out of recycled material.
- He made a battery to light up his house.
- He heard about an innovation camp and gathered a team to apply.
- He had an idea to fix a problem in his community, and he worked hard to make it happen.



STORY 3

ZWELI

SPEAKS UP

Theme: We make a difference



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand what bullying is, how bullying makes people feel. It also demonstrates how they can show kindness and courage by standing up for others and asking trusted adults for help.



Some points to share with your learners

- Bullying happens when someone repeatedly says or does hurtful things to another person to make them feel sad, scared, or left out.
- People have different circumstances. Some families have more money than others. Children may wear old, worn-out, or repaired clothes and shoes because their families cannot easily afford new ones.
- Sometimes it can be difficult for people to do the right thing, especially if they think others might be angry with them.
- A teacher's job is to help keep learners safe at school. Learners should talk to teachers when they are being bullied or when they see someone else being bullied.



Comprehension Strategy: Ask questions / Wonder

- What it is: Thinking about and asking questions about the story while reading.
- Why we use it: To stay interested and find out more as you read.
- How it helps: It keeps you engaged and helps you better understand the story. It helps you to predict what is going to happen in the story.



To use this strategy:

Page & paragraph	Read	Say
33, 4	"You don't look fine," said Zweli's mother as she carried the pap from the stove.	I wonder why Zweli is looking sad? I think he must feel sad that Lungi was getting bullied.
35, 3	"That sounds like a good idea," said his mother. "I think that is what you would want someone to do for you."	I wonder if Zweli will decide to help Lungi at school? I think he wants to do something to help his friend, but it also might feel scary!

“How was school today?” Zweli’s mother asked him as she stirred the pap.

“It was... fine,” said Zweli. He sat down at the table.

Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.

“You don’t look fine,” said Zweli’s mother as she carried the pap from the stove.



“Well, the other kids were mean to Lungi,” Zweli replied.

“Why were they mean to her?” asked his mother.

“They said she must have found her shoes in the rubbish,” said Zweli. “They said she looked like a dirty, rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi’s,” Zweli said.



“I wonder what you could do to help?” his mother asked.

Zweli thought about this. “Maybe next time, I could tell the other kids to stop being mean,” he suggested.

“That sounds like a good idea,” said his mother. “I think that is what you would want someone to do for you.”



The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. “What will happen when I tell the other kids to stop being mean?” he wondered.

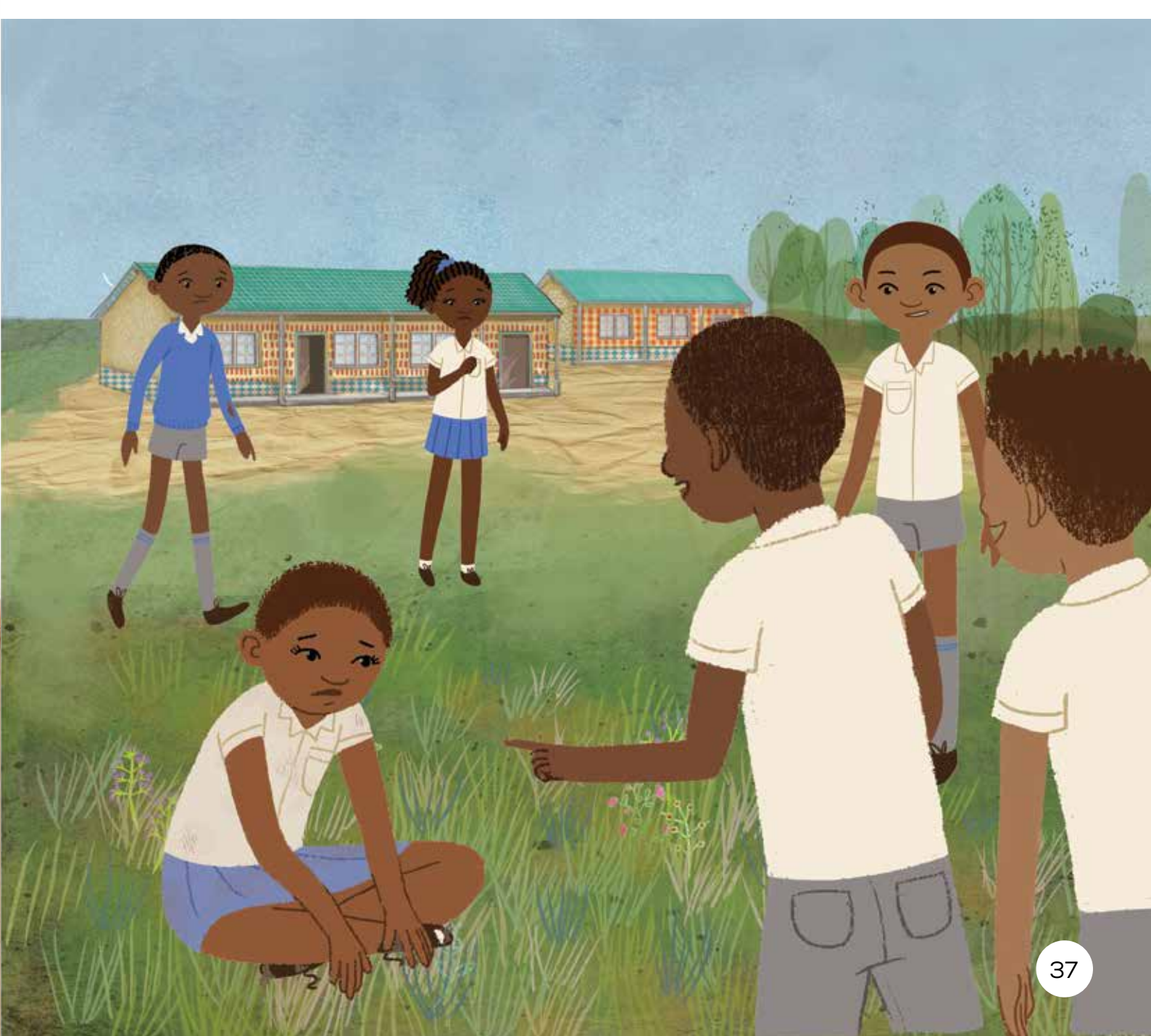
“Maybe they will say my jersey came from the rubbish dump,” he thought, as he looked down at the big hole in his sleeve. “Or maybe Sibusiso or Lucky will get angry and hit me,” he thought.



When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.

Sibusiso and Lucky walked over to Lungi. Some other children gathered around. “Let’s see your dirty, rubbish shoes today,” Lucky teased.

“Do you live in the rubbish?” Sibusiso laughed. Some of the other children pointed and laughed.



Zweli stood in front of Lungi. “Stop that!” he said. “Stop being mean.” His heart was beating fast. His face felt hot.

Lucky and Sibusiso looked surprised. They walked away. The other children followed.



“Zweli come here!” shouted Mr Maboya. He was standing outside his classroom.

“Oh no!” thought Zweli. “Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.”



“I saw the way you stood up for Lungi,” Mr Maboya said.

“I’m very proud of you.” Mr Maboya gave Zweli a smiley sticker. “Next time, you can also come and tell me,” said Mr Maboya. “I am here to help too.”

Zweli couldn’t wait to tell his mom all about his day.





Read 1

Who was getting bullied at school?

Lungi was getting bullied.

Who was bullying her?

Lucky and Sibusiso. There were also some other children there.

Who gave Zweli a sticker?

Mr Maboya.

Why did Mr Maboya give Zweli a sticker?

- Because Zweli told the other children not to be mean to Lungi.
- Because Zweli did the right thing.
- Because Mr Maboya was proud of Zweli.



Read 2

Why did the other children tease Lungi?

Because she had holes in her shoes.

Have you ever stood up for a friend like Zweli? Has someone ever stood up for you?

Listen to individual learner responses.

Do you think Zweli did the right thing?

Listen to individual learner responses.

Why did Zweli decide to speak up?

- Because he didn't want the other children to be mean to Lungi.
- Because Zweli knew that the other children could tease him too.
- Because Zweli would want someone to stand up for him if he was getting teased.



STORY 4

GRETA THUNBERG, A CLIMATE CHANGE HERO!

Theme: We make a difference



Background information

- This text is a fiction story.
- It is set in Sweden.
- It takes place in the recent past.
- This story will help you learners' understand that we can make a difference by speaking up about important issues. It also shows how we can also take action, and inspire others to create positive change in the world.



Comprehension Strategy: Find and remember details

- What it is: Looking for and recalling important details like characters, setting, and events.
- Why we use it: To keep track of what happened and understand the story better.
- How it helps: It helps you talk about the story and understand the sequence of events.



Some points to share with your learners

- Autism is a condition where the brain processes information differently. This can make talking, socialising, and dealing with change more difficult.
- There are many variations of autism. Someone like Greta Thunberg has Level 1 autism, which means she can function independently and has strong abilities. However, she may still experience difficulty communicating and interacting with the world.
- Be patient and clear when communicating with an autistic person. Do this by saying exactly what you mean and by giving them time to respond to questions or conversation.
- An autistic child might see, hear or feel things more intensely. Try to be aware of this. If you see the child going completely silent or having a meltdown, try to give them some alone time in a quiet space.



To use this strategy:

Page & paragraph	Read	Say
49, 1	Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.	How did Greta become an expert on Climate Change? Oh, I learn that she read a lot and also watched videos to learn everything she could.
53, 1	Greta agreed to give a speech in front of thousands of people at a huge climate change rally. Her parents worried that her Autism would make it impossible for her to speak in front of so many people. But, Greta's determination helped her overcome her fears.	What helped Greta overcome her fears? Oh, I learn that her determination helped her overcome her fears.

Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She is autistic. This means that her brain works differently from other people. It makes it difficult for her to talk to other people and make connections with them.



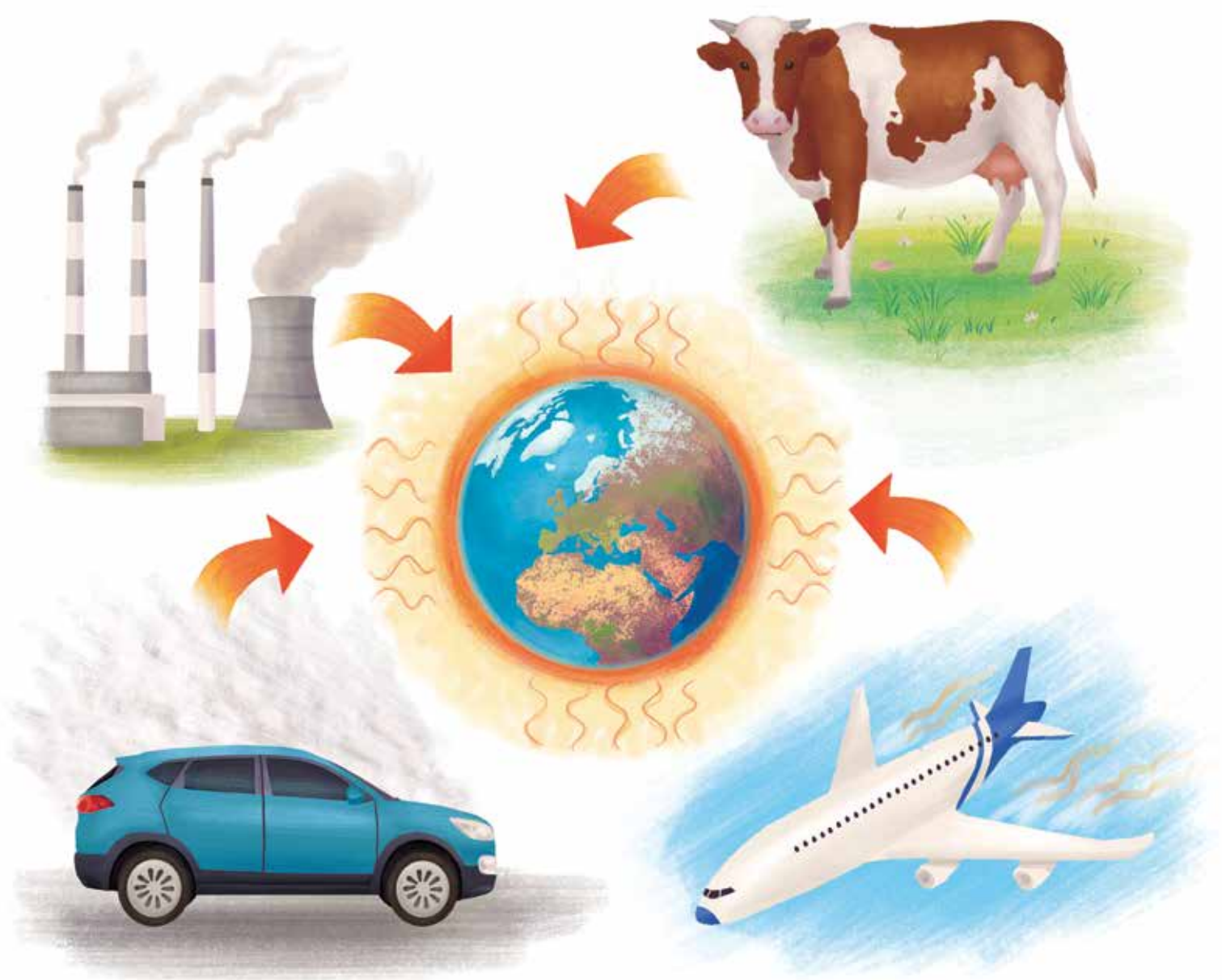
But, Greta's autism also allows her to focus on, and understand issues in a very deep way. Greta decided to use her autism as a gift to fight for a cause that she believed in. Greta put all her energy into trying to save the environment by fighting something called "climate change".



Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth.



Greta's teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.



Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.



Greta started working for change in her own home. She convinced her parents to change the way they lived. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.



Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.



But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.



Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate change rally. Her parents worried that her Autism would make it impossible for her to speak in front of so many people. But, Greta's determination helped her overcome her fears. Thousands of people cheered Greta on and recorded her speech on video.



Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram.

She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.



Greta once said, “I have always been that girl in the back who doesn’t say anything. I thought I couldn’t make a difference because I was too small.”

Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!





Read 1

What was the issue that Greta cared about?

- She cared about climate change.
- She cared about saving the planet.

What is one thing Greta used the Internet for?

- To become an expert on climate change.
- To post photographs on Instagram.
- To post videos on Facebook.
- To write on Twitter.
- To connect children from all over the world.

How did Greta get her message about climate change out?

- She convinced her parents to change their habits.
- She protested outside of Parliament.
- She made a sign about climate change.
- She made flyers to give to people.
- She gave a speech at a big rally.
- She posted photographs.
- She posted videos.
- She used social media.



Read 2

What is one cause of climate change?

- Air pollution from most cars, aeroplanes, power stations and factories makes the world heat up.
- Gas made by cows also makes the world heat up.
- Pollution.

What do you think makes Greta an impressive person?

I think Greta is an impressive person because...

Why did Greta decide to use social media?

- She wanted to convince more and more people to fight against climate change.
- She could use social media to reach children all around the world.
- Because she realised people all around the world must work together to save the planet!
- Because she wanted other children to realise they could also protest and speak out!

STORY 5

TREVOR NOAH, THE KING OF 'FITTING IN'



Theme: Our identities



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the recent past.
- This story will help your learners understand what Apartheid was, and how unfair laws affected people's lives. It shows how Trevor Noah used language, humour, and determination to overcome challenges and find a sense of belonging.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



Some points to share with your learners

- Apartheid was a system of laws in South Africa that separated people based on race. During Apartheid, people from different racial groups were not treated equally and did not have the same rights and opportunities.
- South Africa is home to many different cultural groups and languages. People can often communicate and build friendships by learning one another's languages.
- Belonging means feeling accepted, included, and valued by a group of people. Sometimes people feel different from those around them and need to find ways to connect with others.
- A comedian is a person who makes people laugh through jokes, stories, and performances. Trevor Noah became famous because he used humour to tell stories about his life and the world around him.



To use this strategy:

Page & paragraph	Read	Say
61, 1	Trevor's mother was a black Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white man from a country called Switzerland. They had Trevor, a mixed-race child.	I can infer that everyone in Trevor's family looks different from each other.
67, 1	So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor fit in anywhere!	I can infer that Trevor found different strategies to fit in. For example, he tried to learn lots of languages. He started a business that helped him have a reason to talk to everyone, and make everyone laugh.

Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called, 'Born a Crime' about his experiences growing up during Apartheid.



During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.



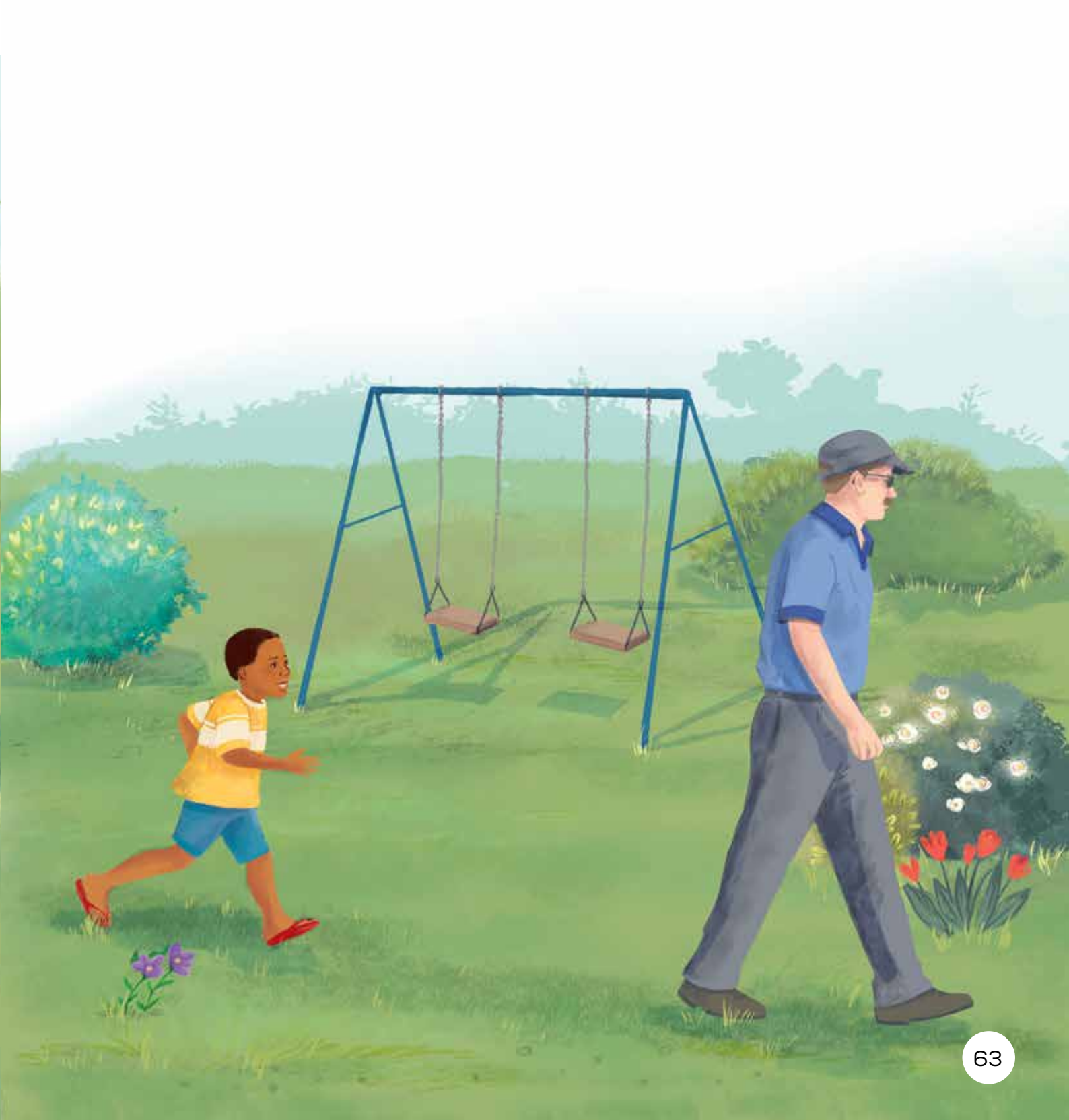
Trevor's mother was a black Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people. He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.



When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!



Once, when Trevor was very small, he shouted, “Daddy!” and ran towards his father. Trevor’s father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling, “Daddy!”



Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor's family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn't allowed to play out on the street with the other children!

Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!



Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he ‘fitted in’. In other words, Trevor found that when he spoke someone’s language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.



When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, Black and White children at Trevor's school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.



So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor fit in anywhere!



Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!





Read 1

When was Trevor born?

Trevor was born during Apartheid.

Where did Trevor's grandmother live?

She lived in Soweto.

What did Trevor do to try to fit in?

- He learned lots of languages.
- He started a business at school.
- He learned to make people laugh.

Why did Trevor have a difficult time fitting in?

- Because he looked different from everyone in his family.
- Because he wasn't allowed to play with other children, because he might get taken by the police.
- Because in high school, he was the only mixed-race child. He didn't fit in easily with the other groups of children at school.



Read 2

Where did Trevor grow up?

He grew up in Johannesburg.

What was one thing that you can infer was difficult in Trevor's life?

I can infer that it was difficult for Trevor to...

What was Trevor's business?

He collected money from the other learners and bought food from the tuck shop for them.

What strategies did Trevor Noah use to belong?

- He started a business.
- He observed and watched people.
- He learned lots of different languages so he could communicate easily with people.
- He learned how to make all different kinds of people laugh.



STORY 6

EVERYONE'S

SOUTH AFRICA

Theme: Our identities



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help you learners' understand that our identities are shaped by our cultures and heritages, and that all cultures are important and belong together in our communities.



Some points to share with your learners

- Heritage Day is a South African public holiday. Heritage is the culture and traditions that we inherit from our family and ancestors.
- People who live in South Africa have ancestors and relatives who come from many different places.
- A person can belong to more than one culture or country. For example, someone can be South African and also have heritage from another country.
- People may look different, speak different languages, or wear different clothing. It is important to respect and include everyone, even if they are different from us.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
75, 1	"I wonder if I am allowed to celebrate my Burundian traditions on Heritage Day?" he thought.	I can infer that Olivier loves his culture and is proud of it – but he is worried it doesn't fit into his South African classroom.
78, 1	That night, Olivier dreamt of his classroom on Heritage Day. All of the children were dressed in their traditional clothing. But he looked different from everyone else. He stood in the middle of the room while everyone pointed and laughed at him.	Oh! I can infer that Olivier is very worried about what the others will think if he wears his traditional Burundian clothing. I think he is worried that others will say he isn't really South African.

People who live in South Africa have ancestors or relatives who come from many different places. One country that people in South Africa come from is Burundi. Many people left Burundi to escape a war that lasted for about 13 years.

Burundi is a small country in Eastern Africa. The capital city is Bujumbura. The main language spoken is called Kirundi.

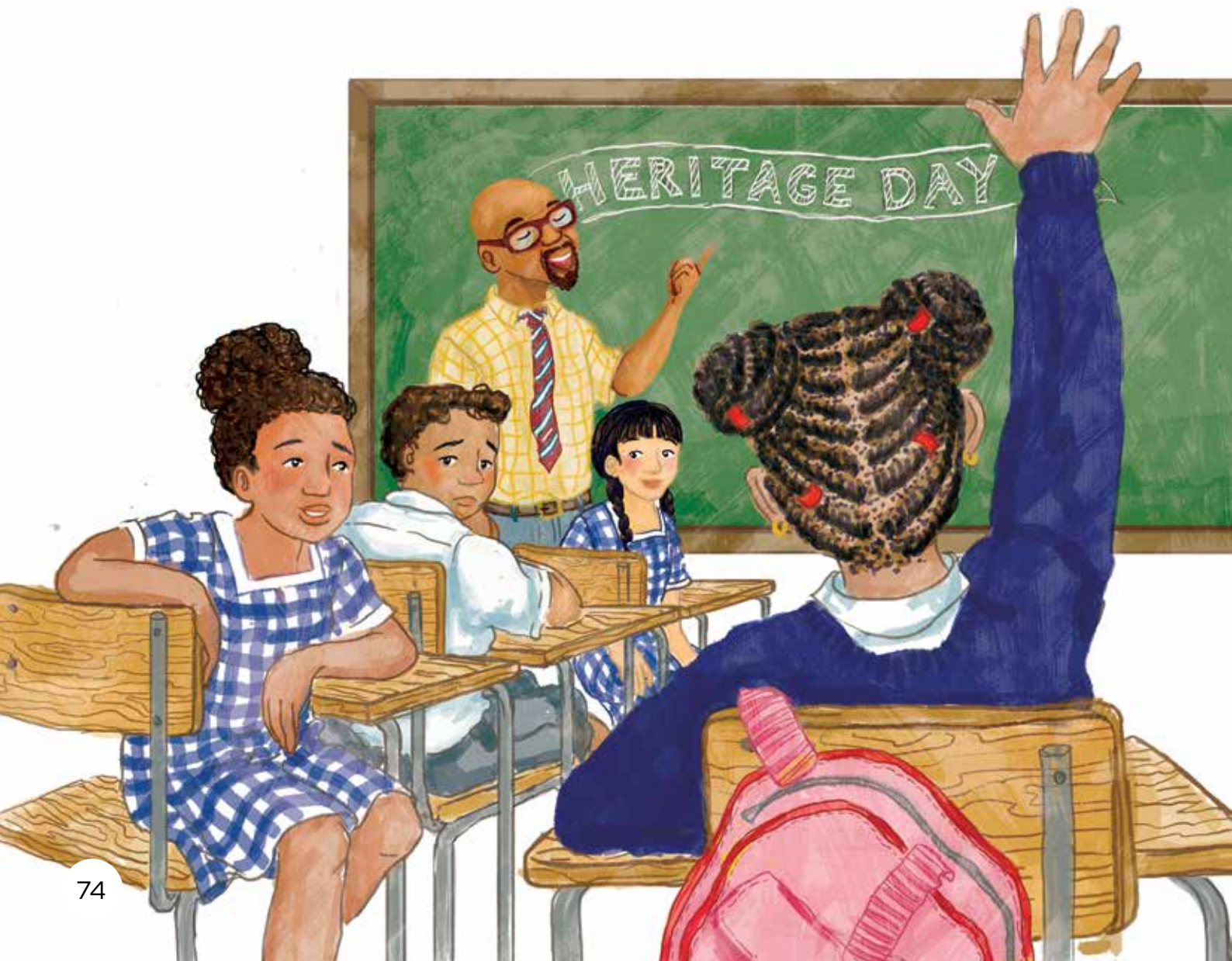


The Karyenda drum is a traditional drum from the Burundi. These drums are played in important festivals like the umuganuro (sorghum festival) and other special occasions.

“It is almost Heritage Day. Tomorrow we will celebrate all of our South African cultures and traditions!” Mr Dube announced. “What is a special tradition from your culture?”

Ithabeleng raised her hand. “I like when it is a special occasion and me and my mama wear our seshoeshoes!” she said.

“Ooh! I love the Indlamu dance from my culture,” Funani exclaimed.



Olivier sat quietly in his seat. He thought about the Karyenda drums that men played at festivals in Bujumbura. “I wonder if I am allowed to celebrate my Burundian traditions on Heritage Day?” he thought.



The bell rang at the end of the day. “Don’t forget to wear something from your culture tomorrow to celebrate all of our South African traditions!” Mr Dube announced.

“Am I allowed to wear my pagne?” Olivier wondered.



Olivier worried about his outfit for Heritage Day until bedtime.



That night, Olivier dreamt of his classroom on Heritage Day. All of the children were dressed in their traditional clothing. But he looked different from everyone else. He stood in the middle of the room while everyone pointed and laughed at him.

“What is that?” Ithabeleng giggled.

“That’s not South African!” Funani exclaimed.

“Olivier doesn’t belong here!” Mr Dube announced.



Olivier's nightmare was interrupted by his father gently shaking him.

"Olivier, time for school!" Mr Buyoya said.

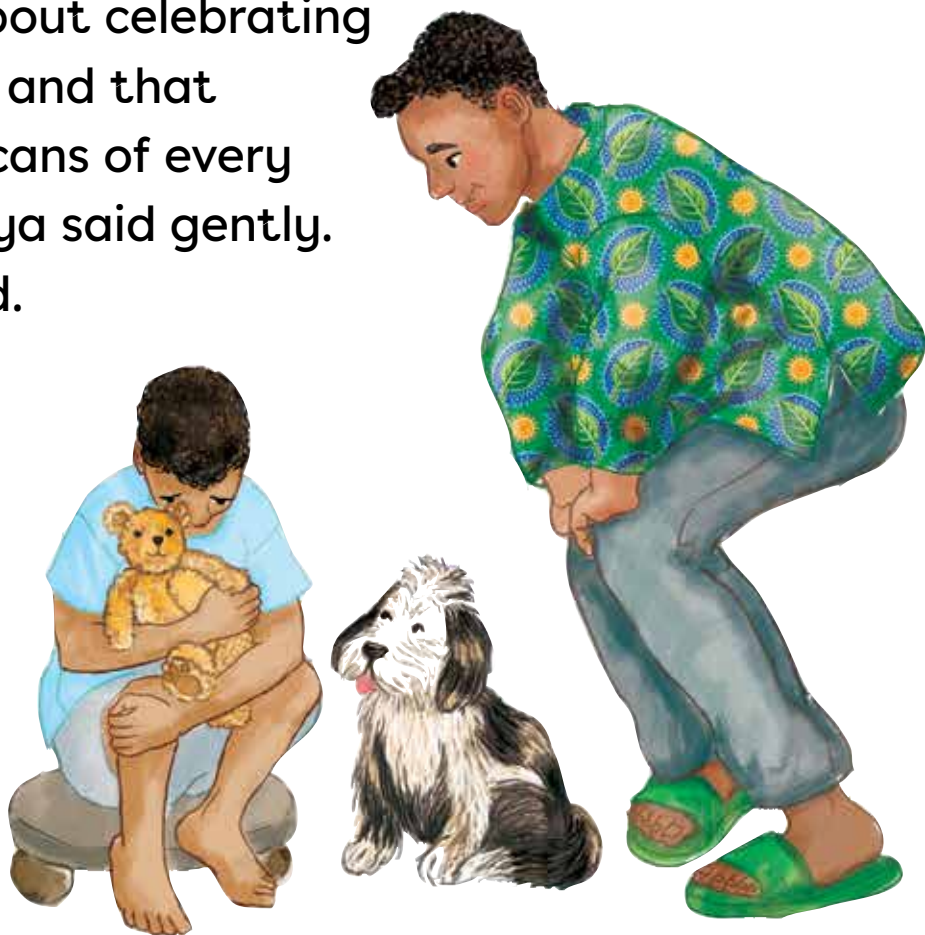
"I don't want to go to school today," Olivier replied.

"Why, what's wrong?" Mr Buyoya asked.

"Today is Heritage Day at school. Mr Dube told us to wear something to celebrate our South African cultures. But I don't have a South African culture," he said.

"Well you might not have a South African culture, but you do have a special cultural heritage."

"Heritage Day is about celebrating all South Africans – and that includes South Africans of every heritage!" Mr Buyoya said gently.
"Wait here!" he said.



Olivier's father came back into the room with an old pagne and helped Olivier get dressed. "Now you look like you're ready to play your own Karyenda drum!" Mr Buyoya said.



Olivier admired his traditional Burundian outfit in the mirror. But his smile faded quickly. “What if someone says that I don’t belong?” he worried.

“Then you tell them that South Africa belongs to all of us. You are a proud South African with Burundian heritage!” Mr Buyoya exclaimed.



Olivier looked around as he walked into his classroom. He braced himself for pointing and laughing. He repeated what his father had told him in his head: “South Africa belongs to all of us. I am a proud South African with Burundian heritage.”

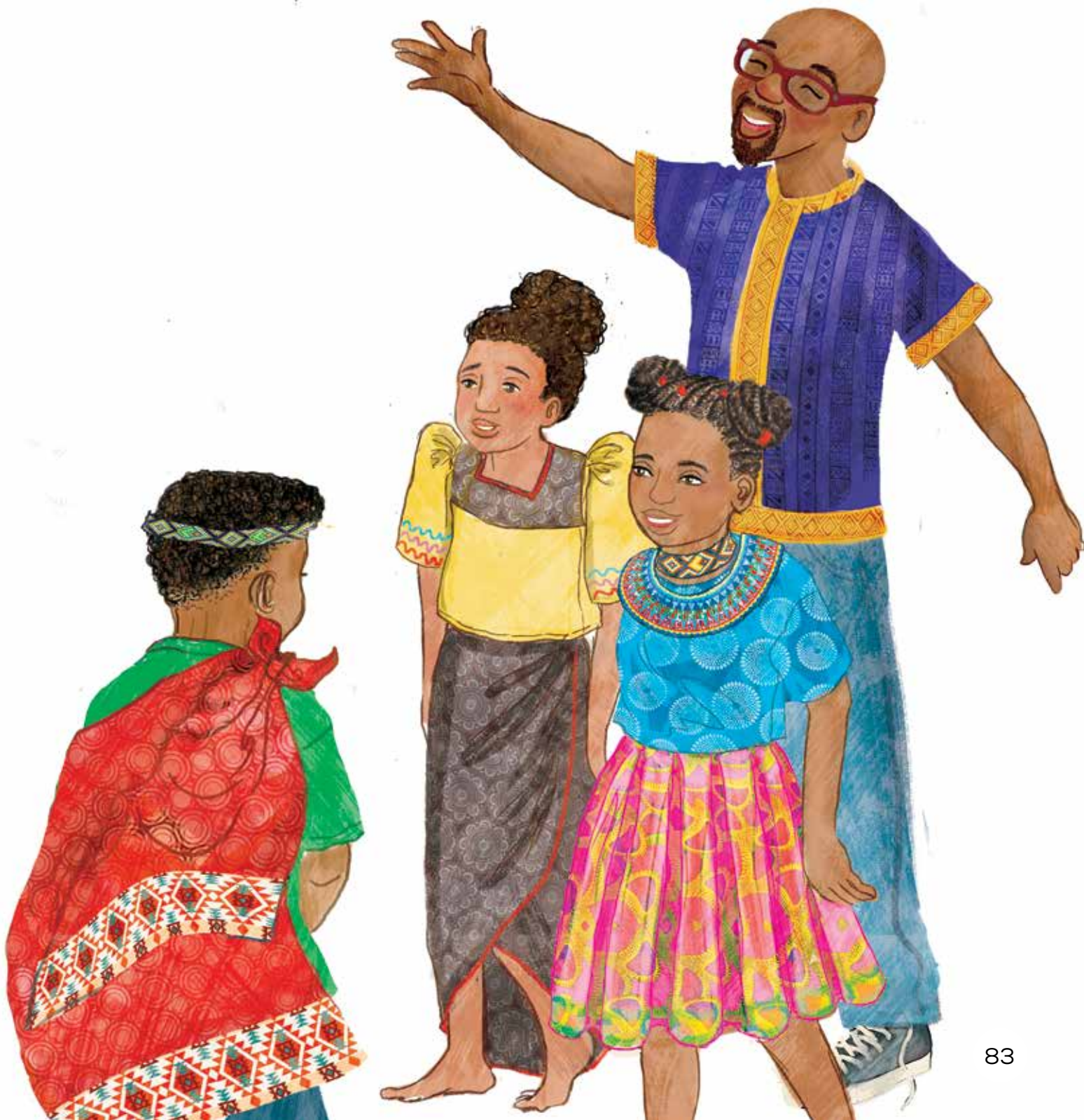


But no one said that Olivier didn't belong.

“Wow! I love your outfit,” Ithabeleng said.

“I want to learn about your heritage!” Funani said.

“All of our heritages belong here!” Mr Dube announced.





Read 1

Where is Olivier's family from?

They are from Burundi.

Where does Olivier's family stay now?

They stay in South Africa now.

Why didn't Olivier want to go to school?

- Because he thought Heritage Day was only to celebrate certain cultures.
- Because he didn't know if he could wear something from his Burundian culture.
- Because he felt like he didn't fit in.
- Because he was afraid the other children would make fun of him or tell him he didn't belong.



Read 2

What is Olivier's heritage?

His heritage is Burundian.

What happened in Olivier's dream?

- Everyone made fun of him.
- Everyone pointed and laughed at him.
- His teacher told him that he didn't belong.

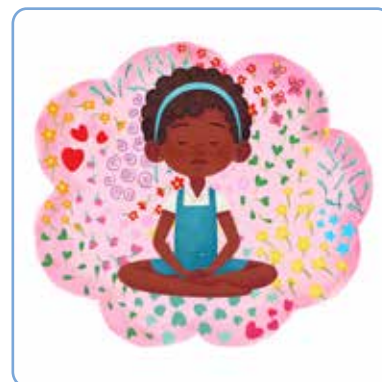
Why did Olivier wear his pagne to school?

- Because his heritage is Burundian so he wore a pagne for Heritage Day.
- Because his teacher told the learners to wear something from their own culture for Heritage Day.
- Because a pagne is an outfit from his own culture.
- Because his father helped him to understand that Heritage Day is about celebrating all different South African heritages.
- Because he realised he could be proud of his identity and cultural heritage even though it doesn't come from South Africa.

STORY 7

ZANDILE LEARNS TO MEDITATE

Theme: We learn new things



Background information

- This text is a fiction story.
- It is set in South Africa.
- It takes place in the present day.
- This story will help your learners understand that we can learn new things from other people, and that learning a new skill takes practice and patience.



Some points to share with your learners

- Meditation is a way of sitting quietly and focusing your attention, often on your breathing, to help you feel calm and relaxed.
- Families may have different customs, beliefs, or daily practices. Something that seems unusual to one person may be a normal part of another family's life.
- When we try to focus on one thing, our minds often wander to other thoughts, such as school, friends, food, or things we need to do. This is normal and happens to everyone!
- Most new skills are difficult to learn. People usually need to practise many times before they become comfortable or successful.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



To use this strategy:

Page & paragraph	Read	Say
88, 2	"What are they doing?" wondered Zandile.	Zandile wonders what the Kapoors are doing, so I can infer that this is the first time she has ever seen anyone meditating.
90, 1	That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, "Hhhmmm."	Zandile is doing all the things she saw Geeta's parents do. I can infer that she is trying to meditate too. Maybe she is looking for a way to feel calm?

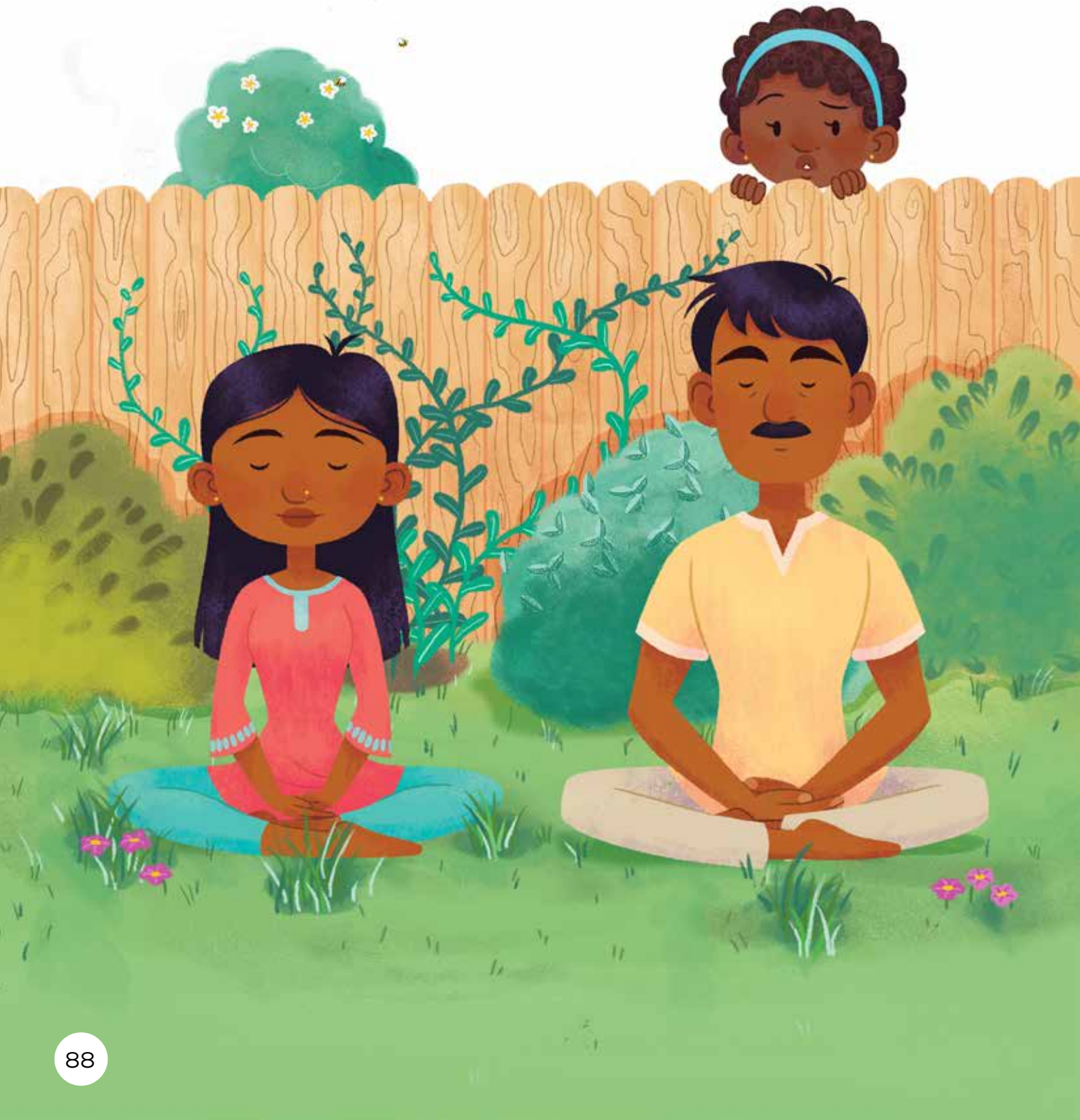
Zandile woke up early. It was still dark inside the house. She took her book and went outside.

Zandile sat down and began to read.



But then, she heard a weird noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.

“What are they doing?” wondered Zandile.



That day at school, Zandile saw Geeta eating her lunch. “I saw your parents sitting on the ground this morning,” Zandile said. “Why were they doing that? It was weird!”

“It’s not weird!” Geeta said. “It’s just meditation!”

“What is meditation?” Zandile asked.

“You meditate to feel calm and to clear your head,” Geeta replied.



That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, “Hhhmmm.”

But, she didn't feel calm. “I wonder how this works?” Zandile wondered.



The next day, Zandile found Geeta. “I tried to meditate,” Zandile said. “But it doesn’t work! I didn’t feel calm.”

Geeta laughed, “You did it wrong!”

“What do you mean?” Zandile asked, her face feeling hot. “How do you know?”

Geeta’s cheeks turned red, “Um, I saw you, over the fence.”

Zandile and Geeta both started laughing. “Come to my house after school,” said Geeta. “I’m sure my dad will show you what to do.”



After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.

Geeta answered the door, "Oh, hi Zandile!" Geeta said. "Come in. I told my dad you're coming."

Mr Kapoor was sitting at the kitchen table, reading the newspaper. "Zandile!" he said, with a big smile on his face. "I hear you want to learn how to meditate! Smart girl!"



Mr Kapoor put down his newspaper. “Come,” he said, pointing to Zandile. “You come too,” Mr Kapoor said to Geeta. The girls followed him to the backyard.

Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths. “Forget everything else,” said Geeta. “Just close your eyes and think about your breath.”



They sat together for a long time.

Zandile tried to think about her breath, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner.



“Do you feel calm?” Mr Kapoor asked Zandile.

“Um, I don’t know if I can do it!” Zandile answered. “I couldn’t think about my breath.”

“It takes practice,” Geeta said. “Come back tomorrow if you want! We can practice together!”



And she did.





Read 1

Who are Zandile's neighbours?

The Kapoors. Geeta and her parents.

What did Zandile want to learn to do?

She wanted to learn how to meditate.

What must she do to meditate?

She must sit correctly. She must put her hands in the right place. She must take slow, deep breaths. She must close her eyes and think about her breath.

Why did Zandile go to the Kapoor's house?

- Because she wants to learn how to meditate.
- Because Geeta told her she could come to learn.
- Maybe she really wants a way to feel calm.



Read 2

What did Zandile see when she peeked over the fence?

She saw the Kapoors (Geeta's parents) meditating in the backyard.

What did Geeta see when she peeked over the fence?

She saw Zandile trying to meditate.

How did Zandile feel when she found out that Geeta saw her?

- She might have felt embarrassed.
- She might have felt surprised.

Why does Zandile need to practise meditating?

- Because meditation takes practice.
- Because she really wants to learn how to meditate.
- Because she is still learning. Meditation is difficult.
- Because when she tries, she doesn't feel calm.
- Because she wants to practise enough to feel calm.



STORY 8

WHO IS KATHERINE JOHNSON?

Theme: We learn new things



Background information

- This text is a fiction story.
- It is set in the United States of America.
- It takes place in the present day, with characters discussing events that happened in the past.
- This story will help your learners understand that we can learn new things from other people, from books, and from learning about important people from history. It also shows how learning and education can help people solve problems and achieve great things.



Comprehension Strategy: Make inferences

- What it is: Guessing things the author doesn't explain directly, using clues in the story.
- Why we use it: To understand deeper meanings and hidden messages.
- How it helps: It helps you to draw conclusions as you read, and to understand the story and characters better.



Some points to share with your learners

- A mathematician is someone who uses numbers, patterns, and calculations to solve problems. Did you know that maths is used to help design buildings, predict weather, plan space travel?
- In the year 1969, humans travelled to the moon in a spacecraft and landed on its surface for the first time. Many scientists, engineers, and mathematicians worked together to make this possible.
- NASA is the United States' space agency. NASA plans and carries out space missions, including sending astronauts into space and to the Moon.
- Discrimination is when people are treated unfairly because of something they cannot change, such as their race, gender, language, or disability. Discrimination can stop people from getting the same opportunities as others.



To use this strategy:

Page & paragraph	Read	Say
103, 1	“Katherine began high school when she was just 10 years old. Imagine if you were about to start high school!” Mr Kapoor said. “And she started university when she was just 14! She was so good at Maths that the professors had to make new, special courses just for her.”	How do we know that Katherine was very smart? Oh, I can infer that she was very smart because she began high school when she was very young, and because she had to have her own special course in university.
104, 1	Geeta tried to imagine going to high school instead of going onto Grade 4. She imagined herself sitting in big, high school desks with the older high school children. “I don’t think I am ready for high school yet!” she said.	I wonder why Geeta tried to imagine herself in high school? Oh! I can infer that she must be about the same age as Katherine was when she began high school. She is trying to imagine what that might have been like.

One warm night, Geeta and her father sat in the backyard and stared up at the bright, full moon.

“I want to go to the moon someday! I want to float around without any gravity!” Geeta said dreamily.

“I don’t like to think of you shooting away in a rocket!” Mr Kapoor laughed. “Maybe you should be like Katherine Johnson instead.”

“Who is Katherine Johnson?” Geeta asked.

“She was a brilliant mathematician. She didn’t go to the moon, but no one could have gone to the moon without her,” Mr Kapoor explained.

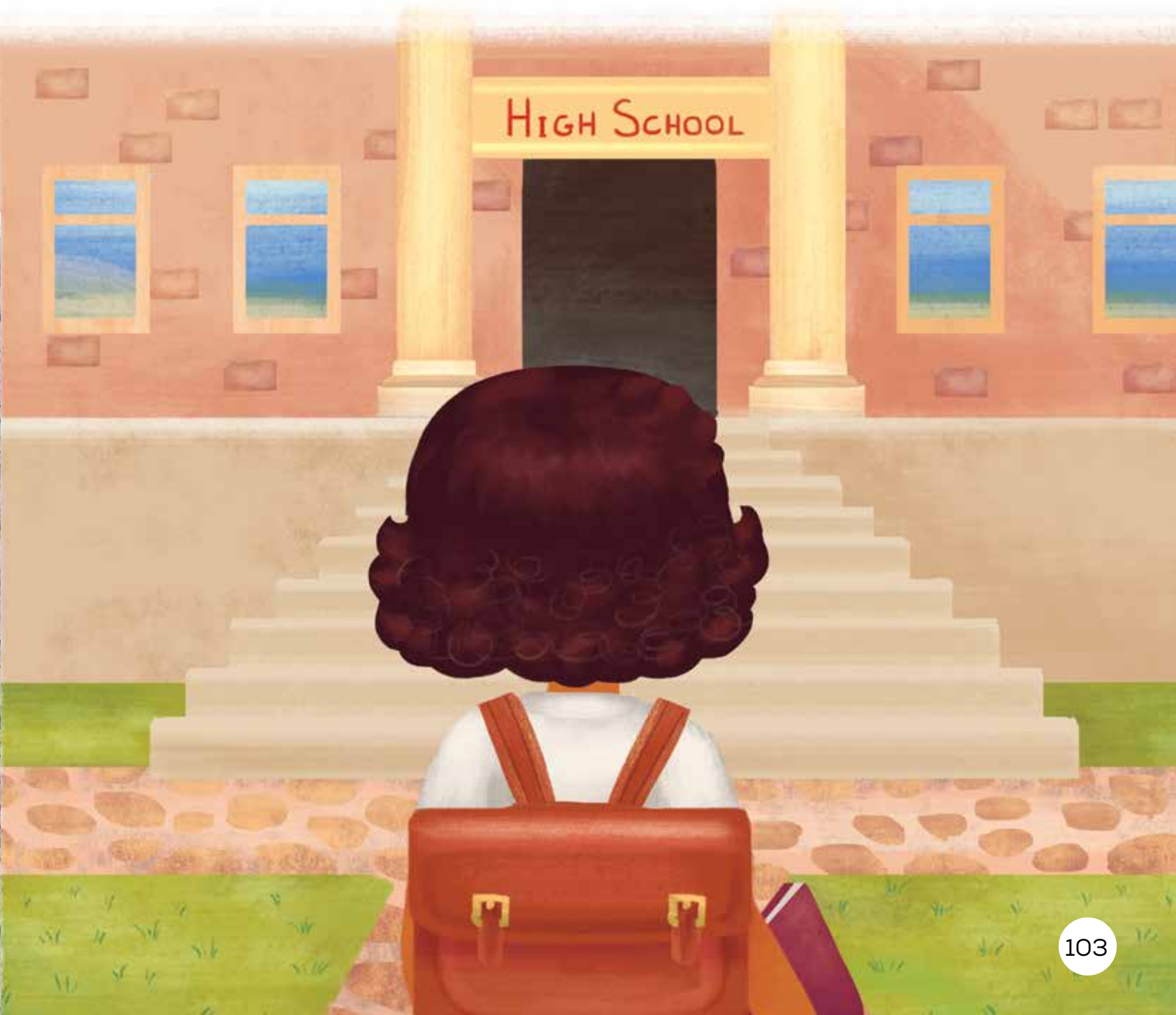


“I read that little Katherine counted everything,” Mr Kapoor told Geeta. “She counted the dishes in her kitchen cupboard. She counted the number of steps she took to get to school. She even tried to count the number of stars in the sky!”

Geeta looked up at all the stars and started counting them. In one tiny piece of the sky, she counted 100 stars. “The whole sky must have taken her forever!” Geeta laughed.



“Katherine began high school when she was just 10 years old. Imagine if you were about to start high school!” Mr Kapoor said. “And she started university when she was just 14! She was so good at Maths that the professors had to make new, special courses just for her.”



Geeta tried to imagine going to high school instead of going onto Grade 4. She imagined herself sitting in big, high school desks with the older high school children. “I don’t think I am ready for high school yet!” she said.



“Katherine wanted to be a research mathematician. She was brilliant and well trained. But, when she graduated from university, it was very difficult for women, especially black women, to get offered that sort of job because of the discrimination they faced,” Mr Kapoor said.



“What is discrimination?” Geeta asked her father.

“Well, discrimination is when people are treated unfairly because of something they can’t change – like their race or gender. Katherine was treated like she wasn’t as smart as other people because of her skin colour and gender.”

Geeta thought about the time Malcolm had teased that she would never be as good as him at Maths because she was a girl. “Discrimination feels bad,” she said, “and it isn’t true – I always get better marks for my Maths homework than Malcolm!”



“And just imagine if Malcolm had tried to take your Maths homework and put his name on it!” Mr Kapoor went on. “When Katherine first started to work for NASA, the space agency, she was responsible for writing reports about her work. But, the men she worked for wouldn’t let her name go on the reports. The men got all the credit for her work. She was also not allowed to go to meetings with all the men she worked with. Katherine had to tell people over and over that she belonged. Eventually, she got permission for her name to appear on reports, and she was included in meetings.”

Geeta imagined Malcolm stealing her homework and writing his name on it. She imagined their teacher, Mr Payi, praising Malcolm for her hard work. “If I were Katherine, I would’ve wanted to...scream!” Geeta said.

“Even with those barriers, Katherine was one of the most brilliant people at NASA. She helped calculate how to get the first person into space. She helped to plan the route for the first flight to the Moon, and for space flights after that. And after she retired, Katherine spoke out about the importance of Maths education for all children,” Mr Kapoor said. “So, I think she would’ve wanted you to study Maths, rather than going to the moon, too!” Mr Kapoor laughed.



“Time for bed!” he said. Geeta looked up at the moon one more time. She imagined Katherine Johnson calculating the way there. Then, she followed her father inside.





Read 1

Who was Katherine Johnson?

Katherine Johnson was a famous mathematician who worked for NASA.

How old was Katherine when she began high school?

She was just 10 years old when she began high school.

How did Katherine Johnson face discrimination?

- It was difficult for her to get a job even though she was brilliant and well trained.
- She was treated as if she wasn't as smart as other people because she was a black woman.
- The men at NASA tried to take credit for her reports. She wasn't allowed to put her name on them.
- She wasn't allowed to go to meetings with the men she worked with.



Read 2

Who does Mr Kapoor want Geeta to be like?

He wants Geeta to be like Katherine Johnson.

Who discriminated against Geeta?

Malcolm discriminated against Geeta.

Why did Geeta's dad suggest she be like Katherine Johnson?

- Because he doesn't want Geeta shooting up to the moon in a rocket – he would rather she do maths instead.
- Maybe because he thought Katherine Johnson is an impressive person.
- Maybe because he wanted Geeta to fight against discrimination like Katherine Johnson did.

