

Theme 1

Once Upon a Time

Do you enjoy hearing these words? What do they mean to you?

Do you prefer to listen to, watch or read a story?

Activity 1: Talk about your predictions (class discussion)

Before you listen to the story, listen to the title of the story and discuss the following:

- What do ducklings look like?
- How would you feel if you were known as “the ugly child”?

Does this give you any clues to what the story is about?

Explain.



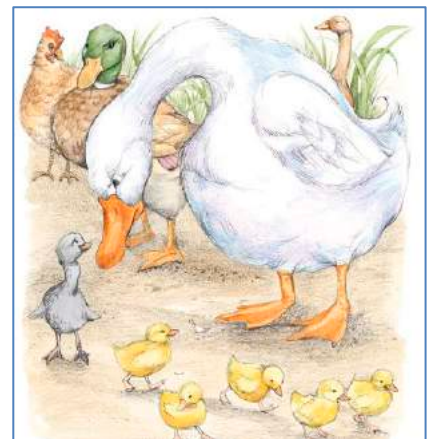
The Ugly Duckling

Once upon a time, on an old farm, a Mother Duck sat on a clutch of new eggs. One morning, the eggs hatched and out popped a fleet of six, yellow, chirpy ducklings. One egg remained. It was bigger than the rest. When it finally cracked open, a strange looking duckling, with grey feathers gazed up at a worried mother.

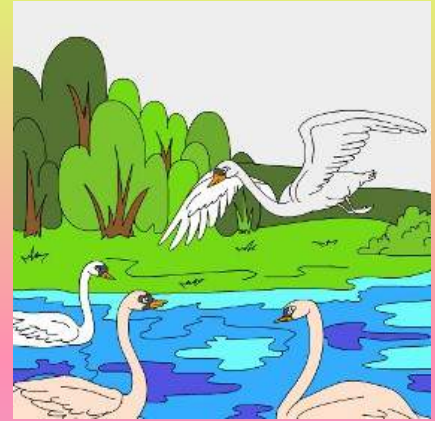
“I can’t understand how this ugly duckling can be one of mine!” she said to herself, shaking her head as she looked at her last born. The grey duckling certainly wasn’t pretty, and since he ate far more than his brothers, he soon outgrew them. As the days went by, the poor ugly duckling became more and more unhappy. His brothers didn’t want to play with him; he was so clumsy and all the farmyard animals laughed at him. He felt sad and lonely.

After listening, discuss the following questions as a class.

1. Is this story based on fact or fiction? Explain.
2. What clues does the title of the story give you about the main character?
3. How would you compare the ugly duckling to the other ducklings?



4. How did the other animals behave towards the ugly duckling? Did they have a good reason for this?
5. Have you ever been laughed at? How did you feel?
6. How do these expressions relate to the story so far?
 - a. *Do not count your chickens before they hatch.*
 - b. *Do as you would be done by.*
 - c. *It is easy to kick a man when he's down.*



Happy Endings Stand Out

Predict whether the story of the *Ugly Duckling* will have a sad or happy ending. Give an example of each.

Listen to the end and respond.

Fortunately, the story of the *Ugly Duckling* does have a happy ending. Listen to the end and find out what happens.

Glossary:

Scorn – a strong feeling that someone is inferior or not good enough.

Migrate – to move to another country or place for a season.

Grotto – a cave near water.

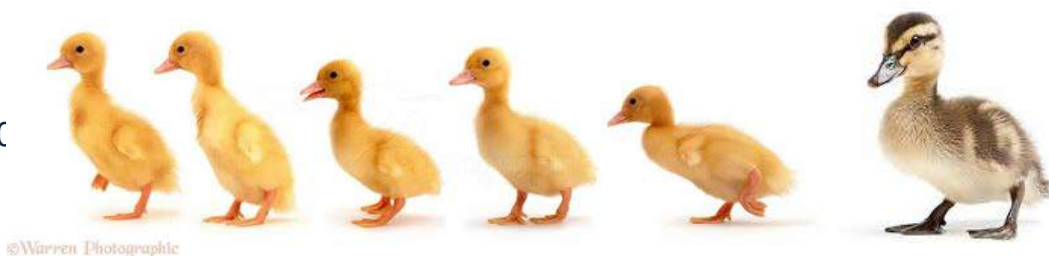
One day the ugly duckling ran away. He stopped at a pond and asked the other birds if they knew any ducklings with grey feathers like his. They shook their heads in **scorn**. “We don’t know anyone as ugly as you!” Once again, he was all alone. He looked up and saw a flight of beautiful, white birds with long, slender necks, yellow beaks and large wings, who were **migrating** south. “If only I could look like them, just for one day!” thought the duckling, admiringly.

Winter came and the ugly duckling hid away in a lonely **grotto**.

He continued to grow and grow. When spring arrived and the ice melted, the duckling saw his reflection in the water. “Goodness! How I’ve changed! I hardly recognize myself!” he exclaimed.

“That’s because you’re one of us,” said some swans as they glided past.

“You’re a fine young swan! Come with us.” And so he did.



Activity 2: Answer question 1 and draw the table in your workbook.

1. **Explain** how these sayings fit the message of this story:
 - a. Appearances can be deceiving.
 - b. Birds of a feather flock together.
 - c. Fine feathers don't make fine birds.
2. Use the Question Kit below to discuss the story in pairs.

Text	Question	Your answer
Audience	Who is the story for?	
Purpose	Why was the story written?	
Setting	Where and when is the story set?	
Characters	Who is in the story? What are they like?	
Plot	What happens in the story?	
Message	What does the story teach us?	
Response	How did you feel about the story?	
Rating	How many stars out of five?	

Take Centre Stage!

Now that you have read the story, it is time to act it out.

The story of the ugly duckling is great to act out, but first, it must be adapted into a script. When a story or a book is adapted or changed into a script to be performed as a play or a film, it is called an **adaptation**.

When you adapt a story into a play, you must think of the following things:

- **Your audience** – What age are they? What will they enjoy about the story?
- **The script** – Does it tell the story? Does it need a narrator as well as the characters?
- **The characters** – Will you need more characters to make it more interesting?

The **narrator** is the person who tells the story. In this play, the narrator is not one of the characters.

Here is an example of how the story of the Ugly Duckling could be adapted.

Read the script and discuss the questions that follow:



Narrator: Once, there were seven eggs. The eggs hatched. Six ducklings were beautiful. One was not.

Ducklings: You are not like us. You are ugly. Go away!

Narrator: The Ugly Duckling met a cat.

Cat: You are ugly. Go away!

Narrator: The Ugly Duckling met a rabbit.

Rabbit: You are ugly. Go away!

Narrator: The Ugly Duckling was very sad. He was all alone. One spring day he saw some beautiful swans.

Ugly Duckling: Nobody wants me. I am too ugly.

Swans: You are beautiful. Come with us.

Narrator: And so he did.

Activity 3: Answer the following the questions in your workbook.

1. What audience do you think this script is suitable for?
2. Discuss the characters that have been added into the script:
 - a. Who are the extra characters? How do they make the ugly duckling feel?
 - b. Have they changed the main idea of the story? Explain.
 - c. What other similar characters would you include?
3. Explain the narrator's role in this script. Do you think there must be a narrator?
4. Take different roles and act out the story.

Use adjectives to describe characters.

When you act, your body language and expression is as important as the words you say. You have to use your imagination and make the audience believe that you are the character.



Activity 4: Answer the questions in your workbook.

1. Would you act like a duckling, a cat, a rabbit or a swan?
 - a. Brainstorm some adjectives that describe your character. Is a swan *proud, haughty, playful, jolly, sneaky, silly, funny, serious* or something else?
 - b. How will you show this in your acting?
 - c. In your group, take turns calling out adjectives while the rest of the group acts like the adjective.

crazy old working

quiet tired

NAUGHTY

CHILDISH cold hot

rest of the group

angry happy

Create a character map

Activity 5: Draw up a character acting plan in the form of a mind map, into your workbook.

Adjectives to describe the character you're acting as –

- How to walk
- How to move
- How to speak
- Special characteristics



Act out your version

Activity 6: Draw the rubric in your book. Read the instructions in number 1 & 2.

	😊	😐	😞
Facial expression – remember to show feelings			
Tone – speak with expression			
Tempo and pace – don't speak too fast or too slowly			
Volume – speak loudly and clearly			
Body language – make sure your actions fit the character			
Face the audience – don't hide away!			

1. In your group, act out a story similar to the *Ugly Duckling*. You can use the script from the story and adapt the story in your own way. Make sure you keep the same kind of main idea and follow the order of events.
2. When you act out a story, pay attention to the criteria in the table – it is how your audience will rate your performance.

Prepositions help us stand out

A **preposition** is a part of speech that tells you where one thing is, in relation to another thing. Prepositions come just before the noun they are referring to.

E.g. **Ducklings swim in the water.**



Activity 7: Look at the following comic strips and answer the questions below.



- Write a sentence for each frame in the comic. Include at least **one** preposition from the words below, e.g. Boone waves at Benny.

After at by **BEFORE** down **ON** beyond between beside below in during
on to past into near from under through over off since underneath

- Draw a picture based on the following description. Pay careful attention to the prepositions. Read the whole description before you start drawing.

The cat is in her basket, which is on top of the table. A mouse is hiding behind a box of cereal, which is also on the table. The cat's bowl of milk is under the table, next to a schoolbag. A hockey stick is leaning against the schoolbag.

Nouns and Pronouns

Nouns are naming words that name things, feelings, people, creatures, plants and places.

Pronouns can take the place of nouns. You will need to know all about nouns and pronouns before you learn about subjects and objects, so refresh your memory.

Common nouns are names of ordinary things e.g. duck, window, road, pie, field, hat.

Proper nouns are names given to people, places, things, months, events, books e.g. Table Mountain, Cape Town, Jennifer, Saturday (They always begin with a **capital letter**).

Abstract nouns name things that we feel, but cannot touch e.g. feelings, ideas, emotions like love, fear, gratitude, education, justice, peace.

Collective nouns are names for groups of things, people, or animals e.g. a pride of lions, a bunch of flowers, a crowd of people, a flock of birds, a class of learners.

Pronouns take the place of nouns, e.g. it, he, she, they, them, I, you, me, we.

Activity 8: Write down all of the nouns and pronouns from the paragraph below and next to each one, state the type of noun.

Liam wrote a letter to Father Christmas. It was a wish-list. He asked for a Playstation Four, a pair of shoes and a new bicycle. He was filled with excitement. His brother had faith that Liam would share his new toys with him. They woke up early to open the presents under the tree. Dad got a set of golf clubs and mom got a string of pearls. The boys were happy with their hoard of treasure.



Subject and Predicate

The **subject** in a sentence tells you **who** or **what** is performing the action.

E.g. **The fluffy duckling hugs Benny.**

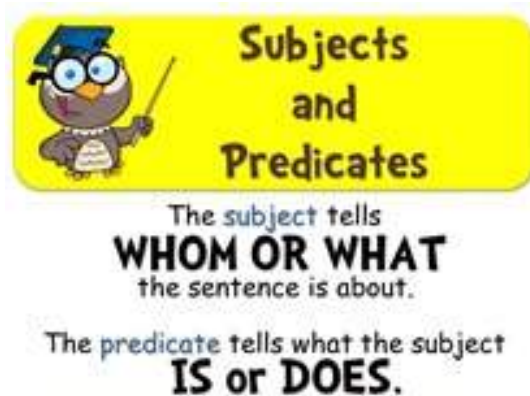
STEP 1: Find the verb. The verb is “**hugs**”.

STEP 2: Ask “**Who** or **what** performs the verb?”

Who hugs? **The fluffy duckling** = subject

The subject always consists of a **noun** or **pronoun**, but can sometimes contain an article and/or an adjective too.

The rest of the sentence is called the **predicate**. The predicate contains a **verb**, and other parts of speech. If there is **another noun in the predicate**, that noun is called **the object**.



Activity 9: Answer these questions in your workbook.

1. **Write** out each of the sentences below. **Circle** the subject in each of these sentences.

Remember to ask “who?” or “what?” does the action. Underline the predicate.

- Benny jumps up and down.
- I am scaring intruders from my turf!
- Boone leans on the log and eats his lunch happily.
- He jumps over the log.
- The ink will wash off Boone’s face in the river.
- The biking gear fits Benny perfectly.
- The bears live peacefully in the forest.

Direct and Indirect Object

The predicate of a sentence contains the **verb**, the **direct object** and the **indirect object**.

- A **direct object** is the person or thing that is **acted upon** by the **subject** and the **verb**.

To find the direct object, ask **Whom?** Or **What?**

For example: **Subject** Kamogelo **Verb** answered **Object** the question.
What did Miriam answer? **The question** = the object

Not all sentences have an object. (Toby walked along, happily.) Some sentences only have a direct object.

- An **indirect object** receives the direct object and answers the question **to whom** / **what** or **for whom** / **what**. The indirect object often has a **preposition** before it (e.g. **to**, **for**), which makes it easier to spot.

For example: **Subject** Kaelo **Verb** gave **Direct object** her sweet **Preposition** to **Indirect Object** her friend.
To whom did Miriam give her sweet? **Her friend** = indirect object
(Her sweet is the direct object.)

Activity 10: Answer into your workbook

1. Rewrite each sentence. Circle the direct object and underline the indirect object.
 - a. Miriam wrote a note for her friends.
 - b. Her mother gave a diary to her daughter.
 - c. Miriam gave her teacher a smile.
2. Write three sentences of your own, including a direct and an indirect object in each one.

Determiners

Determiners are words placed in front of a noun to **make it clear** what the noun refers to.

Determiners include:

Do you remember
this from Term 1?

Articles – **a**, **an**, **the**

Numbers – **one**, **seven**, **three-hundred**

As well as other words like – **this**, **that**,

these, **those**, **all**, **few**, **some**, **many**,
any, **his**, **her**, **their**, **your**, **my**, **another**.



Activity 11: Write these sentences in your book and fill in the missing determiners

1. Could you bring me _____ books I left in the garden?
2. _____ sun rises from the east.
3. The doctor advised me to eat _____ apple every morning.
4. There aren't _____ students in the library.
5. I haven't got _____ pictures in my bedroom.
6. She gave a cookie to _____ child.
7. I've got to solve _____ Math problems before I go to sleep.
8. _____ cherries are delicious!
9. My mother drinks a _____ of coffee.
10. I always keep _____ money in my wallet for emergencies.

Conditional Sentences and Clauses (If-clauses)

Conditional sentences can be used to state something that:

1. is likely to happen
2. is unlikely to happen
3. can never happen because the condition is not possible.



A conditional clause usually begins with the word **if**. In a sentence that begins with **if**, the conditional clause sets up a condition, and the main clause tells us what **will or would** happen **if** that condition is met. The main clause in a conditional sentence often contains **will, would, or would have**.

	Conditional clause	Main clause	
1.	If you don't wear sunblock,	you will get sunburnt.	This hasn't happened yet, but it will likely happen under this condition.
2.	If it rained,	we would get wet.	This is unlikely to happen , but if it does, this would happen.
3.	If Josh had passed the ball,	we would have scored the goal.	This is impossible . It did not happen , but if it had, this is what would have happened.

Activity 12: Complete the following activity in your workbook

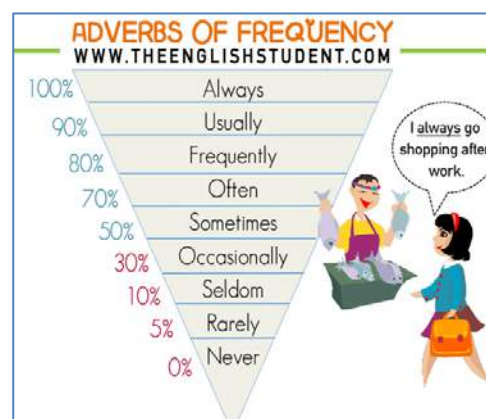
1. Identify whether these conditional sentences are **likely**, **unlikely** or **impossible**.
 - a. She will know what to do if she listens to the instructions.
 - b. If the school won R1 million, they would build a library.
 - c. If I had not broken the window, I would not be in trouble.
2. Write down six of your own **if**-sentences. Make sure to write two likely statements using the word **will**, two unlikely statements using **would**, and two impossible statements using **would have**.

Adverbs

An adverb is a word that describes a verb, e.g. she ran quickly past the volcanic lava. They can also describe adjectives, e.g. that was an extremely dangerous earthquake.

There are **5 types of adverbs**:

- Manner** (how?)
- Time** (when?)
- Place** (where?)
- Degree** (to what extent?)
- Frequency** (how often?)



Activity 13: Circle the adverb and state what adverb it is.

1. My grandpa snored loudly.
2. Chloe played on the beach yesterday.
3. I will visit my friend tomorrow.
4. George, will you come here?
5. My sheepdog sat lazily in the pool.
6. Neil slowly placed a card on the card house.

FRIENDLY LETTER FORMAT

	10 Master Street
(ADDRESS AND DATE)	Airfield
(NO FULL STOPS)	Benoni
	1501
	1 August 2017
Dear Dad/Mum/Grandma/Uncle (GREETING TO THE PERSON)	
Introduction (START IMMEDIATELY WITH THE TOPIC)	
Body (ADD MORE INTERESTING/APPROPRIATE INFORMATION)	
Conclusion (END THE LETTER)	
Your son/daughter (END WITH WHO YOU ARE TO THE PERSON)	
Sam (ADD YOUR NAME) NO FULLS STOPS IN THE ENDING	

Activity 14:

Write a letter to your grandparents, telling them about the events that occurred during your September holidays.

The word count must be 80-100 words. This includes the content and not format.

Theme 2

Events that Shake the World

Some events will always stand out because they are so important, like the first democratic elections in South Africa on the 27 April 1994. Others stand out for more tragic reasons. Earthquakes, tsunamis and volcanos are all natural disasters that have the power to affect lives forever. These events are normally written as an article or a report.

Reports are factual accounts or summaries written in a formal, concise manner.

- Reports may be either **investigative** or **eye-witnessed**.
- The aim is to **convey** and **record** information.
- Avoid using the first person (I or me).
- Include the **time**, **date** and **facts** of the incident.

Read through the report below, as a class.

11 March 2018

15:00pm, Thursday

At quarter to three in the afternoon, Japan's most powerful earthquake, since records began, struck 400km North-East of the capital city, Tokyo, triggering a massive tsunami. Most earthquakes measure less than 3 on the Richter scale and are barely felt. Only a tiny number of quakes measure over 7 on the scale.

Today, in Japan, cars, ships and buildings were swept away by a wall of water following the earthquake that measured 8.9. A ten metre wave struck the

port city of Sendai, deluging farmland and sweeping cars across the airport's runway. The tsunami rolled across the Pacific Ocean as fast as 800km/h, the same speed as a jetliner, and hit Hawaii and the US West Coast. There were no reports of major damage there, though. Train services were stopped, stranding millions of commuters in the Japanese capital and about four million homes around Tokyo suffered power cuts. This is the kind of earthquake that hits once every 100 years," said a restaurant worker.

Activity 15: Answer all the questions in your workbook.

1. “The tsunami has really done severe damage to a nation.”
 - a. Write down the **subject** and **object** in the sentence.
 - b. Write down the **indirect object** in the sentence.
 - c. Write down the **definite article** with its **noun**.
 - d. Write down the **indefinite article** with its **noun**.
 - e. Write down the **adverb of degree**.
 - f. Write down an **adjective**.
2. Give **synonyms** for the following words found in the report: **massive, stopped**.
3. Give **antonyms** for the following words found in the report: **powerful, tiny**.
4. Rewrite this sentence using indirect speech: “This is the kind of earthquake that hits once every 100 years,” said a restaurant worker.
5. List **one common noun** and **one proper noun** from the report.
6. Write down two sentences from the report, which have a conjunction.
7. Rewrite the sentences and replace the nouns using **pronouns**:
 - a. Tokyo suffered power cuts.
 - b. Experts believe Japan will take many years to recover.
8. What is the mood of the report?
9. **Write a report about an event that you recently attended. Follow the format above and follow the writing process. Your report must be 80-100 words.**

Noun Phrases

A noun phrase can be either one word or a group of words:

1. A *noun* or a *pronoun* alone, e.g. **People** can be greedy.
I am doing some research. **It** was destroyed by a tsunami.
2. A determiner and a noun, e.g. **Our friends** lived in Japan.
Those buildings were elaborate. **That book** is mine.
3. Sometimes including an adjective, e.g. **Our closest friends** lived in Japan.
4. Sometimes beginning with a *qualifier*, e.g. **All those buildings** were destroyed.
Both of the disasters led to Sendai being destroyed. Scientist are intrigued by **some remaining traces of aftershocks**.

A. NOUN PHRASE

• A **noun phrase** refers to a phrase that built upon a noun which functions as the headword of the phrase.

• Example:

1. The young man threw the old dog a bone.
(NP) (NP) (NP)

2. Pretty girls whispered softly.
(NP)

Noun phrases can be the subject or the object of a sentence, just like nouns and pronouns.

Activity 16: Read the passage below and answer the following questions.

1. Identify which example of a noun phrase is similar to the underlined phrases in the passage.
2. Decide whether the noun phrase is acting as the subject or object in the sentence.



On December 26, 2004, Tilly Smith realised that a devastating wave was coming towards the holiday beach. The unusual sea waters jogged her memory of a school geography lesson about Hawaii's 1946 tsunami. "Those waves were all frothy like the top of a beer. The sea was bubbling," said 10-year-old Tilly. I said, "Mom, I think there's going to be a tsunami." All the people were evacuated from the crowded beach safely, thanks to Tilly.

Descriptive Phrases

Writing a report is not the same as writing an imaginative story. A report is based on facts, but that does not mean there are no descriptions. Tilly needed to describe what she saw in the sea that made the conditions stand out from the norm.

Adjectival phrases do the work of the adjectives. They are **groups of words without a verb** that **describe** a noun, e.g.

The sea with its frothing bubbling appearance meant danger was coming.

(The underlined phrase is **acting as an adjective** because it **describes** the sea. Phrases like this add interest or specific detail to descriptions.)

Adverbial phrases do the work of adverbs. They are groups of words that modify or describe a verb. **Like adverbs**, they answer the questions **how, where, when or how much?**

E.g. A devastating wave was coming towards the holiday beach.

(From where was it coming?)

Prepositional phrases begin with a preposition: under the sea, in the sand. Many adverbial and adjectival phrases begin with a preposition and therefore can also be called prepositional phrases.

Activity 17: Answer the questions that follow.

1. Identify whether the following underlined phrases are adjectival or adverbial:
 - a. The school girl on the beach recognized the signs.
 - b. The sea, with its unusual frothing, had sparked a memory.
 - c. She spoke to her parents without getting in a panic.
 - d. Her parents were able to warn people in good time.
 - e. The beach and the hotel were evaluated according to the emergency plan.
 - f. The guests with young children were evacuated first.
 - g. The wave crashed onto the shore with great force.
 - h. Some people in other areas were not so lucky.
 - i. The local people from the area lost their homes.
2. All of these phrases could also be **prepositional phrases**. Write down the preposition from each phrase.



Mood

A good writer should be able to capture a certain **mood** in a text or piece of writing. The mood of a text refers to the **feeling** that comes across when you read it. A **report on a natural disaster** will have a **sad, serious**, sombre mood. The mood created in a **horror** story will be **frightening, ominous** and **tense**. The mood in a **love** story will be **blissful**. Sometimes we need to “read between the lines” to figure out the mood of a text, just like when somebody tells you that he or she is fine, but you can see that he or she is upset. Perhaps someone is feeling nervous, but is trying to hide it. The words may seem happy, but we must look for clues in the description that reveal the tension.

Synonyms and Antonyms

Synonyms are words with similar meanings. There is more than just one word that can be used to represent a concept. Make your writing more exciting by looking in a Thesaurus for synonyms which may be more exciting to use in your sentences.

Optimistic, hopeful, positive, cheerful, bright, enthusiastic, confident

Jump, leap, bound, skip, hop, spring, caper, vault

Big, large, giant, immense, huge, gigantic, vast, enormous, colossal, massive, gargantuan

Antonyms are words with opposite meanings.

Dangerous – safe, lost – found, internal – external, colourful – dull

Sometimes antonyms can be created by adding a prefix (like *un*, *dis* or *in*) to the root word.

Pleased – displeased, friendly – unfriendly, sincere – insincere, honest – dishonest

Activity 18: Use a thesaurus to find a synonym and an antonym for each of the following words:

Brave	fear	invisible	shine	protect	make
Spotted	tall	smart	green	fight	expensive
Smooth	sick	forever	nice	cold	boring

Homonyms and Homophones

Homophones are words that sound alike, but have different spellings and different meanings. E.g. sea and see.

Activity 19: Rewrite the following sentences into your workbook and choose the correct homophone to complete each sentence. (Use a coloured pen/pencil)

- Have you read the story about the tortoise and the _____? (hair, hare)
- _____ going to be freezing cold outside today. (Its, It's)
- _____ your teacher this year? (Who's, Whose)
- Can you please help me find _____ picture book? (their, they're)
- There is a _____ in my left sock. (hole, whole)
- I won the basketball game _____ only four points. (by, buy)
- I would like _____ have a fresh oatmeal cookie. (to, two)
- Crystal _____ a prize in the sweepstakes. (one, won)
- Please make sure you _____ a coat when you go outside. (wear, where)
- _____ sister's dance recital is tomorrow evening. (You're, Your)

Homonyms are polysemic. This means that they are words that have the **same spelling** and **same pronunciation**, but have different meanings. You will always have to consider the **context** of the word to figure out which meaning is intended. E.g. leaves (noun: grow on trees) and leaves (verb: evacuating / going away).

Activity 20: Write the sentences down and then attach the correct meaning to the homonym. E.g.

1. What is your address? a. the place you live

You must be respectful when you address the Queen. b. Speak to somebody

1.	I hope you are not <u>lying</u> to me. My books are <u>lying</u> on the table.	a.	telling a lie
		b.	being in a horizontal position
2.	The kids are going to <u>watch</u> TV tonight. What time is it? I have to set my <u>watch</u> .	a.	small clock worn on the wrist
		b.	look at
3.	Which <u>page</u> is the homework on? Please <u>page</u> the doctor if you need help.	a.	one sheet of paper
		b.	to call someone on an electronic pager
4.	Let's <u>play</u> soccer after school. The author wrote a new <u>play</u> .	a.	participate in a sport
		b.	theater production
5.	Ouch! The mosquito <u>bite</u> me! I'll have a little <u>bite</u> of sugar in my tea.	a.	a tiny amount
		b.	past tense of bite
6.	My rabbits are in a <u>pen</u> outside. Please sign this form with a black <u>pen</u> .	a.	a writing instrument which uses ink
		b.	an enclosed area

Complete the activity on Information Texts in your DBE book. Refer to pages 64 and 65.

Theme 3

A “Not So Simple” Story

Sometimes we make judgements about people based on pre-conceived ideas we have about them because of their appearance, where they are from, what group of people they belong to, or because they are seen to be different in some way. Sometimes we don't even realise that we are doing it. This is called **prejudice**. We need to get to know people first before making any judgements about them.

Activity 21: Think and predict: Class discussion

The following story is based on the writings and experiences of an 11 year old.

1. Read the questions **before** you read the story because they will help you **predict** the rest of the story.
 - a. Who are the characters in this first part of the story?
 - b. Who is the main character? How can you tell?
 - c. Can you tell whether the narrator of the story is a boy or girl?
How do you know?
 - d. What news does the teacher have for the class?
 - e. What is the reaction of the class to the news? Why?
 - f. What job is the narrator given in the story?
2. What do you think the rest of the story will be about?



It all started when Mr Peters, our teacher, came in and said, “We have a new girl in the class today. Her name is Miriam and she’s waiting in the office. I thought you ought to know that she’s disabled.” There was a short silence. “But Sir, how do you mean she is disabled?” “She can’t walk and has to use a wheelchair. I’ll go and fetch her.” The class sat in silence, but only for a few seconds. They had never had a person in a wheelchair in their class before and by the things some people were doing, she was not going to have an easy time. Mr Peters arrived with Miriam. She looked like a cheerful person; she had black hair and brown eyes, with a twinkle. Mr Peters beckoned to me. “I want you to look after Miriam until she knows her way around the school.”

Activity 22: Read the middle of the story and answer the following questions.

1. **While reading:** Think about these questions while reading the story.
 - a. What do Miriam’s friends think of her plan?
 - b. What do you think of Miriam’s plan? Why?
2. Do you think this story will have a happy or sad ending?

Over the next few weeks, Miriam showed all of us that although her body was handicapped, she wasn’t handicapped in the brain! She came first in Language and Maths and was very good in most other subjects. The only thing that cast a shadow over Miriam, was the names she was called. She ignored them, but I could see that they were getting her down. Then one day she had, had enough.

"I suppose you don't like me because I can't do some of the things you can," she blurted out to some of the boys.

"Yeah! We don't want cripples in this class thank you!" retorted Alun.

"I can do most of the things you can do," she sobbed. "I'd show you if you'd give me the chance?"

"Oh yeah?" Alun taunted.

"Yes – we'll have a competition. It will have two rounds, an obstacle race and a quiz," Miriam suggested.

"You're on," Alun agreed.

The competition was on. We tried to put Miriam off, but all she said was, "I've got as much chance as he has."

The obstacle course was arranged so that Miriam would go first and be timed, and then Alun. The winner would get 20 points and the loser 10. The class arrived to cheer them on.

"On your marks, get set GO!"

We stood in amazement as Miriam seemed to fly round the course. One minute and thirty seconds – in a wheelchair! After that, Alun went. He made it in one minute, ten seconds, but it seemed ages compared to Miriam's time!

Then came the quiz. Miriam answered most of her questions correctly, which is more than I can say for Alun! When we added the scores together, Miriam had 44 and Alun had 42. The noise from the cheering was unbelievable.

Afterwards, Alun apologized to Miriam for being spiteful and he never called her names again. I think my mom's response to this story describes most disabled people: "She's not so simple after all, is she?"

Activity 23: Discuss prejudice

1. In the story, Miriam's classmates were all a bit **prejudiced** to begin with. There is a lot of prejudice in society. List any forms of prejudice that you have come across or can think of.
2. Once they knew Miriam better, her class mates realised that she was the same as they were. What does this tell you about how to deal with prejudice?

Prejudice:
a strong idea
(usually bad)
about someone
before you know
them.

A good character stands out

In stories, we get to know the different characters by the things they do and say.

Activity 24: Analyse the text. After reading the story a couple of times, answer these questions on your own.

1. The story has been summarized below, but the events are not in the right order.
Sequence the events and make a flow chart of the story outline.

- Miriam puts up with a lot of prejudice and name-calling.
 - The class discovers that she is in a wheelchair.
 - Miriam shows what she is capable of.
 - Mr Peters announces that there is a new girl in the class.
 - Alun and the rest of the class rethink their opinion of Miriam.
 - Miriam shows everybody that although she may be physically disabled, she is very bright.
 - Miriam challenges Alun to a competition.
2. Why does Miriam want to have a competition with Alun?
 3. What does the competition consist of?
 4. Did the story have a happy ending or a sad one? Explain.
 5. Who did the crowd support? Which sentence in the story tells you this?
 6. What is the main message of the story? Choose an idiom from the story.
 - a. Make a list of things that you think you might find difficult or be unable to do if you were in a wheelchair.
 7. Explain in three sentences how your life would be different?



READ MIRIAM'S DIARY

Dear Diary

16 April 2018, Wednesday

I was dreading starting at a new school – all those people staring at me, sniggering slyly behind their hands. But I was determined that this time, it would be different.

It's bad enough being called things like "Wheelchair Wally" and "Creepy Cripple", but the very worst is when everyone, even the teachers, speak to me slowly and loudly as if I am too stupid to understand what they're saying. I am cleverer than most of them, I work hard and care a lot about my friends. I'm smart! Even so, now it is the day of the competition, I am worried!

- If I do well in the quiz, I have a good chance.
- If I do badly in the obstacle course, the quiz won't be enough.
- If Alun wins, it will be unbearable.

After school

I did it! I did it! I beat Alun brilliantly by two whole points.

Honest moment

I wouldn't have won if it hadn't been for my friends cheering for me. The best thing wasn't winning – it was knowing that Alun and everyone else no longer thought of me as useless. 😊

***Personal thoughts** looking back on why she suggested the competition.*

***Examples** of what Miriam hates about how people treat her compared to what she's really like*



*Miriam **predicting** the possible outcomes, depending on how she does. Uses **bullets** for the list.*

***Subheadings** to show what time she's writing and the lessons she's learnt*

*Miriam uses extra **exclamation marks** and little **emoticons** to show how she's **feeling**.*

Choose Your Words Wisely

When you make an impression or persuade someone of something, it is important to choose your words wisely and to use the right language tools: **Questions, exclamations, statements, or even commands**. You need different tools for different purposes!

It is also important to know when to use the **affirmative form** or **negative form** when you communicate.

E.g. **Assertive form:** Class has begun.

Negative form: Class has **not** begun.

Activity 25: Re-write these statements, exclamations and commands in the negative form.

1. I like to read science-fiction novels.
2. The dog chased the cat.
3. We can do it!
4. Eat all the pizza.
5. The team played well yesterday.
6. We went scuba-diving in Mozambique last December.
7. Either Courtney or Kaylah will go to the dance.

Activity 26: Answer the following questions in the negative form.

1. Have you seen the new *Star Wars* film?
2. Will you ever forget your school days?
3. Can anybody find my glasses?
4. Will someone be at home tomorrow?



Clauses

A clause is a group of related words containing a subject and a verb. You have already learned about **main (or independent) clauses**, which **make sense** as sentences **on their own**, and **subordinate (or dependent) clauses**, which **depend** on the main clause in order to make sense. Main and subordinate clauses come in many varieties.

A **verb clause makes sense on its own** and is called **an independent clause**. Verb clauses can be **statements, questions or commands**. For example:

The water is sparkling. (statement)

Did you wash your hands? (question)

Turn off the tap! (command)



A **noun clause** is a group of related words that **act together as a noun**. A noun clause **does not make sense on its own**, so it is known as a **dependent clause**. A noun clause can be the subject or the object of a sentence.

The waste the factory emitted polluted the water.

Noun clause acting as the **subject** of the sentence – “doing” the action

The scientists don't know what has polluted the water.

Noun clause acting as the **object** of the sentence – affected by the action



Activity 27: Answer the questions that follow in your workbook.

Decide whether the underlined noun clauses in the sentences below are acting as the subject or the object of each sentence.

1. The water we drink has been around since the dinosaurs.
2. The school uses some of the water it collects for the vegetable garden.
3. We know that water is necessary for life.
4. The water I used in the shower can also water the garden.



Identify these verb clauses as questions, statements and commands.

5. We all need to save water.
6. Don't waste water!
7. Can you think of any ways to save water?
8. Every drop counts.

STATEMENT
She said, "I have a rash."

COMMAND
Her friend said, "See the doctor!"

QUESTION
She asked, "What should I do?"

Statement
Command
Question

Revise Figurative Language



When we speak figuratively, we use expressions that may **seem** to say one thing, but **actually mean something else**. We do this because it is a great way to **paint pictures in our imaginations**. For example, to say "he is a fish out of water" means that he is in an uncomfortable situation that he is not used to, but we can just imagine the desperation and panic that person is

experiencing when we compare him to a fish desperately flapping about on land, struggling to breathe!

Similes and metaphors are both **figures of speech** that make comparisons in order to create images in our imaginations.

What is Figurative Language?

Figurative: figuring out what words are trying to mean beyond their literal (real) meaning.

Examples:

I'm feeling blue today (I am sad today). 

You're a doll (You are very nice). 

Figurative is the **OPPOSITE** of Literal.

Simile and Metaphor

A **simile** is a figurative **comparison** that compares two things using **like** or **as**.

A **metaphor** is a figure of speech that makes a **direct comparison** between two things by saying that something **is** something else. **Metaphors do not use like or as.**

Some similes and metaphors have become so **commonly used** in English that almost every English speaker recognises them and knows what they mean. These are called **idioms**. E.g. "**In deep water**"

Some of the commonly used figurative sayings teach us a **wise message**. These are called **proverbs**. E.g. "**You'll never miss the water 'till the well runs dry.**"

Activity 28:

Water is amazing! It can be frozen, lie still in a pond or form part of a raging river.

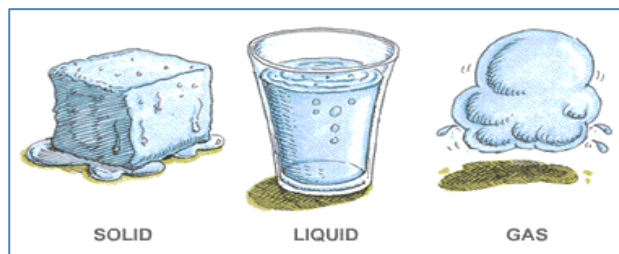
1. Complete the following **similes** by using a suitable adjective. If you can't think of your own, choose one from the box below.

dangerous persistent famous restless quiet brittle

- a) As _____ as the sea.
- b) As _____ as fog.
- c) As _____ as dripping water.
- d) As _____ as a rapid.

Complete the following **metaphors**. Make them up and try to be **descriptive** and **original**.

- e) The sea is a _____
- f) Raindrops are _____
- g) The river is a _____
- h) The mist is a _____



2. Find out what these **proverbs** and **idioms** mean:

- a) To throw cold water on an idea.
- b) To be in hot water.
- c) Blood is thicker than water.
- d) Like water off a duck's back.
- e) Don't make waves.
- f) To have an argument that holds water.
- g) Water under the bridge
- h) To be watered down.



3. Write a descriptive paragraph of 60-80 words on a topic of your choice. Use adjectives and figures of speech in your paragraph. Follow the writing process.

Definite and Indefinite Articles

Earlier, we learned about determiners. Articles are a kind of determiner because they appear **before a noun** to make it clear and show exactly what we are talking about.

There are only three articles: *the*, *a* and *an*.

The is called the **definite article** because it refers to a specific noun or nouns, e.g. Please pass me **the** pen. (I want a specific pen. We know which pen)

A is called the **indefinite article** because it is not specific, e.g. Please pass me **a** pen. (I would like any pen, it doesn't matter which pen)

If the indefinite article is before a word that begins with a **vowel** sound, then we use **an** instead of **a**, e.g. I want **an** apple.

Theme 4

Following Rules

We write for different reasons and purposes. Sometimes it is acceptable to write a text message with abbreviations and popular slang, but sometimes it is not appropriate. Spelling, grammar and punctuation have rules that should be followed to communicate a message effectively.

Roots/stems, prefixes and suffixes

A **root or stem** word is the original form of a word, in its simplest form, before prefixes and suffixes are added. A prefix or a suffix (or both) can be added onto it.

A **prefix** is a small group of letters added to the beginning of the word.

Prefix	Meaning	Example in context
Un	Not / the opposite of	Unfinished, unfriendly
In / Im	Not	Inconsiderate, impossible
Mis	Wrongly / incorrectly	misunderstood
Anti	Against / opposite	Antibacterial, anti-aircraft
Micro	Small	Microscope, micro-organism
Pre	Before / in front of	Preview, prepaid
Post	After	Postscript (P.S.), postproduction
Hyper	Extremely, over, more	Hyperactive, hyper sensitive

A **suffix** is a small **group of letters added to the end of a word**. Adding a suffix to a word can turn it into a different part of speech. E.g. Happy is an adjective. If we add **ness** it becomes a noun – Happiness.

Some examples of suffixes are:

-ness	sadness	-ance	maintenance
-ful	hopeful	-er	trainer
-ment	punishment	-ship	relationship
-ish	childish	-less	fearless
-en	strengthen	-y	smelly



Prefix	Root word	Suffix
dis	agree	ment
pre	exist	ence
pre	school	er
un	fair	ness

Activity 29: Answer the questions that follow in your workbook.

Un	dis	in	im
Aware	appear	complete	patient
Certain	approve	correct	perfect
Common	connect	human	proper
Kind	continue	sane	possible
Necessary	honest	secure	pure

- Form the opposite of each word using the prefix above it.
- Complete these sentences with words from the columns.
 - He did not know about the game. He was _____
 - She did not tell me the truth. She was _____

Concord (subject-verb agreement)

Subjects and verbs work together in a sentence. The form of the verb changes according to the subject of the sentence, e.g.

I think, he thinks, they think. I am, you are, she is.

Activity 30: Answer these questions in your workbook.

- Choose the correct form of the verb.
 - Nelson Mandela (was/were) born in South Africa.
 - He (was/were/is) considered one of the world's greatest leaders.
 - His fans (write/writes) letters to him.
 - Siphiwe Tshabalala (is/are) a South African soccer star.
 - He (have/has) many fans.



Phrases and Clauses

When giving instructions, we often use **adverbial phrases**. Adverbial phrases change the verb and answer the questions **where? when? how?**

E.g. *Put the book on the table* (where) *Be home by lunchtime* (when) *Turn the key without making a noise* (how)

When giving instructions, we often use the **command** form of the verb. This also shows the main clause in a sentence, e.g. Line up together when you arrive at school.

Activity 31: Answer these questions in your workbook

1. Underline the adverbial phrase in each sentence:

- The whole class must line up outside the hall.
- Everyone must be ready at 2 o'clock.
- Carry your bag on your back.

2. Underline the main clause in each sentence:

- No smoking allowed once you enter the stadium.
- Enter at your own risk, after you have shown your ticket.
- Be quiet on the stairs so that you do not disturb the game.

Remember

A **phrase** is a group of words
without a finite verb.

A **clause** is a group of words
with a finite verb.

Instructional Text

Complete the activity on instructional text in your DBE book.

Please refer to pages 22 and 23.