

ENGLISH

First Additional Language

Grade 7

Learner Book | Book 3

Term 3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





CONTENTS

Teacher Guidelines: How to use this book	iv
Icon Key	viii

01

Forms: Inform, Reform, Transform!	1
Reading Text: Personality Questionnaire: How outgoing are you?	2
Decoding Skills	5
Independent Reading Texts	8
Language Structures & Conventions: Practice	13

02

Moving Populations	17
Reading Text: Heritage Day lessons	18
Decoding Skills	28
Independent Reading Texts	31
Language Structures & Conventions: Practice	36

03

Lovely Literature	39
Reading Text: Looking at poetry	40
Decoding Skills	48
Independent Reading Texts	52
Language Structures & Conventions: Practice	56

04

Rewilding the Earth	61
Shared Reading: Rewilding the Earth	62
Decoding Skills	72
Independent Reading Texts	75
Language Structures & Conventions: Practice	81

05

Addiction and Abuse	83
Shared Reading: Neo's heartbreak	84
Decoding Skills	91
Independent Reading Texts	95
Language Structures & Conventions: Practice	99



Teacher Guidelines: How to use this book

Please remember that learners must not write in these books.

Please manage and control the use of the Learner Books, so that they can be re-used.

Orientation to the structure of this reading programme

For every two-week cycle, learners should work through the following texts:

1. Phonic sounds
 2. Phonic words
 3. Sight or high frequency words
 4. Theme vocabulary words
 5. Decodable texts x 2
 6. Independent reading text – fiction or non-fiction
 7. Independent reading text – visual
 8. Language Structures and Conventions – Practice
-

Differentiation of activities: technical decoding

- Activities 1–5 above are aimed at improving learners’ technical decoding skills.
- These activities help struggling or developing readers master English phonics, phonic decoding, and recognition of sight or high frequency words.
- They also help learners to improve oral reading fluency.
- Use professional judgement to decide which learners need to engage with these activities.
- Use professional judgement to decide which learners need to focus on these activities, before moving on to activities 6–8.



Differentiation of activities: reading comprehension

- Activities 6–7 are directed at building learners' reading comprehension skills.
- These activities are related to the theme and use theme vocabulary in context.
- These texts provide opportunities for learners to engage with a fiction or non-fiction and visual text. This allows learners to develop their understanding of genre types and text features.
- Learners are required to answer a range of comprehension questions independently. Sentence starters are provided as a scaffold.
- In activity 8 learners are required to answer a few LSC questions to reinforce their understanding and knowledge of different language structures and conventions in context.

Gaining a better understanding of technical decoding

Teach learners that decoding means reading the words on a page. Explain that if they are struggling with reading this is not their fault. Learners must understand that:

1. *Reading is a code. With enough practice, anyone can learn the code.*
2. *It is never too late to learn how to read.*

This programme helps learners to build their decoding skills as follows:

1. In every theme, a few English phonic sounds are revised.
 - Phonic sounds are the building blocks of reading.
 - Learners must learn to read English phonic sounds.
 - Learners must be able to blend sounds together to make words.
2. In every theme, a few English phonic words are revised.
 - These words use the phonic sounds that have been revised.
 - Learners must practice sounding them out.
3. In every theme, there is an English word find activity.
 - In this activity, learners must blend sounds from the table to build English words.
 - Learners must try to build as many words as they can.



4. In every theme, a few English sight words or high frequency words are revised

Sight Words

- Some English words have irregular phonic sounds - these are called sight words.
- Teach learners to sound these words out, pointing out the sound/s that are said differently.
- Practice reading these words a few times to try and help learners to read these words by sight.

High frequency words

- High frequency words appear frequently in text.
- Sound out and practice reading these words a few times, to help learners read these words by sight.

5. In every theme, a list of theme vocabulary words is also included.

- Teach learners the meanings of these words as per the lesson plans.
- Encourage learners to learn to read these words by sight.
- These are often more challenging words as this programme aims to explicitly extend learners' understanding of cognitive academic vocabulary, concepts and content.

6. In every theme, two short decodable texts are included.

- These texts allow learners to practice reading phonic and sight words in context.
- The texts include the phonic words and sight words from the current cycle and previous cycles.
- The purpose of the decodable texts is to develop reading automaticity and fluency.
- Because of this, the structure of these texts may seem unfamiliar – do not be concerned by this.
- The second text is followed by three simple comprehension questions.
- Whilst these texts and questions have no significant content value, answering these questions provides an opportunity for developing readers to gain some practice in answering recall questions.



Gaining a better understanding of reading comprehension

The shared reading lesson plans follow the same procedure every cycle to help learners engage with and understand the text. Train learners to use the same process to help them work through a text independently as follows:

1. First, learners must look at the text features to ascertain:

- Is there a title or headline?
- Are there sub-headings?
- How is the text laid out?
- Are there pictures or diagrams?
- Train learners to ask themselves:

*What do these text features tell me about the text?
What kind of text am I going to be reading?*

2. Secondly, learners must scan the text and do the following:

- Make a list of words that seem important.
- Try to work out how these words connect to each other.
- Train learners to ask themselves:

*What do these words have in common?
Do these words give me any idea of what the text is about?
If so, what do I think the text is about?*

3. Thirdly, learners must read the text as follows:

- Read the text for the first time and try to work out the basic meaning of the text.
- Look at any pictures or diagrams that go with the text.
- Read through the text a second time and try to understand parts of the text that were difficult the first time.

4. Lastly, learners must read the questions that follow the text.

- Train learners to ask themselves:

*What kind of information is this question asking me for?
Where did I read about this – was it in the beginning, the middle or the end of the text?*

- Learners must find the answers in the text and use the answer frames to help them write the answers in their exercise books.



Please remind learners of the following key points:

Independent reading is a very important learning skill – throughout our education, we need to read to learn new things.

1. This means that we need the skills to read a text and understand it on our own.
2. Vocabulary is a very important part of this. We must take time to study new vocabulary words and we must make constant use of our personal dictionaries.
3. We must not become frustrated and give up! Even the best readers struggle to understand a text from time to time.
4. We must remember the steps we have been taught, and must work through them to try and understand a new text.
5. We must try to read as much as we can on our own. Reading is a skill that gets better with practice.

Icon Key

	Teacher Guidelines		Summary
	Independent Reading Skills		Language Structures & Conventions
	Challenge Your Brain		Comprehension Strategies
	LSC Practice		Vocabulary

THEME

Forms: Inform, Reform, Transform!

Term 3

Weeks 1 & 2 | Cycle 1



<https://www.youtube.com/watch?v=b2ng8HuPLTk> – Mindfield – Do You Know Yourself? VSauce is a YouTube Channel that asks and answers all kinds of questions.

<https://www.16personalities.com/> - 16 Personalities is a website where you can take a free personality test.

<http://ncap.careerhelp.org.za/> - Visit the South African National Career Advice Portal for information about subject choices, tertiary study, and careers.



Reading Text: Personality Questionnaire: How outgoing are you?



Vocab

outgoing – friendly and confident in a social situation



LSC

Simple sentence: one finite verb - 'are'



LSC

Simple sentence: one finite verb - 'can'



LSC

Compound sentence: 2 simple sentences joined by a co-ordinating conjunction - 'and'



CS

What inference can you make if you are not honest when you fill out this questionnaire?

HOW

OUTGOING

ARE YOU?

Hey there teens!

You are at an interesting time in your lives. Many of you will be thinking about what subjects to choose, what to study after school, or even what jobs to apply for. This is a good time to start getting to know yourself better! You can do this by taking our quick and easy personality questionnaire.

Now, don't stress - personality questionnaires are not tests to find out what you know. Instead, they ask questions about you - how you get on with other people, how you deal with problems, and what you like to do. In a personality questionnaire, there are no right or wrong answers.

If you complete this kind of questionnaire honestly, you will

learn new things about yourself. This can help you in lots of different ways. Firstly, it will help you think about your own strengths and weaknesses. Secondly, it can help you think about good career choices.

Most personality questionnaires give you a statement or a question. Your task is to choose the answer that is closest to your behaviour, thoughts, or feelings. Before starting the questionnaire, read the instructions carefully. At the end of the questionnaire, you will be told how to work out your score.

Remember that it is important to reflect on yourself and to be as honest as possible! Good luck and have fun!





Read each of the following questions. On a piece of paper, write down the answer that best describes you.

1 Do you like spending time alone?

- A. Yes, it helps me think.
- B. Sometimes I like it.
- C. No, I prefer being around other people all the time.

2 What sounds like the best thing to do on the weekend?

- A. Read a book or go for a walk by myself.
- B. Sit and chat with my best friend all day.
- C. Spend the day with lots of friends. Meet some new and interesting people.

3 How do you feel about making new friends?

- A. I feel shy around new people. I find it difficult to open up to new people.
- B. I like making new friends, but I prefer spending time with my old friends.
- C. I love making new friends. I am really good at it!

4 Do you like being the centre of attention?

- A. No, I do not like having attention on me.
- B. Yes, sometimes.
- C. Absolutely. I always like it!

5 What do you like about yourself?

- A. I am thoughtful. I think about things a lot.
- B. I am caring and loyal. I spend a lot of time doing nice things for my good friends.
- C. I am adventurous. I love doing and trying new things.

6 How many friends do you have?

- A. A few good friends.
- B. I have lots of friends.
- C. Everyone is my friend.

7 How do you feel when the teacher calls on you in class, but your hand is not raised?

- A. I feel embarrassed. I do not like speaking during class time.
- B. Sometimes I feel fine about it - if I know the answer. Sometimes I feel embarrassed.
- C. I feel excited. I like to speak in class.

8 How do you feel when someone gives you a compliment?

- A. I feel awkward. I don't know what to say.
- B. I like it, but I prefer if it is not in front a group of people.
- C. I feel confident. It makes me feel good.

Count the number of As, Bs and Cs you chose in the questionnaire.

A	□	B	□	C	□
---	---	---	---	---	---



LSC

Compound sentence: 2 simple sentences joined by a co-ordinating conjunction 'but'



LSC

Simple sentence: one finite verb - spend



Vocab

compliment - says something nice about you



Vocab

embarrassed - to feel shy or uncomfortable



Score yourself based on your answers:

Mostly As

You prefer to spend time alone. However, you are a really good friend to the few people who manage to get close to you.

You feel shy around new people. You do not like to draw attention to yourself.

Sometimes you need to push yourself to speak up. Don't let yourself get lost in a crowd!



Mostly Bs

You can enjoy time by yourself sometimes. You prefer to spend time with a few close friends or family.

You can be outgoing in situations where you feel comfortable. However, you can often become quieter in unfamiliar situations.

You are well balanced and can adapt to many situations.



Mostly Cs

You are very outgoing and you love making new friends!

You feel confident in big groups of people. You have a hard time spending time by yourself.

Sometimes, you have to be careful about not taking up all of the attention in a room!



Understanding yourself and your personality will help you to make good choices when it comes to a career.

Keep this information in mind as you think about the choices you make. Your perfect job is out there!



CS

What inference can you make about Mostly A type of people?



LSC

Compound sentence: 2 simple sentences joined by a co-ordinating conjunction 'and'



Decoding Skills

Phonic sounds

Learn to say these sounds:

fl**a-e****-ing**

Phonic words

Practice sounding out and reading these words:

flat flap game mistake shape shaping flying**LSC**

when **-ing** is added to a word that ends in 'e' like 'shape', the 'e' is taken out.

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

fl	a-e	b
k	i	o
ing	m	p

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

career**future****idea****am****other****began****next****these****something****around**



Decodable Texts

Who am I?

Who am I? Who am I in this world? I want to know. What do I want to know? I want to know who I am in this world. I want to know so I can shape my future. I can make my career! I can make and shape my future and career with what I find out about myself.



LSC

remember that when **-ing** is added to a word that ends in 'e' like 'flame', the 'e' is taken out. The word, 'flaming', is flame + ing, and the 'e' has been removed.

My future can't be flat. My future can't be the same as other people's. What can't my future be? My future can't be flat, and the same as other people's. This will be a mistake. This would be a big **flaming** mistake. I don't want to be in a flame and a flap. I don't want to be in a flame and a flap about my future. A flat future will be a big mistake. I will hate a flat, plain future. Flip! I would hate a flat, plain future. I care about making my future fun. I will not flake. My future will have flair. I will make my future rich. My future will not be tame. I care that my future has flair.

My future can be for me!

And so, I began. I began to think about who I am. This is not a game. This is not a test. I look around. I look around and think. Thinking about who I am is not a game at all! What do I like? What is something that I care about?

I have an idea now. I have an idea now of who I am. These ideas can help me. These ideas help me know who I am and what I like. What do these ideas help me think about? These ideas help me think about what career I could like one day. My future will not be flat. I will not be in a flame and a flap!

With these ideas, I am shaping *my* dream. With these ideas, I know who I am. I am shaping my future! I am flying! I am flying to my future!





My future

Other people make me flinch. Other people make me flinch when they ask me: 'Know who you are! Know what you like to do! Don't shake. Don't be late! Don't brake and flinch and flake. Your future is not a game. You must think with care about your future.'

But I have no idea. I have no idea what I want to do. It makes me shake! It makes me flake and brake and flinch! I don't know what my future could look like. I don't know what my career could look like at all!



I am in a flap! I am in a flat flap! I don't want to make a big mistake! I don't want to flinch and flip! I don't want to fail! Flinching and flipping and flapping and failing and making mistakes is not what I want do to.

My mom said she would help me. My mom said she would help me and gave me a test. My mom gave me a test that can help me think about my future. This test asks what I like and what I can do well. This test gave me time to learn about what I like to do around me. With this test, I could learn about the many things I like to do.

This test gave me an idea. This test gave me an idea of what I could do in my future career. From this test I could plan. I will not fail! From this test I am planning and shaping my future career with flair!

I am still afraid when I think about these future and career things. But this test gave me some ideas. How did this test help me? This test gave me some ideas of what I can do next.

It will take time. To make a fun future takes time. But I began! I began to think about my future.

1. Who are the people in this text?

The people in this text are...

2. How did the mom help?

The mom gave some help by...

3. Why will the test help?

The test will help...



Independent Reading Skills

Text 2: Fiction Text: Making the right choice

It's a cool winter afternoon in Tzaneen. Asandiswa and Nokuthula are at Nokuthula's house after school. They are best friends, but they are in different classes this year at school. They are having a snack at the kitchen table.

Asa: *(Relaxing at the table with a cup of tea and a sandwich.)*
Hey, what were you talking about in Life Orientation today? We were discussing our future jobs and careers. Can you believe, Thembi thinks she's going to be a professional footballer even though she has no skills?

Thula: *(Nodding in agreement.)*
Oh really! **We were also talking about jobs.** Mr Baloyi said it's really important to know who you are and what you're good at so you can get the right job! He told us about a questionnaire that we can fill in. He said it will help us to work out what kind of people we are.

Asa: Ms Hlungwani also said something about that. She said there are 6 kinds of personalities or something...?

Thula: *(She turns on the computer, types in the search bar and starts reading.)*

That's right! The Holland Code. Okay, here we go. This researcher, John Holland, says most people are one of six types of people. And he says you should choose your job based on what type of person you are.

1. **Realistic** – Likes to work with animals, tools, or machines; **avoids** social activities. Has good skills in working with tools, mechanical or electrical drawings, machines, plants and animals. Sees self as practical, mechanical, and realistic.
2. **Social** – Likes to do things to help people - like, teaching, nursing, or giving first aid, providing information. Generally avoids using machines or tools. **Values** helping people and solving social problems. Sees self as helpful, friendly, and trustworthy.
3. **Investigative** – Likes to study and solve math or science problems. Generally avoids leading, selling, or persuading people. Sees self as precise, scientific, and intellectual.



LSC

Simple sentence:
one finite verb
'were talking'



Vocab

realistic –
Someone who is
sensible, practical,
know what is
possible

avoids – keeps
away from

social – Someone
who enjoys being
with people,
working with or
for people

values –
something that
one sees as
important or
worth doing

investigative
– Someone who
likes to ask and
find out more
about something



- Asa:** *(She leans over to see and starts reading the information on the screen.)*
4. **Enterprising** – Likes to lead and persuade people, and to sell things and ideas. Is good at leading people and selling things or ideas. Successful in politics, leadership, or business. Sees self as energetic, ambitious, and sociable.
 5. **Artistic** – Likes to do creative activities like art, drama, crafts, dance, music, or creative writing. Generally avoids highly ordered or repetitive activities. Has good artistic abilities in creative writing, drama, crafts, music, or art. Sees self as expressive, original, and independent.
 6. **Conventional** – Likes to work with numbers, records, or machines in a set, orderly way. Generally avoids unstructured activities. Is good at working with written records and numbers in a systematic, orderly way. Sees self as orderly, and good at following a set plan.

Thula: *(Excitedly)*
Hey, here's one of those questionnaires! Let's fill it out and see what type of people we are!

They both sit in silence for a while going through the questions, typing in their answers and waiting for their results.

Asa: *(Punches the air and smiles.)*
Just as I thought: enterprising – energetic, social, a leader! I already have ideas for my future successful business!

Thula: And mine, looks like I'm mostly realistic. **Although I didn't think so**, maybe a career as an architect or a vet is my future!

Asa: Now I'm excited about choosing my subjects in high school. I'm so glad we looked this up and did the questionnaire!

Thula: *(Clinking her tea cup with her friend's.)*
Me too! Here's to us!

**Vocab**

enterprising – Someone who is creative and has a lot of good ideas and shows clever ways of solving problems and getting things done

artistic – Someone who has lots of creativity and uses their imagination to express themselves

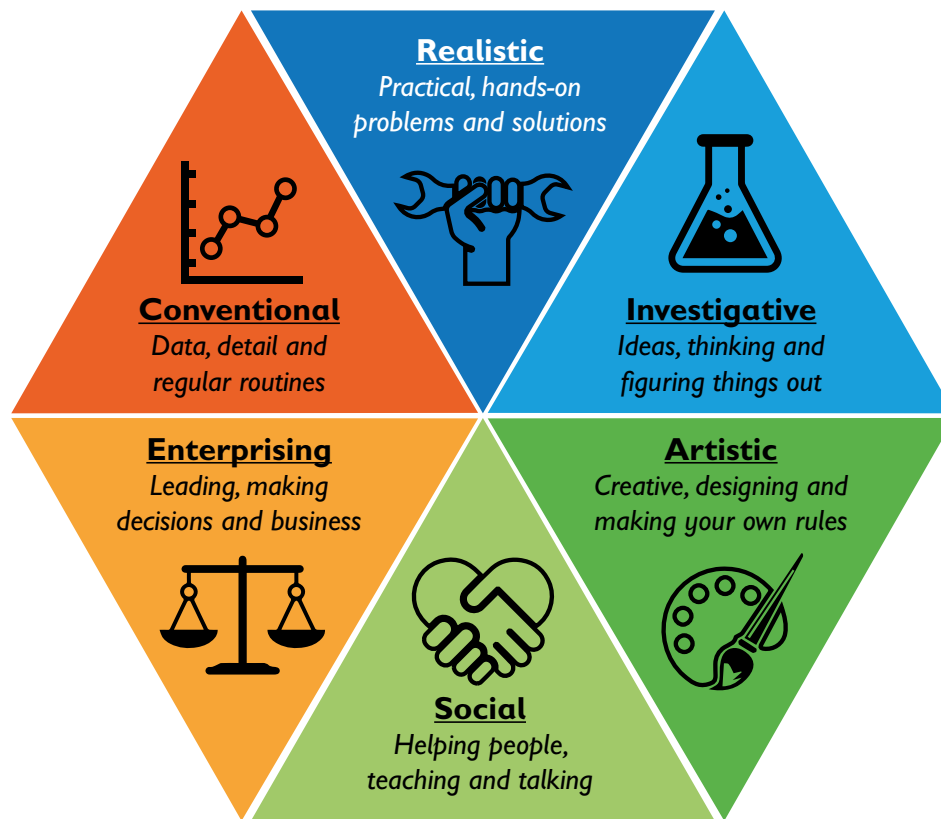
conventional – Someone who does things as they have always been done

**CS**

What inference can you make about how Asa thought of herself before taking the questionnaire?

**CS**

What inference can you make about what Thula thought of the results of the questionnaire?



1. Where are Asandiswa and Nokuthula and what are they talking about?
They are at... and they are discussing...
2. According to the researcher, John Holland, how many kinds of people are there?
There are ...
3. What does John Holland say about how people should choose a job?
He said people should...
4. If you are an 'investigative' type of person, what do you like to do and what do you avoid?
An investigative person likes..... and avoids...
5. What can you infer about the kind of person Asandiswa is? (Use your own words to answer.)
I can infer that Asandiswa is...
6. How do you feel about choosing your high school subjects and thinking about your future?
I feel....

**NOTE: Do not fill in this form!**

Admission and Bursary Application Form for Ntabeni High

Complete the form below:

Section A: Write in capital letters only with a black pen. Write N/A for parts that are not applicable.

- NAME:** _____
Surname First Name Middle Name
- DATE OF BIRTH:** (YEAR/MONTH/DAY): ____ / ____ / ____
- PLACE OF BIRTH:** _____
Town/ City Province
- ADDRESS** (Place of residence): _____

_____ (post code)
- Parents'/Guardians' Information:**
Name: _____ Occupation: _____ Cell: _____
Name: _____ Occupation: _____ Cell: _____
- Other bursaries/scholarships applied for:** _____

SECTION B: Please write a short paragraph to answer the following:

- Describe your strengths and your weaknesses.

What would you contribute to Ntabeni High as a learner?

Applicant's signature: _____ Dated at: _____ On: _____

SECTION C: FOR OFFICE USE ONLY – DO NOT WRITE IN THIS BOX

Applicant's CEMIS details:

Application processed: ____ / ____ / ____

Application successful: **NO** **YES**



1. What are the instructions to fill in this form?
The instructions tell us to...
2. Which section must you not complete? Why?
Section ... because...
3. If you were filling in this form, write down your birthday in the format stated on the form.
4. What does N/A stand for?



Application Form: Challenge your brain!

1. Why is it so important to read through the form carefully and to follow the instructions?
You must follow the instructions because...
2. Design a school crest or badge and a motto for a school you would like to go to. Your design and motto must show what the school values and strives for.



Summary: *Making the right choice*

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...

- In long-term studies scientists have found that most of our core personality traits remain the same throughout our lives.
- Birth order influences our personality. That's why first-born children are often 'bossy', while last-born children are often 'irresponsible'.
- Try coming up with a list of interesting facts about yourself.
- Write a list of your strengths and weaknesses.
- Studies have shown that traits that appear in our teenage years can predict academic and career success.

Interesting Facts



Language Structures & Conventions: Practice

Collective nouns

Collective nouns are words that name a group or collection of people, animals or things in a way that the group is seen as a single thing.

(Some are very creative. Did you know a group of librarians is called a *shush of librarians* and a whole lot of rhinoceroses together is called a *crash of rhinoceroses*?)

Match the **singular noun** with its **collective noun**. Write them down next to each other.

Singular	Collective
players	choir
stars	staff
wolves/cards/lies	pride
teachers	range
ants	team
flies	herd
singers	pack
fish	flock
elephant/cattle	army
lions	galaxy
mountains	school
birds/sheep	swarm



Adverbs of manner

Adverbs of manner tell us **how** someone/something did something.

For example: The girl ate **hungrily**. 'Hungrily' tells us how she ate.

Adverbs of manner are formed from adjectives, but to form an adverb you add **-ly**.

A few exceptions of adverbs that don't end in **-ly** are: well, straight, hard, fast.

Remember:

If the adjective ends in 'y', change the 'y' to 'i' and add **-ly**. Example: happy – happily; pretty – prettily.

Complete the sentences by changing the adjective into an adverb of manner.

1. He sings (beautiful).
2. When all the cousins get together, they always play (happy).
3. Sometimes my neighbour shouts (angry) so I always walk (quiet) when I go past.
4. She kicked the ball (rough) because she was upset that she hadn't scored a goal.
5. Somehow my teacher always speaks (patient) even when we don't understand.

Adverbs of time

Adverbs of time tell us **when** something happened/is happening/will happen, for example: It will rain tonight. 'Tonight' tells us when. Other examples of adverbs of time are: now, yesterday, monthly, hourly.

Complete the sentences using the adverb of time that fits best.

later / often / yesterday / regularly / sometimes

1. I _____ play soccer. It's my favourite sport.
2. I'll call you _____ when I'm finished my homework.



3. _____ I like the rain. If I feel like staying in bed.
4. I think I left my coat at my aunt when I visited her _____.
5. I need to exercise _____ or else I'll get unfit.

Simple and compound sentences

- a. **The simple sentence** has one finite verb. It expresses a single main idea. The basic sentence has a subject and a verb.
- b. **The compound sentence** has two or more finite, or complete, verbs. It is made up of two or more equally important simple sentences, usually joined by a co-ordinating conjunction (for, and, nor, but, or, yet, so).

Write down the verb/s in each sentence, and say whether the following are simple or compound sentences.

1. It is a cool winter afternoon in Tzaneen.
2. They are best friends, but they are in different classes this year at school.
3. We were discussing our future jobs and careers.
4. Thembi thinks she is going to be a professional footballer, yet she has no skills.

Rewrite the following passage, adding the missing punctuation marks, including capital letters and hyphens.

The man walked in. It was dr njokweni. He stood in the doorway and looked around. He was the expert in dangerous snakes in southern Africa. The situation was bad. He needed the animal to cooperate. This lightningquick, fastmoving creature had seen him. Dr njokweni was sixtyfive. He felt too old for this job, but there was no one else.



Acronym: an abbreviation formed from the initial letters of other words and pronounced as a word, e.g. FOMO – fear of missing out

Initialism: an abbreviation consisting of initial letters pronounced separately, e.g. RSA – Republic of South Africa

Write down each abbreviation with its correct full word explanation. Then, say whether it is an acronym or an initialism.

Abbreviation	Full words	Acronym or Initialism?
WWW	Electricity Supply Commission	
PIN	South African Broadcasting Corporation	
FYI	African National Congress	
SABC	United States of America	
USA	For Your Information	
AIDS	World Wide Web	
ANC	Personal Identification Number	
SAPS	Frequently Asked Questions	
Eskom	Acquired Immunodeficiency Syndrome	
FAQ	South African Police Service	

- Top tips for filling out forms!
Be careful, be neat, be certain,
be prepared, be alert, be
complete, be correct, be
thorough, be accurate, be
prudent.

- Self-awareness is an
important quality to develop.
To do this, speak openly about
your challenges, remember
the positives, try and create
balance, don't compare
yourself to others, be
part of a team, be
independent.

Interesting
Facts

THEME

Moving Populations

Term 3

Weeks 3 & 4 | Cycle 2



<https://www.youtube.com/watch?v=25bwiSikRsl> – TED-Ed – What does it mean to be a refugee? TED-Ed is an educational YouTube Channel.



LSC

Capital letters to start the sentence and for proper nouns (names of places and months).



CS

Can you visualise the classroom and all the learners? What are the ones presenting doing? What the ones watching doing? What is the teacher doing?



Vocab

ujeqe – traditional steamed Zulu bread

Reading Text: Heritage Day lessons

It was a bright spring **September** day in **Johannesburg**. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, **but some learners had brought traditional clothes, musical instruments and even food to show and share with the class**. It was nearly break time, and already the class had learned so much.

Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song.

The clicks were hard, but fun!



Nobantu had shared some pictures about her isiZulu culture: the beehive huts and woven baskets. She even shared some **ujeqe** that her dad had made and did a demonstration of the indlamu dance.

Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.





After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: **'My family is from Burundi. My parents moved here ten years ago.'**



A colon may be used instead of a comma before direct speech.

Quotation marks for direct speech.





LSC

Quotation marks for direct speech

Question marks for asking questions

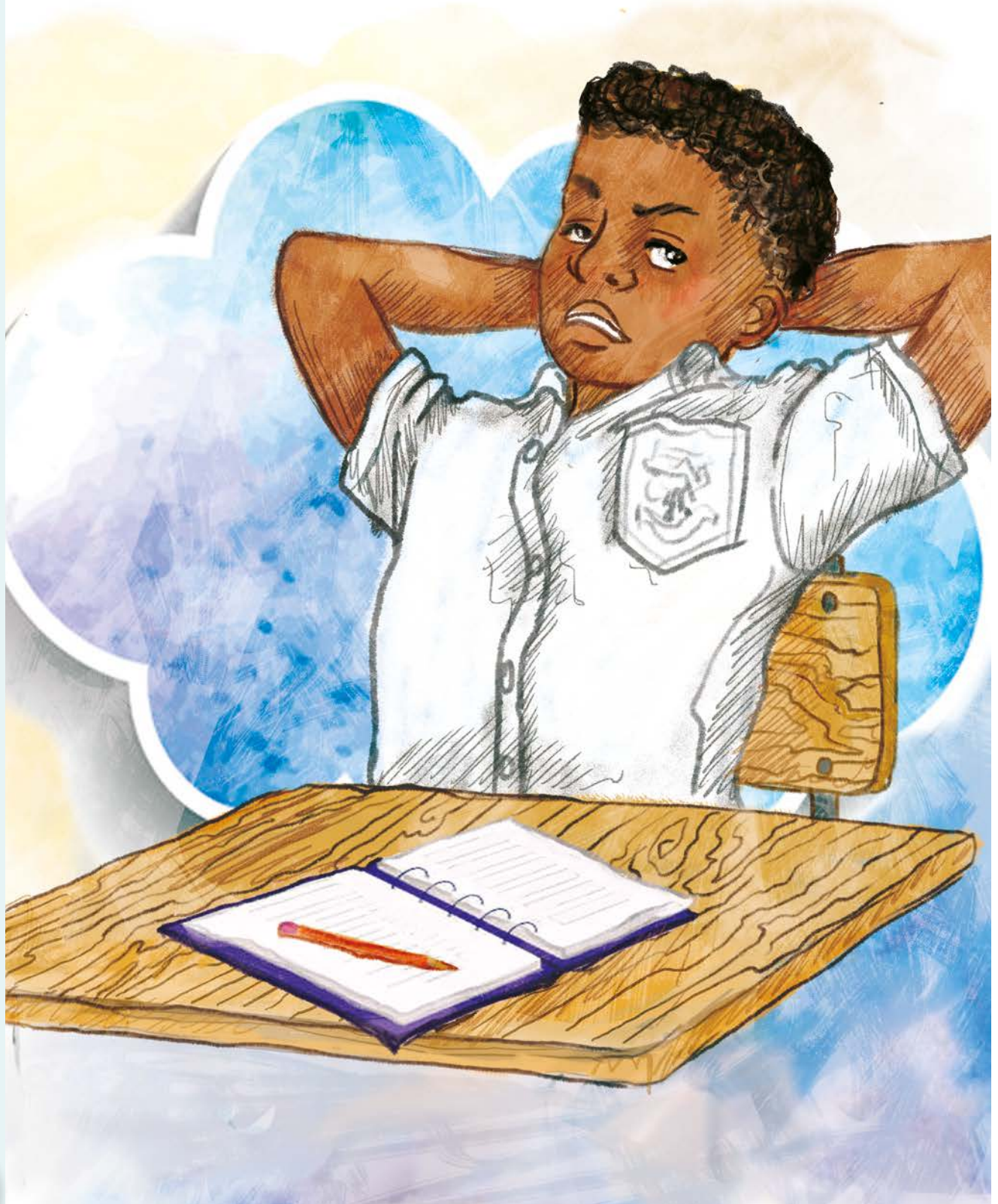


CS

Can you visualise Mpumelelo at the back - the way he's sitting, the expression on his face?

From the back of the class someone called out with a laugh, **'Why did they come here? What's wrong with your country?'** Everyone turned to look. **It was Mpumelelo, leaning back in his chair with an unkind expression on his face.**

Mr Busakwe looked away from Samuel and gave Mpumelelo a stern look. 'Mpumelelo, please remember our universal rules of respect and tolerance. Please continue, Samuel.' he said.





Samuel coughed and continued. 'This is a pagne,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.'

'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' **teased** Mpumelelo, making vomiting sounds. A couple of the other kids laughed.



Vocab

teased – to make fun of someone, to say nasty things to someone





LSC

Capital letter for a person's title, Principal

Capital letter for proper noun, Khuboni

Apostrophe to show possession: the office belongs to Principal Khuboni

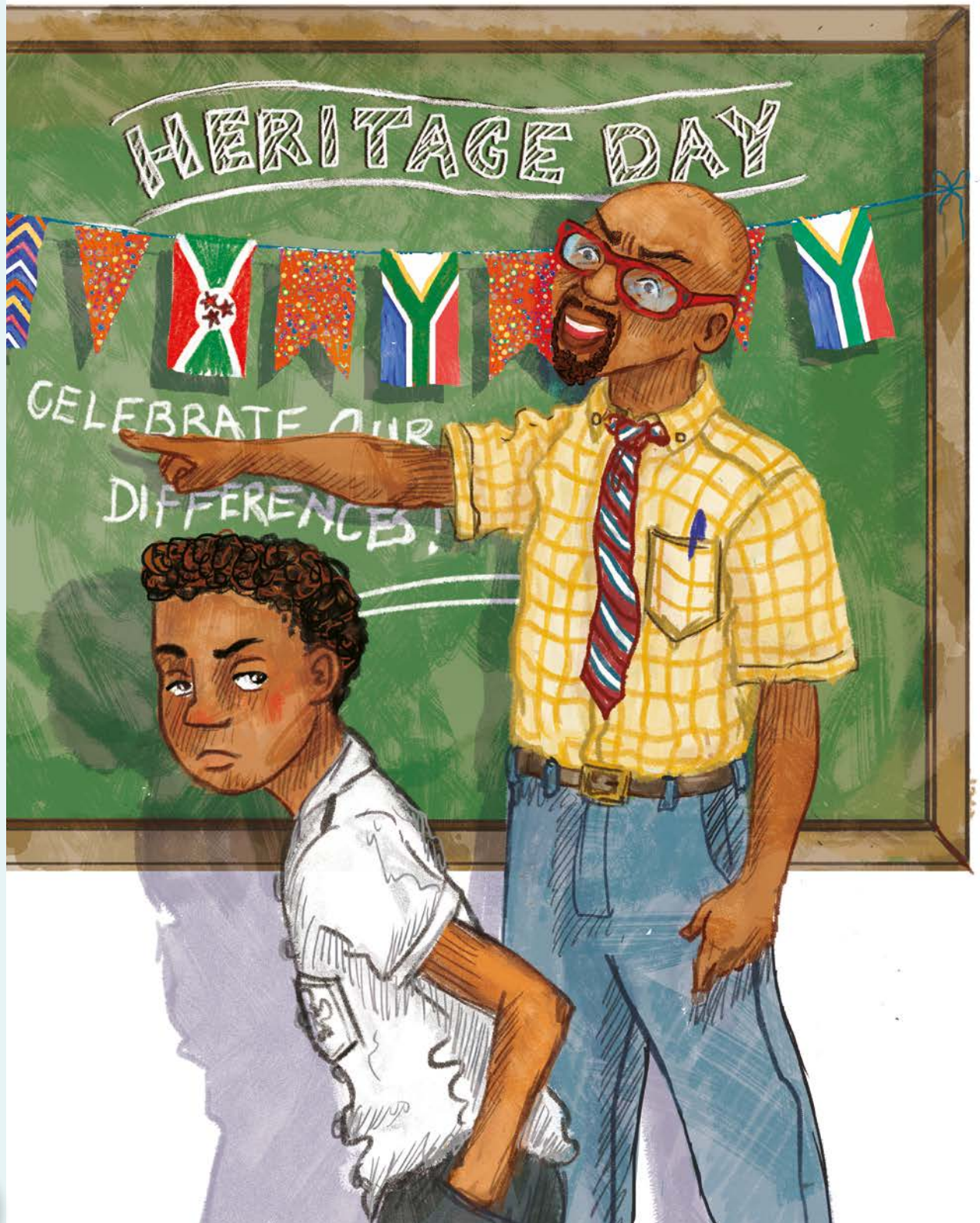


Vocab

glared – to look at someone in an angry way

'Mpumelelo, that is enough. We have spent a lot of time discussing how we all want to be treated, and this is completely out of order. Please leave the class and go to **Principal Khuboni's office** immediately!' Mr Busakwe instructed firmly. 'I will need to call your parents to an urgent meeting.'

Mpumelelo **glared** at Samuel as he walked out with his hands in his pockets.

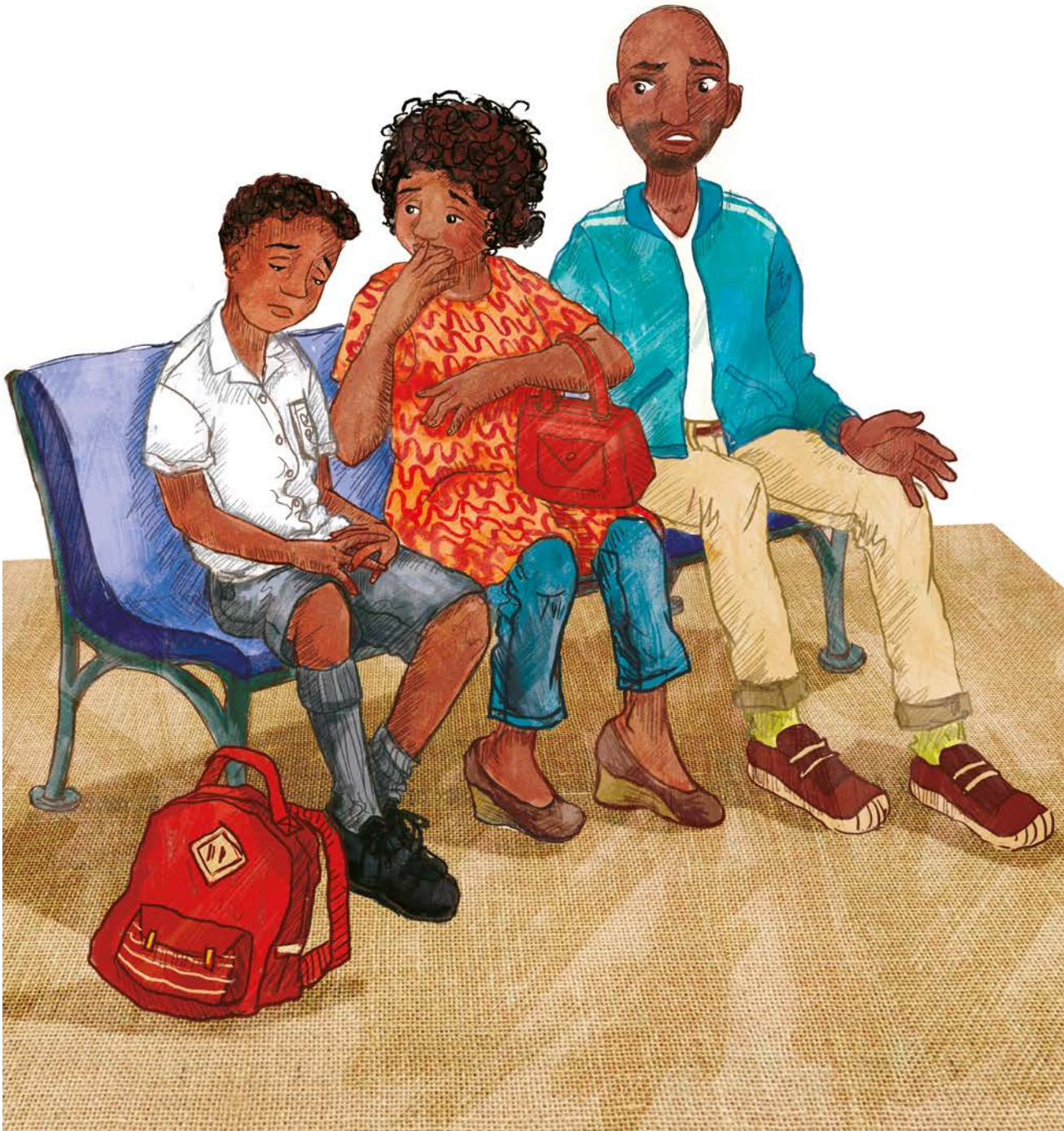




Half an hour later, Mr Busakwe, Principal Khuboni, Mpumelelo and his parents were sitting in the office. Mr and Mrs Zwane were upset and worried.

‘What’s this about, Principal? We were called in urgently. Has Mpumelelo done something wrong?’ They looked at their son, but he just stared at his hands in his lap and wouldn’t meet their eyes.

‘I’m afraid he has,’ said the principal, ‘something very serious. Mr Busakwe, please tell us what happened in your class this morning.’



LSC

Apostrophe to show omission, letter left out:
What is - What’s



CS

Can you visualise Mpumelelo and his parents sitting in the principal’s office? How do they feel? What are they doing?



LSC

Apostrophe to show omission, letter left out:

I am afraid...

I’m afraid...



LSC

Apostrophe to show possession

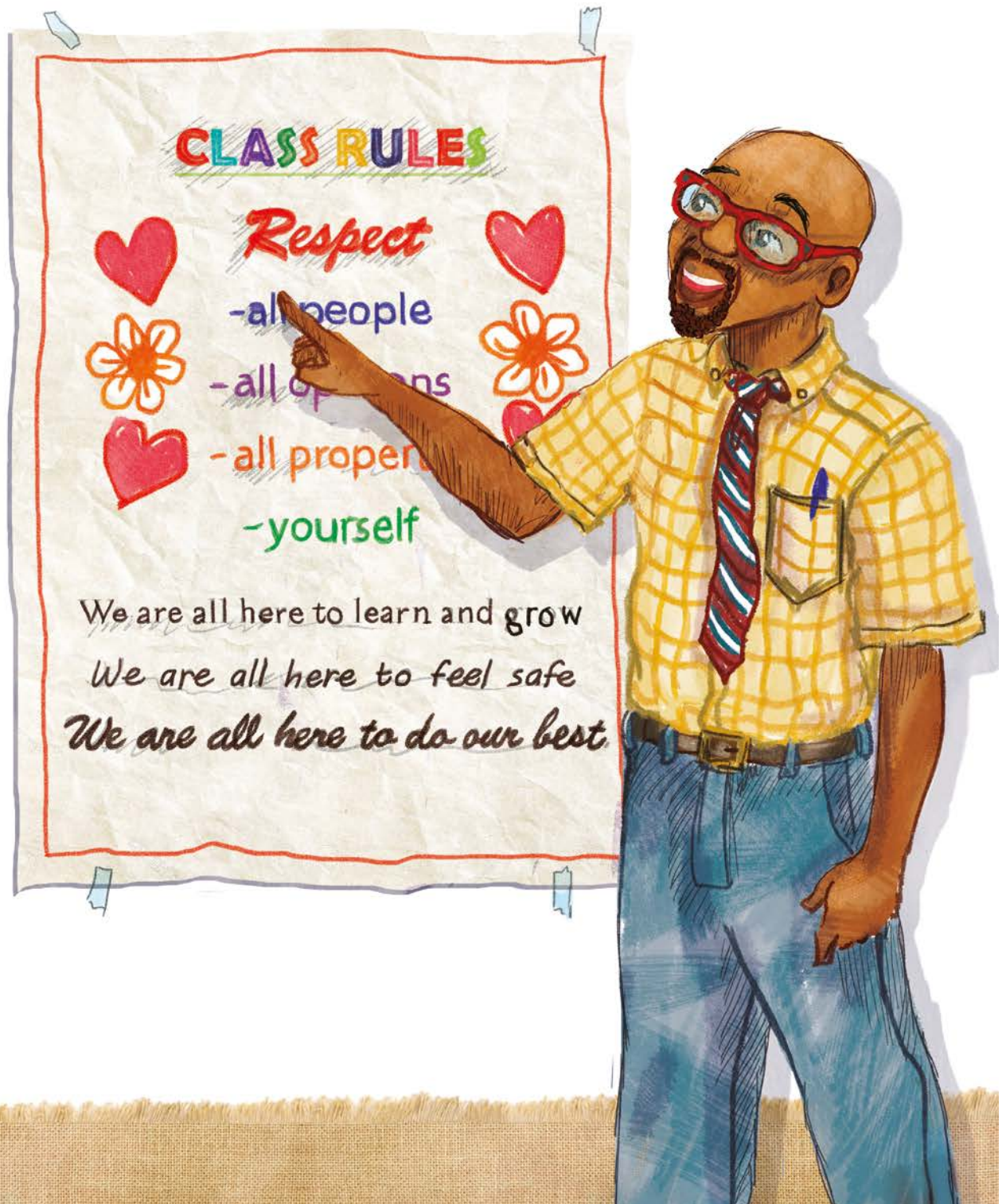


Vocab

xenophobic – showing dislike towards people from another country

Mr Busakwe told them about the Heritage Day orals and what Mpumelelo had said when Samuel was presenting his oral. As he spoke, **Mr Zwane's eyes** widened and he shook his head. Mrs Zwane looked like she was going to cry.

'In this school, we have no place for bullying. We take it very seriously. All learners in this school are welcomed and part of our community. We will not allow any **xenophobic** actions. I hope this is very clear. Mpumelelo's comments are unacceptable. In addition to his punishment, he will have to apologise sincerely to Samuel.'



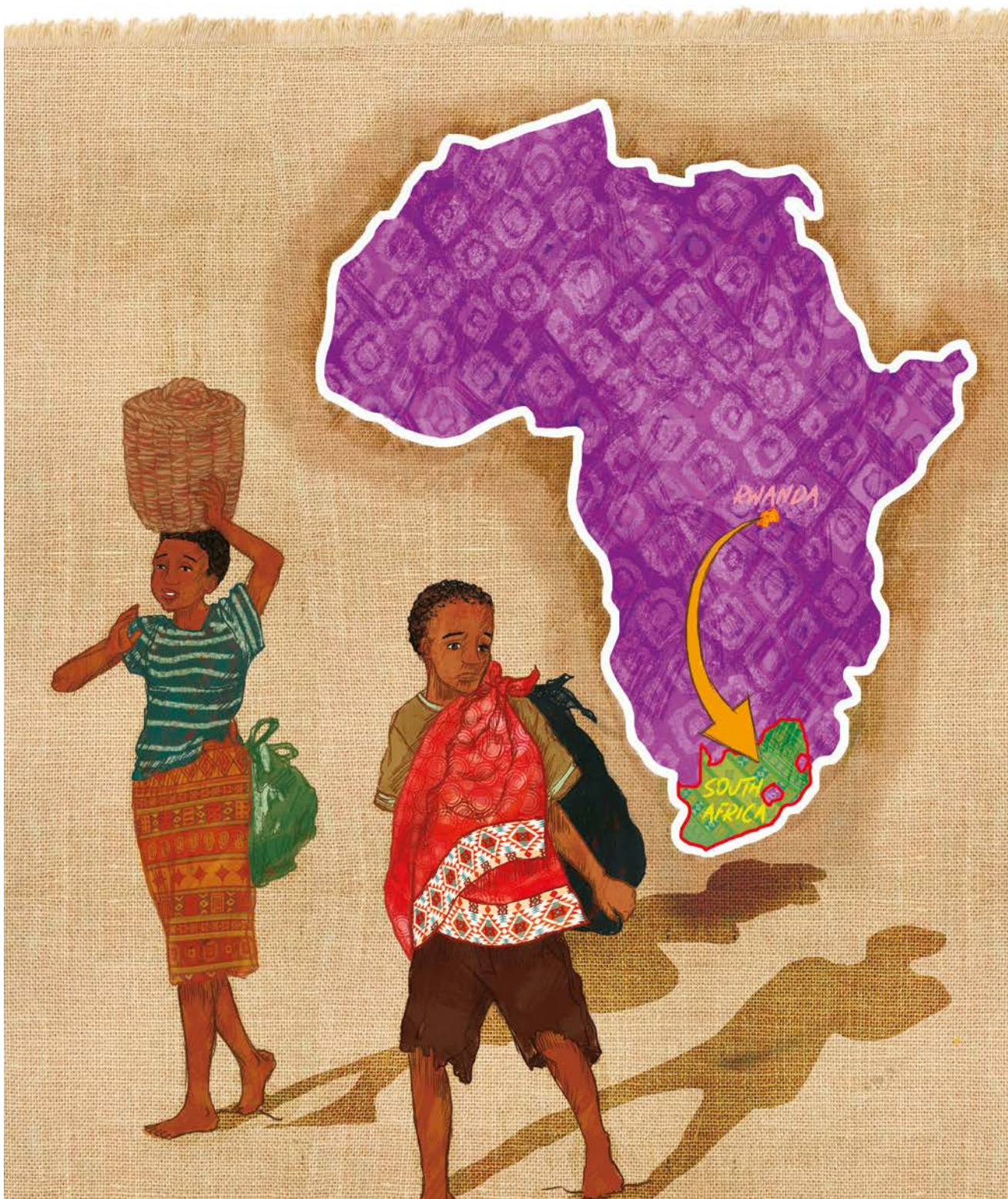


‘Mpumelelo! I can’t believe you’ve behaved this way,’ Mrs Zwane looked at her husband and continued. ‘My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. **When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.**’



CS

Can you visualise Mrs Zwane’s parents when they first came to South Africa?





LSC

Commas to separate a name in a sentence and to show a pause.

Mpumelelo looked at his mother with shock. 'What are you saying? Why have you never told me this? Why do I not know about them? And what about dad? Are we Rwandan?' he whispered unbelievably.

'I came here as a young girl, and fell in love with your father, who – as you know, is a Zulu South African! I never wanted you to feel the discrimination that your grandparents felt. **We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country,**' explained Mrs Zwane.

'But it is clear to us both that we made a bad decision to keep this from you,' Mr Zwane nodded sadly.





'I can't believe this. I feel so bad about the things I said to Samuel. I don't know why I was so mean to him,' Mpumemelo said shaking his head. 'He always looks so scared. It was just easy to tease him **for a laugh**. I never thought how it felt for him.'

'I suppose I should also be ashamed,' said Mrs Zwane. 'It seemed easier to me to not explain your full heritage. But there are so many things about Rwanda and Rwandan culture that I would like you to know. I am sorry my son.'

'Well today I learnt about a pagne and a Karyenba drum, so I guess I've already started learning about Rwanda's neighbours!' Mpumelelo realised. Then his expression changed, and he looked down at the floor. 'I guess I owe Samuel an apology.'

'And, Mpumelelo? What about your teacher?' said Principal Khuboni sternly.

'Um, I am sorry for being rude, Sir,' said Mpumelelo. He took a deep breath and went on, 'And thank you Sir, for making our classroom a safe space for everyone. The way you handle us is cool.'



Vocab

for a laugh –
just for fun





'i-e' does not mean the two letters are written together in the words. The 'e' goes to the end of the word, to make the long I sound.

Decoding Skills

Phonic sounds

Learn to say these sounds:

nk

i-e

Phonic words

Practice sounding out and reading these words:

thank thinking sink time hide side

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

nk	i-e	bl
a	b	k
s	t	a-e

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

difficult leave place last better
life would did again good



Decodable Texts

A better life

Amila had to leave. Amila and her mom and dad had to leave their home.

'Why are we thinking this? I don't want to leave! I want to live around here. I like it here! I think it is fine here. I like my life here! It is mine here! You stink! You stink, mom!' said Amila.

'It is time. It is time to leave this side. This place is not safe. We have to hide. I don't want us to sink. I don't want us to sink and fail and shake here. We must leave, we must dash. It is not safe for us here,' said mom.

Amila has left home many times. It is not fine. Amila hates it. Amila hates going again and again. Many times, home is not safe. It can flunk and flake and fail. Many times, they are shaking when they leave. Amila is blank. Amila is in a funk. Amila is not fine. Amila must blink and blink. It is difficult to leave.

She takes her bag. She takes her bag and is thinking of the next place. She is waving. She is blinking. She is going to a new home. She is thinking of her old home.

Amila's mom said, 'Thank you Amila. I know it is difficult. We would stay this side if we could. We would stay in our shining home if we could. For the sake of your future, we must leave. For the sake your future we must find a better life.'

It was difficult. But Amila was thinking about her future. What was Amila thinking about?

She was thinking about her good future! She was thinking about a better life.

This better life could shine. This better life could be rich. This shining new home could be better than the last.





Rutendo's new home

Rutendo has a new shining home! Where is the new home? Rutendo has a new shining home in a new shining place! She had to leave her old country. Where did she have to leave? She had to leave her old country. Rutendo is in a new country now.



It is difficult. It stinks. What is difficult? It is difficult and it stinks to leave her old home. It made her blank. It made her shake. It made her slide and sink to leave her old home. It made her sad to ride far away. Riding far away made her sad and mad.

But now, she has a new home! She has a new shining home.

'It is mine. I think it is fine! It makes me proud! This place is mine, it is fine and makes me proud! I have pride!' said Rutendo.

Rutendo cannot hide. Rutendo cannot hide her better life. Rutendo is thinking of her good life. Rutendo is thinking of her new shining home. She is thanking everyone. What is she thanking everyone for? She is thanking everyone for their kindness. She thanked them and gave them drinks. She honks and laughs and winks! She makes some funk and fun. She waves! She makes funk and fun in her new home.

Rutendo would never leave. Rutendo would never leave her new home again. This new one is her last home. Why is this? It is time for Rutendo to be safe in her new shining home. She did her journey. Now Rutendo is thinking about her future. She is thinking about her better life. She is thinking about the good people in her new home.

It is time for Rutendo to find pride! It is time for Rutendo to find pride in her new life. Rutendo has made a new life in her new shining home.

1. Where did Rutendo have to leave?
Rutendo had to leave her...
2. What can Rutendo not hide?
Rutendo cannot hide...
3. Why will Rutendo never leave her new home?
Rutendo will never leave her new home as...



Independent Reading Skills

Individual Reading Text: Why people move

People move all the time. Sometimes it's to a new house, sometimes it's to a new city, and sometimes it is even to a whole new country. People move for all sorts of reasons. A pull factor is something that pulls the person to the new place. This could be a job, a new relationship, better schools, or to go and study. A push factor is something that makes a person leave where they are. This is when people are forced to leave their homes.

Many people have moved to South Africa because they are not safe in their countries. Others have moved because they cannot **survive** in their countries. These people are all hoping for a better life here. Some of these people are refugees, asylum-seekers or migrants.

Let's take a look at what these words mean:

Refugee

- A person who has **fled** their own country because their life or their human rights are at risk.
- They are forced to leave their own countries because their own government cannot or will not protect them from **persecution** or danger.
- Refugees have legal status in their new countries.



Asylum-seeker

- A person who has left their country and is seeking protection from persecution and serious **human rights violations**.
- An asylum seeker is still waiting to be legally recognised as a refugee.
- Seeking asylum is a human right - this means everyone should be allowed to enter another country to seek asylum, if they face danger in their home country.



Vocab

survive – continue to live or stay alive

fled – run away from

persecution – being treated badly, discriminated against because of your race, religion, political views or gender

human rights violations – when a person's rights are taken away



Vocab

natural disasters – terrible things caused by the weather, e.g. storms, floods, earthquakes

Migrant

- Someone who leaves their country for a period of time for work, study or to join family.
- A migrant could also be someone who leaves their country because of poverty, political unrest, gang violence, **natural disasters** or other serious circumstances.



Between 2018 – 2021, South Africa has officially hosted about 273,488 refugees and asylum seekers. 84% of them come from sub-Saharan Africa.

Zimbabweans have been coming to South Africa for 20 – 30 years for social, political and economic reasons. Zimbabweans work in many different fields, from unskilled labourers to doctors, artists and engineers. Most Zimbabweans live in Gauteng, Limpopo, Mpumalanga and North West.

Pakistan has the 6th largest population in the world. Its economy is not creating enough jobs for its people. So, many Pakistanis **move abroad** in search of jobs. Many Pakistanis in South Africa have spaza shops, cell phone businesses and barber shops. There are also many Pakistanis working in the field of medicine throughout the country.

Many people in the border towns of **Lesotho and Mozambique** come to South Africa as migrant workers to work in the mines.

As more people come to live in South Africa, the country is constantly changing. With the new people, we welcome and learn new languages, cultures, fashions and food.

1. List four reasons why people move.
Some of the reasons people move are: ...
2. How many official refugees and asylum-seekers came to South Africa between 2018 and 2021?
3. State one pull factor and one push factor why a migrant might move.
A pull factor could be...
A push factor could be...



4. What is the difference between a refugee and an asylum-seeker?
The difference between a refugee and an asylum-seeker is...

5. Why do you think people who move to a new country often move close to a community of people who are all from their native country? (For example, a Zimbabwean moving to Gauteng, would try live close to other Zimbabweans and go to the same Church and schools and so on.)
I think people go and live with people from their home country because...

6. If you moved to another country, what would you be most excited about and what would you be most anxious about?
I would be most excited about ...
I would be most anxious about...





Visual Text: Estimated migration between the provinces from 2016 to 2021

Migrants don't only move between countries; they move between provinces too.

Province	Out-migrants	In-migrants	Net migration
Eastern Cape	515,648	191,435	-324,213
Free State	160,107	147,246	-12,860
Gauteng	544,875	1,595,106	1,050,230
KwaZulu-Natal	360,830	307,123	-53,706.4
Limpopo	417,453	278,847	-138,606
Mpumalanga	212,271	285,678	73,407
Northern Cape	76,832	82,502	5,670
North West	207,662	317,261	109,599
Western Cape	175,831	485,560	309,729

Glossary:

Out-migrants are people who leave the province.

In-migrants are people who come to live in the province.

Net migration is the total of migrants in the province.



1. Which province has the fewest people migrating there? Which province has the fewest migrating from it?
The fewest people move toThe fewest people leave ...
2. Which province has the most people migrating from it?
The province that has the most people migrating from it is...
3. A new family has recently moved from another province, and they are now your neighbours. What are some things you will tell them about living in your community? You must tell them both good and bad things.
I would tell them ...
4. If you could move to another province in South Africa, where would you like to move to? Why?
I would like to move to ... because ...



Table showing Inter-Provincial Migration: Challenge your brain!

1. Over one and half million people migrate to live in Gauteng. Why do you think so many people want to live there?
I think people want to move there because...
2. Imagine someone has moved from the Free State to the Eastern Cape. It is the first time they go to the beach. Visualise how they experience the sea for the first time. Write down 3 sentences that describe their feelings when they see, hear and feel the sea for the first time.



Summary: *Why people move*

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...



Language Structures & Conventions: Practice

Proper nouns

Proper nouns always start with capital letters. They tell us actual names, for example, of people (Bongani, Susan), or places (Johannesburg, London), or days of the week and months of the year (Tuesday, May), languages (French, Portuguese) and institutions and organisations (University of Johannesburg).

Rewrite the following paragraph using the key to fill in the missing proper nouns.

KEY:

- 1.1 – day of the week
- 1.2 – month
- 1.3 – name of a person
- 1.4 – name of a place
- 1.5 – name of a school or university
- 1.6 – a language
- 1.7 – country / place where they speak the language (1.6)

It was a 1.1 _____ afternoon in 1.2 _____. 1.3 _____ was walking through 1.4 _____ on her/his way home from 1.5 _____. Today in class, they had been learning 1.6 _____. 1.3 _____ had found it quite hard. But she/he was determined to practice and learn how to speak 1.6 _____ because she/he wanted to travel to 1.7 _____.

Adjectives

- **Positive** adjectives describe one thing, e.g. Her torch is bright.
- **Comparative** adjectives compare two things, e.g. Her brother's torch is brighter.
- **Superlative** adjectives compare three or more things, e.g. The light from the fire is the brightest.

Rewrite the following sentences, using the correct adjectives.

1. (More/The most) Zimbabweans than Americans come to live in South Africa.
2. I love Congolese food. It's much (better/gooder) than Pakistani food.
3. In my school, the Grade 6s are (the tallest/taller) than the Grade 7s.



4. I think Nigerian fashions are (more wonderful/wonderful).
5. Limpopo is (closer/the closest) to the Kruger National Park than North West Province.
6. So many people migrate to Gauteng! It must be (busier/the busiest) province.
7. My Mozambican friend always has (the best/better) ideas for what we can do.

Direct and indirect speech

Direct speech is the exact words that someone speaks. The words are written inside quotation marks.

In indirect speech (reported speech), we report the speaker's words.

1. Rewrite the following in indirect speech:

'I'm so excited to meet you! I want to hear all about your country, Lesotho!' exclaimed Xoli to the new girl in her class.

2. Rewrite the following in direct speech:

The new girl, Lineo, told Xoli that she would be happy to tell her and invited Xoli to her house for a meal.

Punctuation

Punctuation is the tool that allows us to organise our thoughts in writing and make it easier to express and share our ideas and understand other people's thoughts and writing. The standard English punctuation is as follows: full stop, comma, apostrophe, quotation marks, question marks, exclamation marks, brackets, dash, hyphen, ellipsis, colon, semicolon.

Rewrite the following filling in all the missing punctuation marks.

i didnt know that so many people migrated around south africa said thomas
me neither said thabo which province do most people go to

Just for fun: Vocabulary and where do words come from?

People move around and have always moved around. Many English words have been taken from other languages.



Match the following words to where they came from - write down the word and the language it comes from.

entrepreneur	Japanese
karate	Arabic
chocolate	Swahili
safari	Zulu
cartoon	French
sangoma	Italian
marimba	Nahuatl (a Native American language)

- The earliest human migrations are estimated to have taken place 1.8 million years ago when Homo Erectus migrated out of Africa and into Eurasia.
- Migration can be driven by many factors like slavery, colonialism, climate change, war, famine, natural disaster, and human rights abuses.
- At least 1000 French-born people can be found in every country of the world!
- Work is the top motivating factor for most African migration. Most Africans leave their homes to seek work or higher pay.

THEME

Lovely Literature

Term 3

Weeks 5 & 6 | Cycle 3



<https://www.youtube.com/watch?v=nb0YoRMXIY0> - VSauce – Dord.VSauce is an educational YouTube Channel that asks and answers all kinds of questions.

<https://www.youtube.com/watch?v=JwhouCNq-Fc> – TED-Ed – What makes a poem...a poem? TED-Ed is an educational YouTube Channel.



LSC

Simple present tense to show a universally true statement.

Reading Text: Looking at poetry

People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. **There are countless forms of these. One such genre is poetry.**





The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. **Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry.** Poetry was often recited at theatrical ceremonies. These poetic performances had different functions, including political, educational, **spiritual** and entertainment. Often drums were used to **accompany** the poets.



LSC

Simple past tense to show this happened in the past.



CS

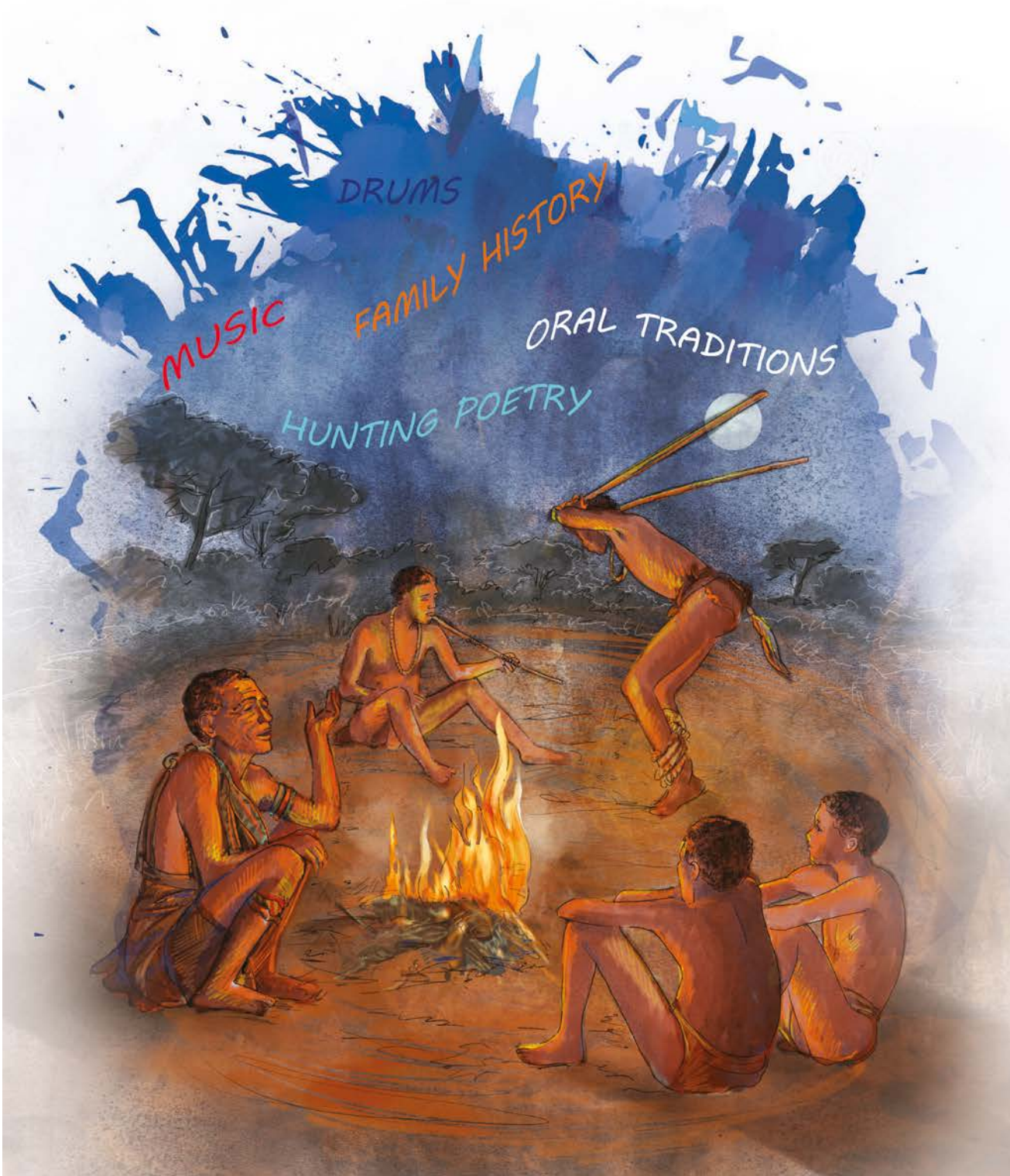
Can you make a connection to the poets from long ago to the praise poets of today who perform at political and religious events?



Vocab

spiritual – to do with religion

accompany – to play with

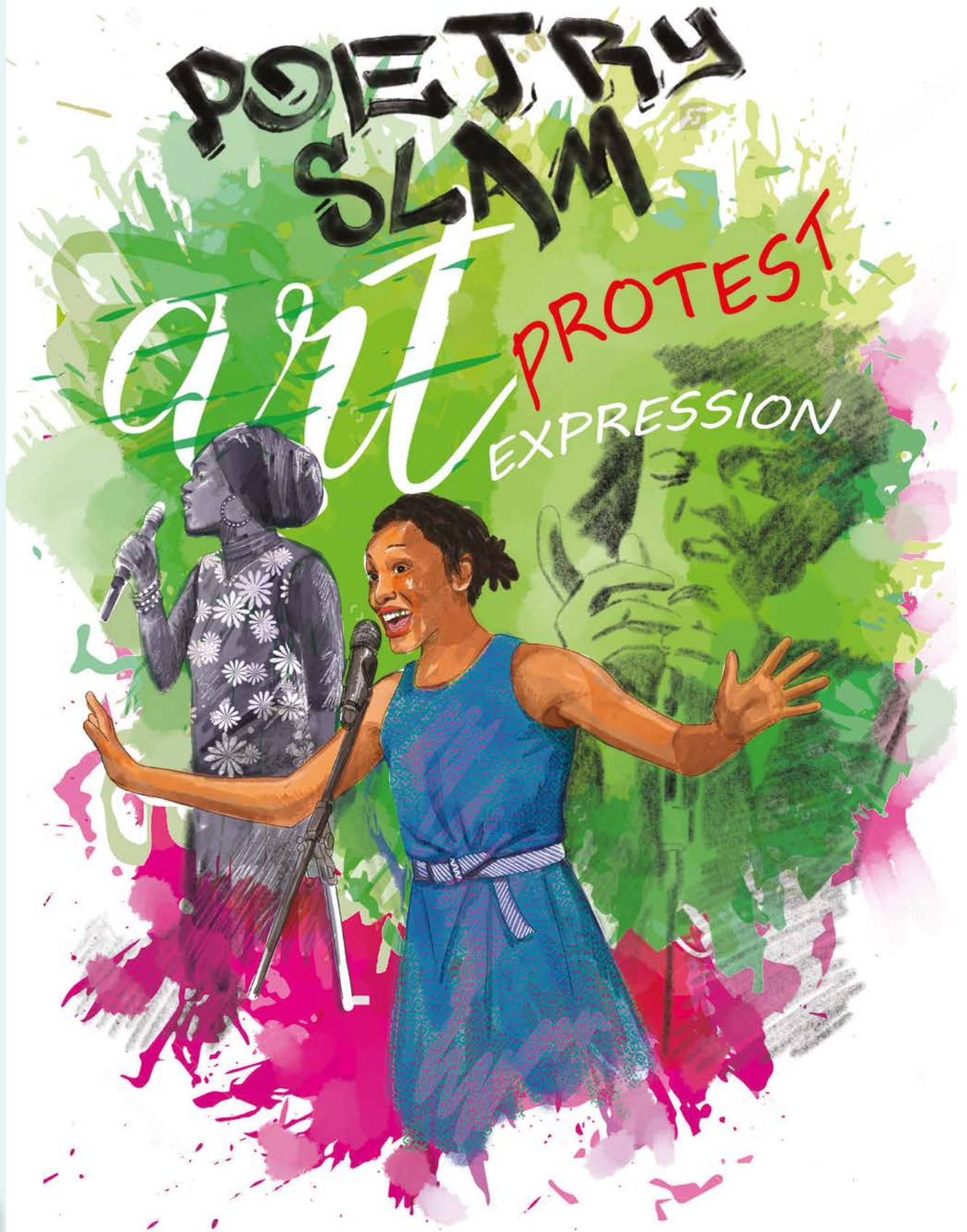




LSC

Simple present tense to show a true statement.

Today's poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.



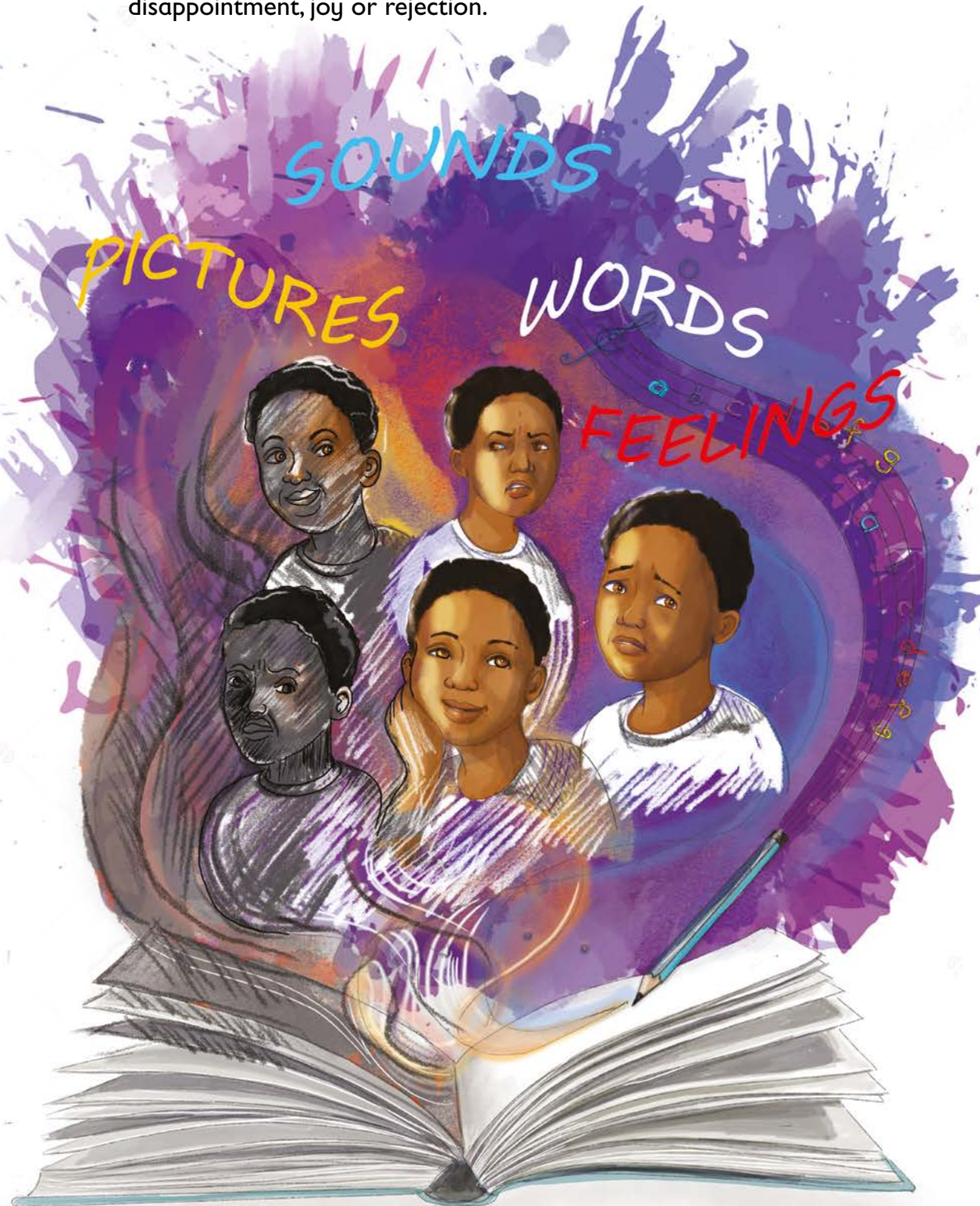


Poems are not written in paragraphs – they are written in **stanzas**. And when we discuss poems, we talk about **lines** of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. **Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning.** This genre is the poet's way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy or rejection.



CS

Can you make a connection between poets using rhyme and rhythm in their poetry to how musicians use instruments, rhythm and melodies to create particular feelings in their music?





Here are explanations of three different types of poems:

1. **Free verse:** the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.



CS

Can you make a connection to this winter? Does this sound like your winter?

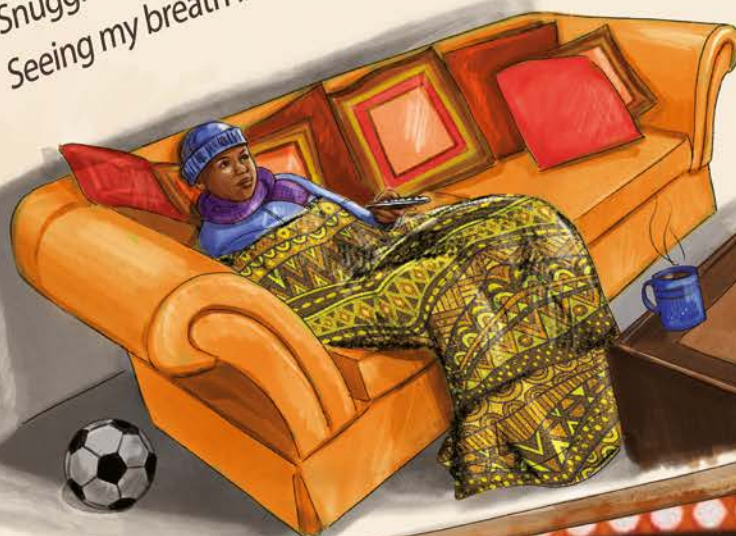
Winter where I live

Where I live, we don't get snow

Or ice
Or snowmen
Or go sledding
in Winter.

Where I live, we get blue skies and tired sunshine
We get soccer and strepsils
hot chocolate in the evening
We get exams in June.

My winter is:
Beanies and scarves
Snuggling under my blanket watching Uzalo
Seeing my breath in the morning chill.





2. **Rhyming couplet:** the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.

Example of a rhyming couplet:

Growing up

I'm not a baby, don't tell me what to **do**,
I'm tired of being told things when I know what is **true**.

I'm nearly thirteen, that seems very **old**,
Do I have to know everything and always be **bold**?

Maybe it's okay to be young for a longer **while**...
I think I'll stay a kid 'til I find my own **style**!



Vocab
and



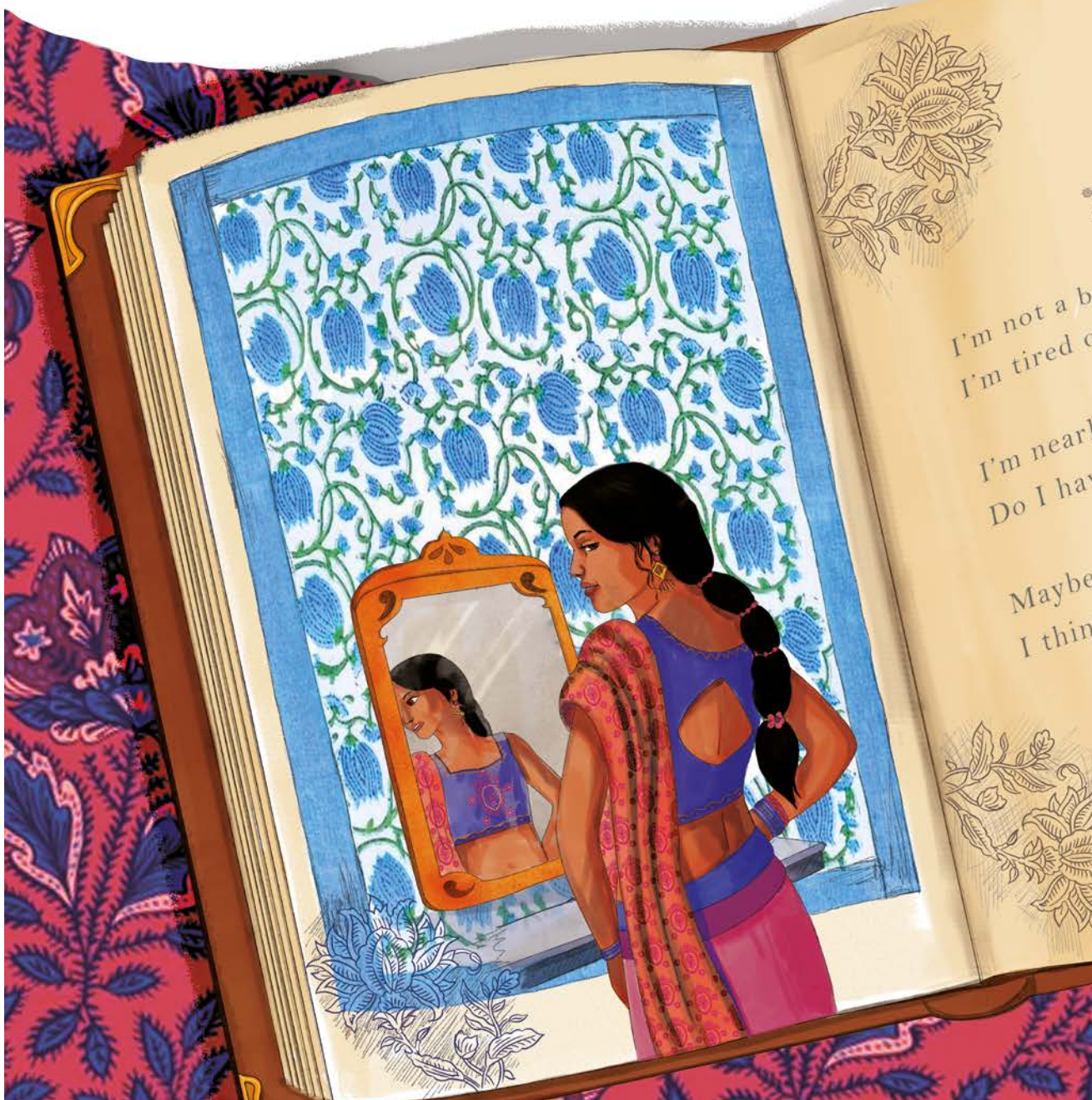
CS

I can make a word connection: a couple is two people who are together, and a **couplet** is two lines that are together joined by rhyme!



CS

Can you make a connection to the way the speaker feels? Do you also sometimes feel grown up, but still a child?





LSC

Simple past tense to show the action is in the past.



CS

Can you make a connection to forgetting something when you are writing a test?

3. **Haiku:** This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. **Traditionally, Haikus were about nature.** The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.

Example of a haiku:

Exams, the answer

My mind has gone blank!

I learnt all this yesterday...

And then – it comes back!





Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so that you, the reader, can bring your own ideas. And you can also write your own poetry - there is no 'wrong' way to do this!





LSC

'o-e' does not mean that these two sounds are written together in the word. The 'e' goes to the end, to make the long o sound.

if a word ends in a short vowel and a consonant, like 'spin' ('-in'), you double the consonant before adding an '-ed'.
For example: spin
– spinned.

Decoding Skills

Phonic sounds

Learn to say these sounds:

sp

o-e

-ed

Phonic words

Practice sounding out and reading these words:

sparkling spend home alone helped hoped

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sp	o-e	p
k	i	t
n	-ed	br
a	c	e

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

together listen story quiet read
feel book our told because



Decodable Texts

Story time with mom

I like story time. I like story time with mom. I like to spend time with mom. What is it like? It is a sparkling and shining time. When mom tells a story, I sink into a sparkling and shining time. I like this sparkling and shining story time!

We sit together. We sit together and it is quiet. We sit together at home and it is quiet. Where do we sit? We sit together at home. Mom makes a fire. Mom makes a flaming fire. I hoped to help. I hoped to help with the fire. Then one day I helped! One day I helped to make the flaming fire. My fire flashed and flicked and flamed and smoked. It was a story fire! A story fire in our home.

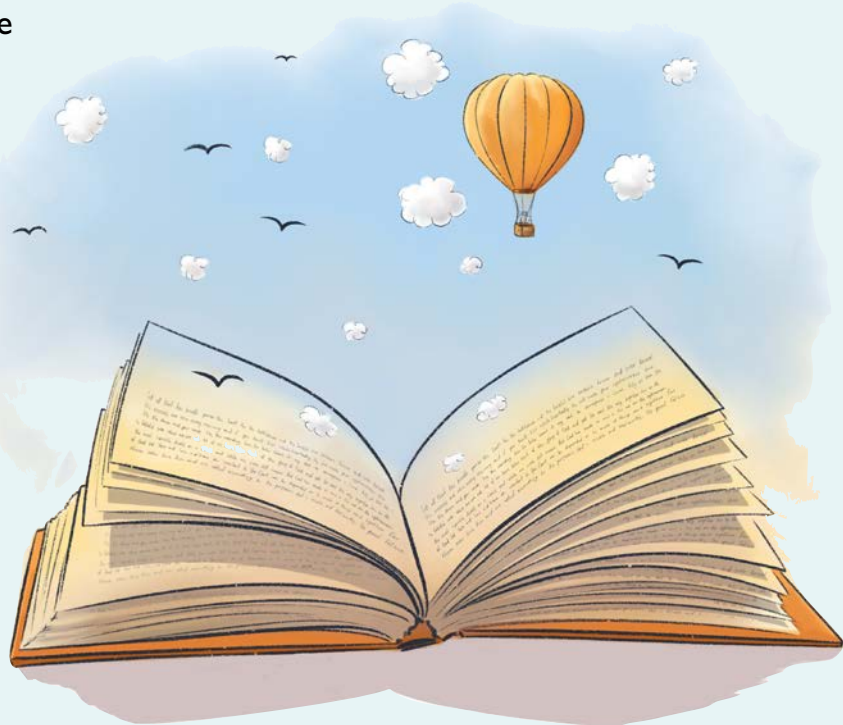
You can't be late! You can't be late for story time with mom! Why can't you be late? I hope you are not late because time alone with mom is good! Time alone with mom is safe. It is good and safe at story time. I told you, you can't be late!

We slide down. We find a spot next to mom. We are quiet in our spot. We feel safe. We sit around the spitting fire. We open our story book. What did we open? We opened our story book together. We sit around the sparkling fire and we are told our story by mom. We listen to mom. We spend time and listen to mom's story.

Mom spoke: 'It is time for a story, my children! I chose a good one. What did I do? I chose a good story. It is about hope. It has a joke! I spotted a joke in the story!

There is no spam. There is no spite. There is not spam or spite. There is just hope.'

It was like a spell. Those story times were like a spell. It was like mom shaped a story spell around us. Story time with mom was the best!





Buhle and books

Books were Buhle's best! What did Buhle like the best? Buhle liked books the best. Books were the bling thing! They were the bling thing for Buhle! They sparkled and chirped and flashed and smoked for Buhle!

If Buhle wanted to spend some quiet time alone, she would find a book. When would Buhle find a book? When she needed to spend some quiet time alone, she would find a book. She chose to spend many days alone.

Buhle spoke: 'I don't want to be with other people. I want to be alone. When I feel like this, I find a book to read. What do I do? When I want to be alone, I find a book to read.'

She blinked. She had spotted a quiet place. She had spotted a quiet block. It was far away from other people. It was sparkling! It was quiet! Why did she like it? She liked it because it was quiet, far away from other people and it was sparkling!

She chose a place. She had her books together. She chose a book. She had many books. She chose those books that told a good story. Those books with a good story, she chose. She could not dispose of a book! She chose them because they gave her hope. She chose them because they spoke to her.

She flipped through them. There was a joke! There was a story about a rose. There was a story about home. There was a story about smoke, a bone that froze, and a shining stone.

When she opened books, she could see other shining worlds. She could see the big globe! When she read books, she could learn. What took place when Buhle read a book? When Buhle read a book, she could see other worlds, the big globe, and she could learn.

Listen! It is quiet! Our Buhle has opened a book. With an open book, our Buhle is quiet and still.

'It is my time. This time is mine alone. I can spend time alone with my story. I feel good. I feel good because I have a book,' she said.



1. When would Buhle find a book?
Buhle would find a book when...
2. What was sparkling, quiet and far away from other people?
This place was...
3. What were some of the books about?
Some of the books were about...





Independent Reading Skills

Information text and poem: Society's stories

This is a poem about how humans are different from other animals because we have always told stories. It tells about the importance of stories and some of the different genres. It also shows how technology has influenced the way we share our stories and ideas.

This poem has a **structure**, a **rhythm** and a **rhyme scheme**. Each **stanza** (verse) is made up of 4 lines. The second and the fourth lines always rhyme. We mark the same rhyme with the same letter. This rhyme scheme is **abcb**. The rhyme scheme and a similar number of syllables in each line helps to create the rhythm of the poem.

Humans are one of the animals, a
but we're different from all the rest, b
We **blush**, we make fires, we tell each other jokes, c
And every day we get dressed! b

And something that we humans do,
That no other creature does at all,
Is to **entertain**, to share our ideas,
Whether we're short or tall.

All people tell stories,
From all over the place,
It started with drawing on the walls of caves,
It's just part of the **human race**.

Stories help connect us,
They make sense of our lives.
We passed the tales on orally
And to this day they have survived!

There are poems, there are songs, there are folktales too
There are novels, and dramas **galore**!
Some are printed, some are sung,
And they're here for **evermore**!

Today we share through FaceBook,
through emoticons and memes
Instagram, YouTube and TikTok
Are today's cave walls **live streamed**!



Vocab

blush – to go red in the face when you are shy or embarrassed

entertain – to do something that others enjoy watching or listening to

human race – all humans

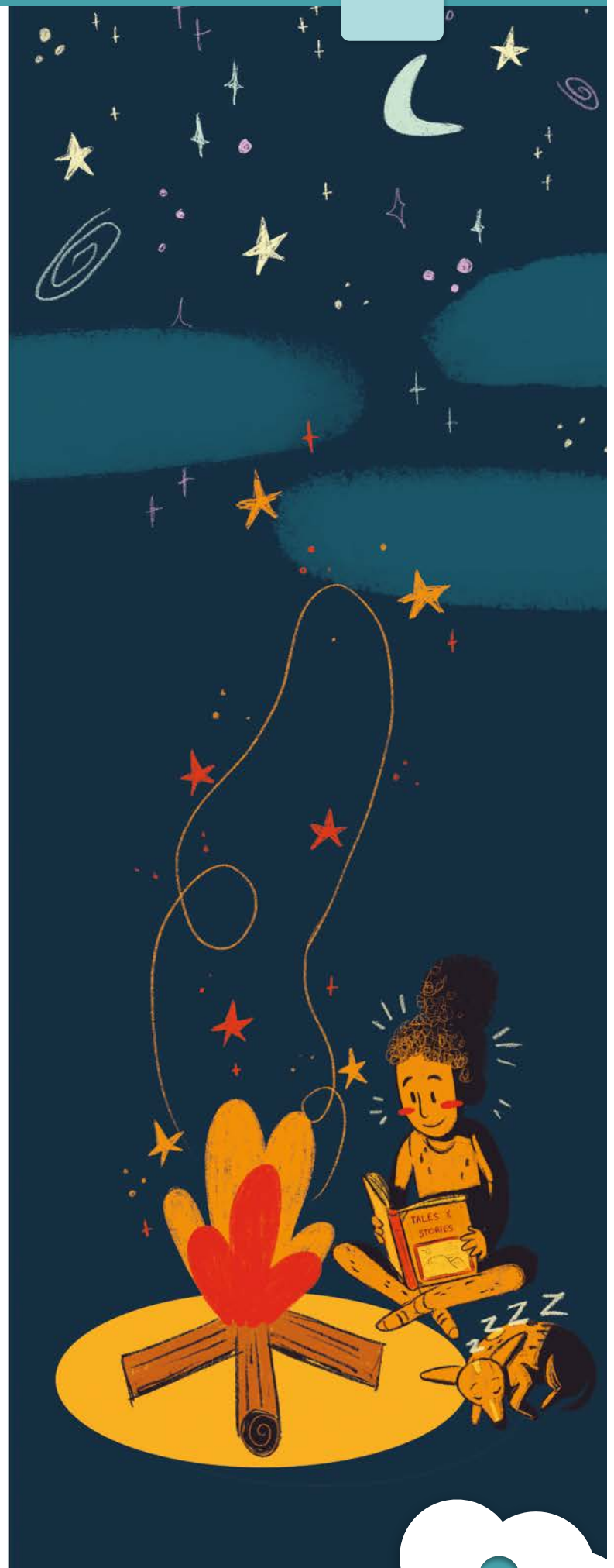
galore – lots of

evermore – always

live streamed – to send and receive live video or audio over the Internet



1. List three things that make humans different from other animals.
Three things that make humans from animals are...
2. What is the one thing that all humans across the Earth do?
All humans...
3. What was one of the earliest ways humans shared stories with each other?
Ancient people used to...
4. Which social media do you use to connect with your friends and family? Why do you choose this one /these ones?
I like to use...because...
5. How do the rhythm and the rhyme scheme of this poem make the poem sound: fun or serious? Why do you think the rhythm and rhyme scheme have this effect?
I think the rhythm and rhyme scheme make the poem sound...
I think they have this effect because,...
6. Do you think using social media is a good way for humans to share stories? Why or why not?
I think using social media is/ is not a good way, because...





Visual Text: Rock Art



San rock art in KwaZulu-Natal

Note: The animal shown is the **eland** which was very special and important to the San.

1. What can you see happening in this rock art?
I can see...
2. Choose the one you think is true.
The people in the image are carrying:
 - a. bows and arrows for hunting
 - b. paintbrushes for painting
 - c. sticks for protection
3. Do you think the San people really look like that? (Are they that small? Do they really jump like that?) Why do you think the people have been drawn like that?
I think the San people do/do not really look like that.
I think they have been drawn like that, because...
4. This rock art is about 3000 years old. It has lasted well for so many years! What do you think the artists used as paint to make this image?
I think the artists used...



Rock Art: Challenge your brain!

1. The San people used to draw real things and also dreams. Do you think this is a painting of a real incident or a dream? Why?

I think this painting is, because...

2. If you could create a picture / song / video that would last for many hundreds of years, what would you create and what would it be about?

I would create...



Summary: *Society's stories:*

This main idea in this text is that...

This text made me think about...

I found this text...because...

I liked...

- The word "poetry" is from the Greek term poiesis, which means making.
- Poetry is one of the oldest forms of communication, dating back to prehistoric times with hunting poetry in Africa.
- The longest poem in the world is the Mahabharata. It is an epic poem from the 4th century BC, and has about 1.8 million words!
- A phobia or fear of poetry is called 'Metrophobia'.
- In 2016 Bob Dylan was the first musician to win the Nobel Prize in Literature. This set off a debate about whether song lyrics could be considered poetry.

Interesting
Facts



Language Structures & Conventions: Practice

Pronouns

- **Personal pronouns** stand in place of nouns, so that we don't keep repeating the nouns.
- **Possessive pronouns** show who owns what.
- **Demonstrative pronouns** are pronouns that are used to point to something specific within a sentence.

Rewrite each sentence, choosing the correct pronoun.

1. Humans have always told stories. They / It have been passed on through the generations.
2. That YouTube video is amazing! I think it's a video by Black Coffee. Is it him / his?
3. Fables often have animals that can talk and act like humans. She / They also have a moral.
4. This / Those rock art pictures are so interesting! I wonder who created them / it?
5. My favourite folktale is *The Hare and the Tortoise*. I always love listening to it / mine.
6. That poem is mine / me. I wrote about those / that beautiful view of the mountain.

Capital letters

- Every sentence always starts with a capital letter.
- Always use capital letters to show **proper nouns**. For example, South Africa, Bafana Bafana, Saturday, Pretoria, Desmond Tutu, Orange River, November, Pep Stores, Walter Sisulu University.
- Always use capital letters to show **proper adjectives**. For example, South African food, Victorian architecture, Christian holidays.

Rewrite the following sentences, filling in the capital letters.

1. aesop was a famous greek story-teller.
2. in every part of the world, people share stories.
3. i have heard, that there are Cinderella stories in india, china, ireland, mexico and egypt.



4. At my school, ntambeni primary, my teacher, ms jijana always reads the best short stories.
5. oswald mtshali is a south african poet. He has written in zulu, english, and afrikaans. He studied at columbia university. he now lives in soweto.

Apostrophe

- **Apostrophe showing contraction or omission (letters left out)**
Apostrophes are used when a letter or letters have been left out. We leave out letters, but we use an apostrophe to show that letters have been omitted (left out).
- **Apostrophe showing possession**
The apostrophe shows that something belongs to someone (the 'possessor'). There are different rules about where the possessive apostrophe must go:

Singular possessor

- If the possessor is a **singular noun** (there is just one owner), then add an apostrophe and 's', for example: the school Jonathan goes to = **Jonathan's** school
- If the possessor is a singular noun that ends in 's', then usually we add an apostrophe and 's', for example: the desk that belongs to the boss = the **boss's** desk; the car that Jonas bought = **Jonas's** car.
- BUT sometimes people just add the apostrophe and leave the 's', especially for proper nouns, for example: **Mr Thomas'** suitcase is over there.

Plural possessor

- If the possessor is a plural noun (there is more than one owner), and it doesn't end in 's', then add an apostrophe and 's', for example: the games of the children = the **children's** games; the rules of the people = the **people's** rules.
- If the possessor is a plural noun and it does end in 's', then just add the possessive apostrophe.
For example: That is the **boys'** cricket team. (the cricket team of many boys)
This is the **girls'** soccer team. (the team of many girls)
The **dogs'** tails were wagging. (many dogs)



Rewrite the following sentences, filling in an apostrophe for each underlined word.

1. Thatos short story won the prize for the best creative writing.
2. Im sorry to say, its going to rain later.
3. The storys main character had to solve a difficult problem.
4. She says she isnt going to finish the book today. Shell return it to the library tomorrow.
5. Ancient peoples stories have been passed down for generations.
6. I love reading Kopano Matlwas novels. Theyre always so relevant.
7. All my books pages got wet in the rain.
8. The childrens ideas for their poems were lots of fun.

Active and Passive Voice

Active Voice

The active voice is where the subject performs the action on the object. The subject 'does' the verb. For example:

- The learners completed the work.
(‘learners’ = subject; ‘completed’ = verb; ‘work’ = object)
- The dog ate my homework.

Passive Voice

- The passive voice is where the object and subject change places in the sentence.
- So now, the subject in the beginning is NOT the thing doing the action.
- The verb ‘is done’ to the subject.

For example:

- The work was completed by the learners.
(‘work’ = subject; ‘was completed’ = verb, and learners is here an indirect object.)
- My homework was eaten by the dog.

**Rewrite these sentences in the passive voice.**

1. Gcina Mhlophe has written many wonderful stories.
2. The Grade 9s all learnt the poems off by heart.
3. My mom always tells traditional stories with great expression.
4. The teachers started an educational YouTube channel.
5. Ami Faku won Best Female Artist at the SAMAs.

Rewrite these sentences in the active voice. (Note, you might need to make a subject.)

1. In the olden days, all stories were told orally.
2. The play was watched by the entire school.
3. People gathered around the fire as songs were sung by the elders.
4. The life of the San has been told to us through rock art.
5. The video was created by the famous fashion influencer, Melody Molale.



THEME

Rewilding the Earth

Term 3

Weeks 7 & 8 | Cycle 4



<https://www.youtube.com/watch?v=t3I9gDocYdk> – TED-Ed – Rewilding our world. TED-Ed is an educational YouTube Channel.

<https://www.bbcearth.com/> Explore the BBC Earth website to find out more about our wonderful planet.

<https://www.rewildafrica.org/film> A short video explaining rewilding from www.rewildafrica.org.



Shared Reading: Rewilding the Earth

A young, energetic woman walks onto the stage in the community hall in Orlando. Across her t-shirt are the words: *'The climate is changing. Why aren't we?'*



Vocab

warrior – a brave fighter

locally – in your area, community

globally – in the world

'Good morning, everyone. My name is Nkuli Mbatha. Welcome to the Youth Climate **Warriors'** Conference! We have learners and students from all over Gauteng. The presentations will be looking at various environmental challenges we're facing **locally and globally**, and hopefully some solutions. I'm looking forward to an inspiring two days. Our first speaker today is a very active Climate Warrior from Soweto. Please come up, Lungelo Ndebele!'

YOUTH CLIMATE WARRIORS' CONFERENCE





'Thank you, Nkuli. Good morning, fellow climate activists. **I am not happy** to be with you here today. I wish I *didn't* have to share my message. **However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!**



LSC

Persuasive Language: Choice of words to get an emotive (emotional) response



LSC

Persuasive Language: Repetition to emphasise the point

I AM **NOT**
HAPPY TO BE
HERE TODAY





LSC

Persuasive Language: Pronouns 'we', 'our' and 'us' to show everyone is responsible and everyone is involved.



CS

Can you make an evaluation about the effects our choices will have on the planet?

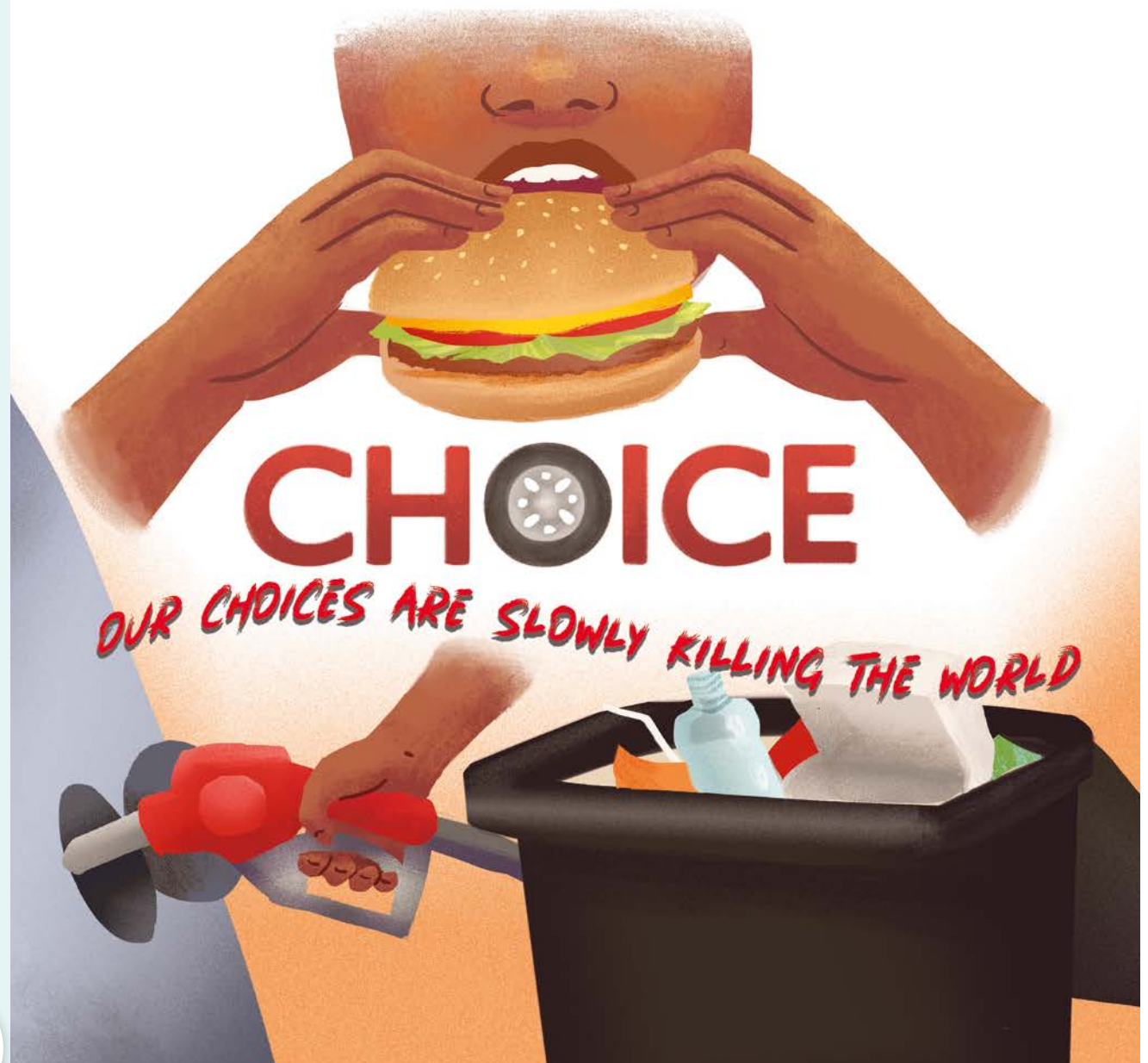


LSC

Persuasive Language: Choice of words to get an emotive (emotional) response

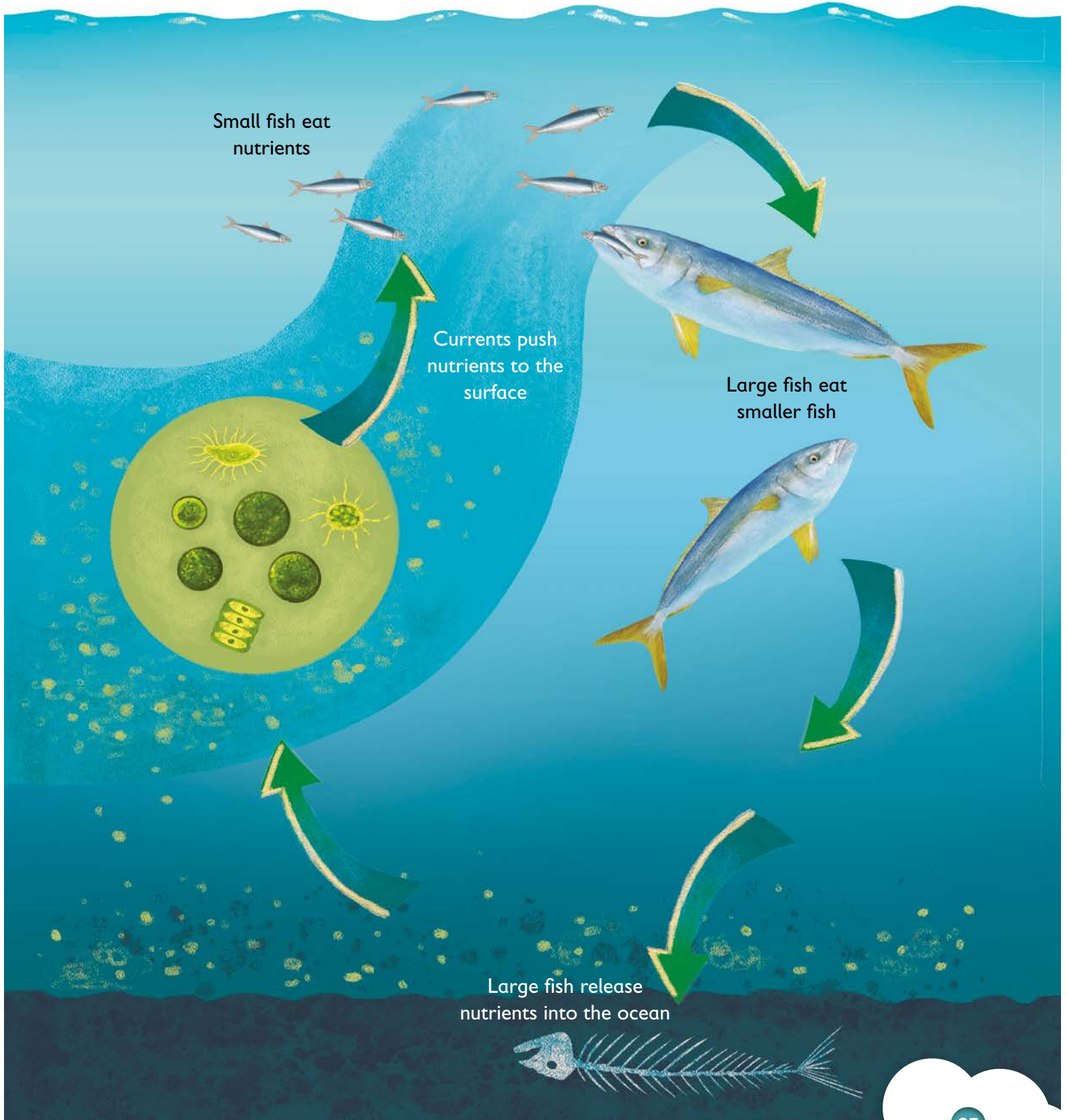
So, the tricky thing I'm realising about life on this planet, is that everything is connected. **We might think we can just live our lives the way we want and make decisions that work for us, and that everything will be fine. But everything we do and all the decisions we make, affect the natural environment.** Everything – from what we choose to eat, to how we move around, how we cook our food and even how we throw away our rubbish – has an effect on our world! **All our good and bad choices impact on the natural world.** And we might not realise it, but we rely on the natural world around us to keep us alive.

There have been several environmental disasters over the decades that made everyone sit up and worry. However, those were just separate incidents. The true **tragedy** of our time is happening, every day, right across the globe, and we don't even notice it. I'm talking about the loss of our planet's wild places, the loss of its biodiversity. These wild spaces contain complicated ecosystems that are all connected.





For example, in the ocean, currents force important nutrients to the surface. Smaller fish eat these nutrients. Large predator fish then eat these smaller fish and take in the essential nutrients. The predator fish recycle the nutrients back into ocean and keep the system going. But powerful fishing companies are catching too many predator fish. This ends the natural cycle of the nutrients, and our oceans are beginning to die.





Vocab

absorbing – to take in



CS

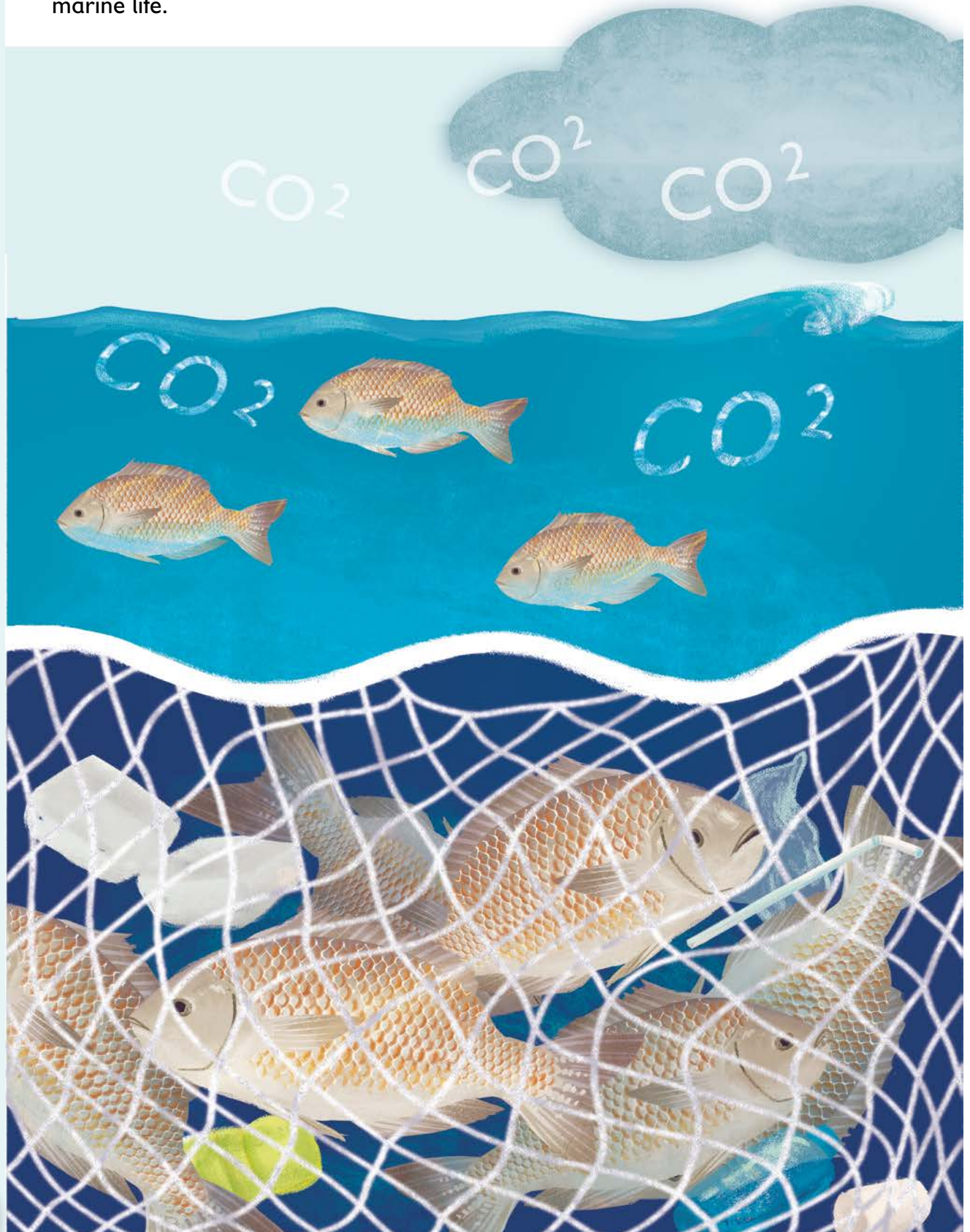
Make an evaluation: are these fishing companies greedy?



Vocab

single-use plastic – an item made of plastic that can only be used once, and cannot be recycled

We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep **absorbing** greenhouse gases that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive. **But greedy fisheries are killing our oceans for profit.** And we are not helping by throwing away **single-use plastic** bags and bottles that land up in the ocean killing marine life.

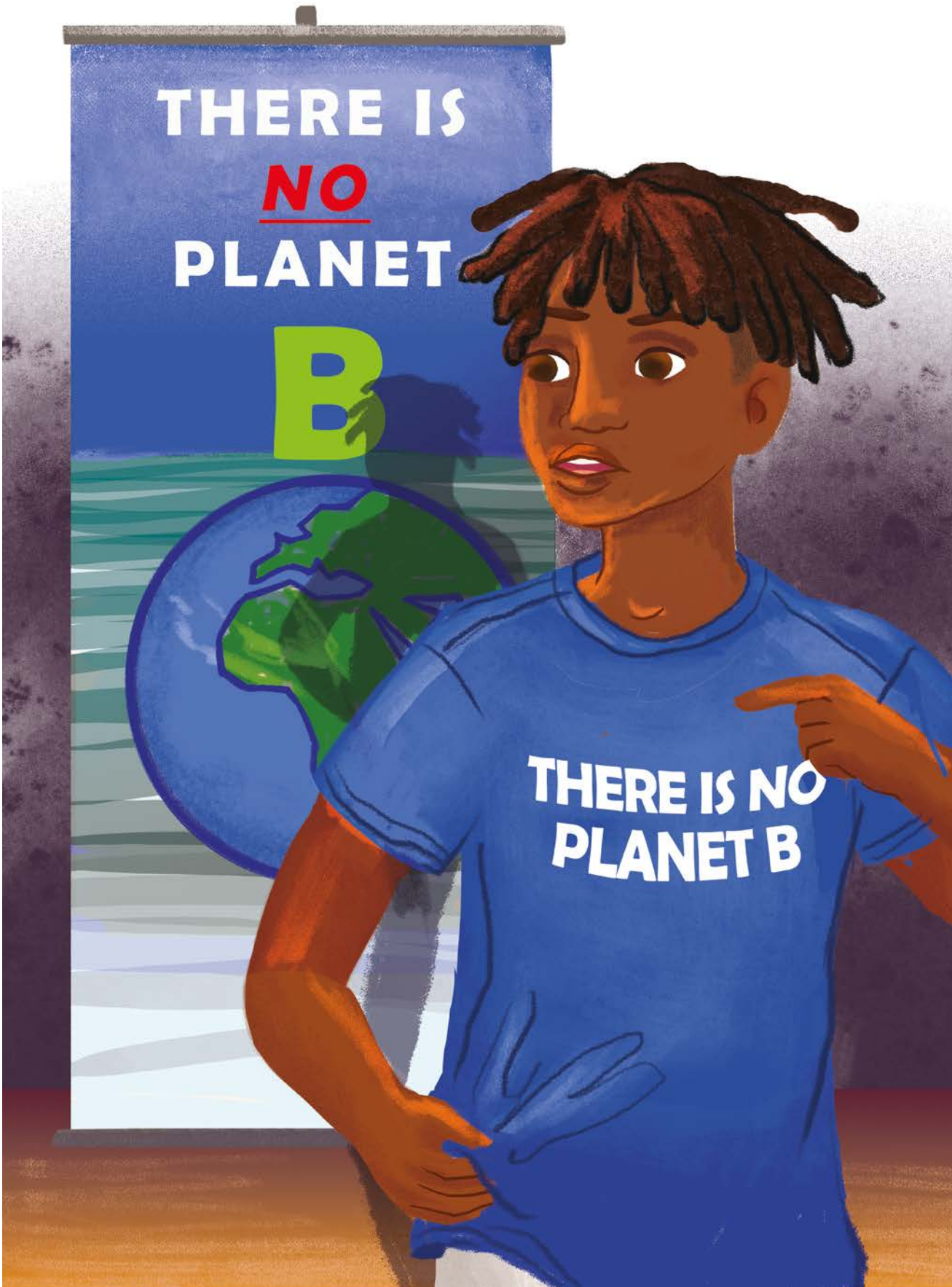




It seems unbelievable that humans can have such a real impact on the planet. And we have only one planet. **There is no planet B!**



Persuasive
Language: Short
sentence to grab
attention





LSC

Persuasive Language: Choice of words to get an emotive response



LSC

Persuasive Language: Short sentence to grab attention



Vocab

predators – natural enemies that hunt us

There was a time, not so long ago, when the human population was smaller. **The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands.** But then technology grew, our societies advanced, and unlike the rest of the animals, we overcame the things that threatened us. We have no **predators**. There are very few life-threatening diseases. We have worked out how to produce food. There is nothing left to restrict us. **Nothing to stop us.** Our populations will keep growing.





It is our growing population that will keep consuming the earth until we have used it up. It is disgraceful and inconceivable that we humans, a single species, could one day threaten the very existence of the earth and all the wild spaces.



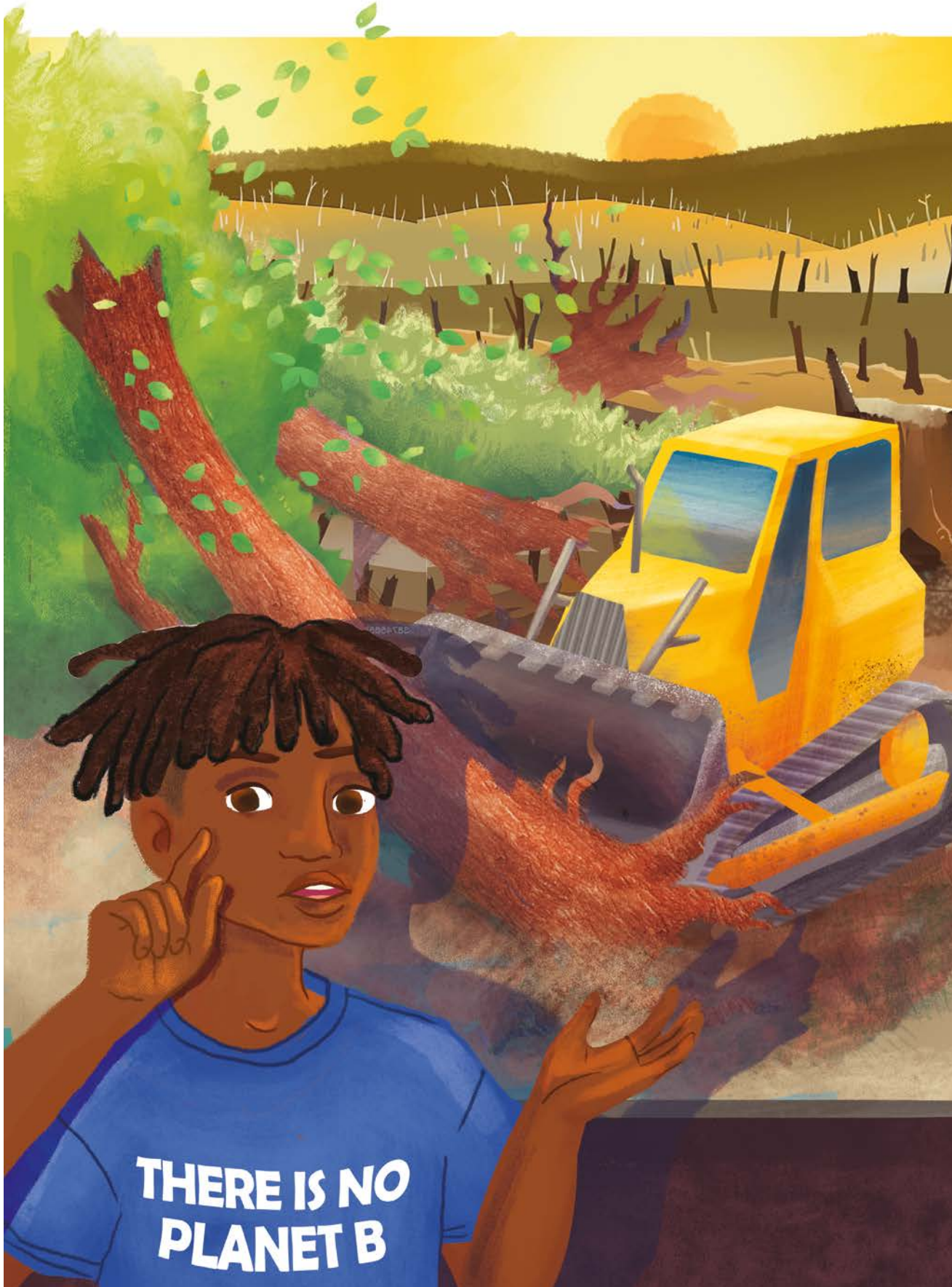
Vocab

disgraceful and inconceivable
– shocking, unacceptable and unbelievable



CS

Can you make an evaluation of what will happen if the human population keeps growing and becoming even better at fishing and using the land for farms?





LSC

Persuasive Language: Rhetorical question to get attention and to make us feel involved and responsible



LSC

Persuasive Language: Short sentence to grab attention

What can we do? It's been staring us in the face all along. We need to restore the world's biodiversity. **We need to rewild the world!** There are some countries and organisations doing incredible work and we need to follow their lead. Every individual needs to be responsible for the choices they make.





Not too long ago, people lived a **sustainable** life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.

I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. **Just imagine that.**



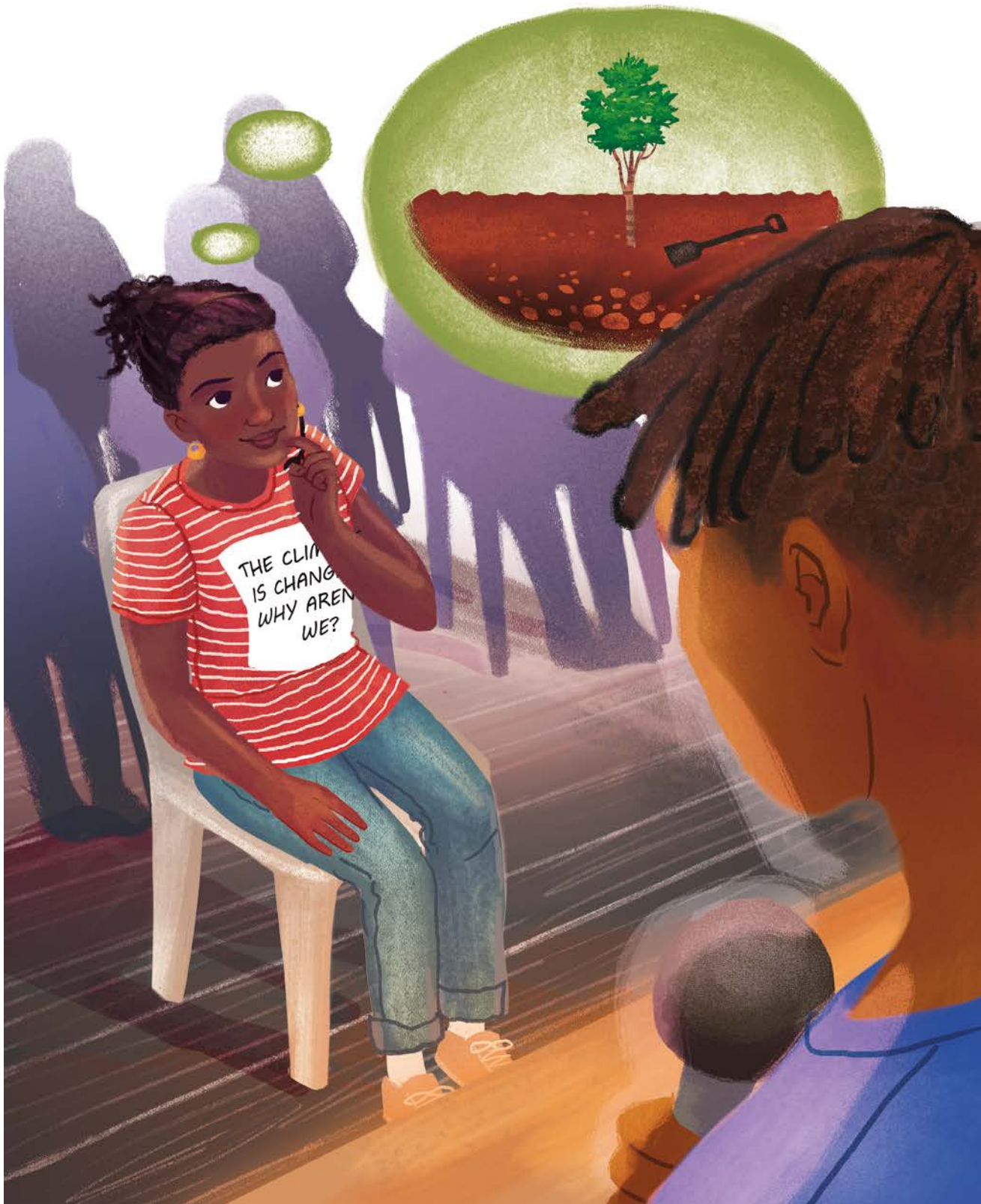
Vocab

sustainable –
able to keep going



CS

Make an evaluation of Lungelo's speech. Do you think it's effective?





u-e does not mean the two letters are written together in the word. The 'e' goes to the end to make the long U sound.



There are a few ways 'oo' can be pronounced:

- Long like in 'fool' and 'cool'
- Shorter like in 'book' and 'shook'
- Long like in 'shoot' and 'food'

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

which why huge true cool
fool look shook shoot food

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

wh	u-e	c
e	p	l
t	oo	a
i-e	k	n

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

or didn't long has magic
animals green friends grow connect



Decodable Texts

Thank you, magic earth

This is a story which is true. This is a true story about our magic earth. Our earth is cool and blue. Our blue earth is huge! Our cool earth is green and blue and huge. Why is our earth magic and cool? It is this way because all things are connected on this earth.

We are connected to animals. There are animals with wings or wool. They have tails. They can fly or whirl! What do they look like? They have wings, wool, tails, and can fly or whirl! Animals can be white or blue or pink or green. There are animals like a whale or a dog! Those animals can whine or sing or moo. They can be cute or sing like a flute.

Where are these animals? Look! These animals are on this earth. These animals help us to live. We must not shoot them. Look at our friends. Animals are our good friends.

All is connected on our magic earth. Our earth has sparkling water and a shining sun. It has water and sun to help us live. Why do they help us live? Why, because they help us grow food. While the sun shines, we can grow. While there is water, we can cook and live. They help animals live. We took our food from the earth. We took our good food and must care for the earth.

But our magic earth is in pain. Soon, it may be mute. We have whacked and whipped our earth. We shook and poked our earth. Soon, our earth may not be magic and connected. We didn't care for our earth. We are big fools!

We stood on the earth and spoke: 'We salute you magic earth! We will be thinking of you! We will be true to you. We will work to save your magic! Thank you shining sun, sparkling water. Thank you, huge blue earth.'





Iviwe the earth hero

Iviwe is an earth hero. Iviwe wants to protect the earth. What is Iviwe protecting? She wants to protect and care for the blue, huge Earth. This earth has flair. There is water to drink and dive into. There are lakes! There is wool from cute animals. What comes from cute animals? White, soft wool comes from cute animals. There are flocks of birds. Flocks of birds that sing a tune! Iviwe wants to keep this all safe.



Iviwe stood at school. Iviwe stood and looked at her friends at school. Why was she being quiet? She thought, 'Why am I mute and quiet? I must be true!'

Then Iviwe spoke to them: 'We have one green earth. We have one home. We have whipped and whacked and shook our earth. What did we take away? We took away the magic of the earth. Our huge earth is in danger! Soon, earth will be flaking or flaming or choking and in danger. People are rude to the earth! People are rude and didn't care for the earth. We have failed. We are failing our home!'

Her friends connected with this. Iviwe was cool! They wanted to be cool like her! They chose to be an earth hero like her.

'I salute you! Thank you for opening my thoughts. I didn't know it was this bad for our earth. I was a fool. There is a fire in me now! I have hope! Which friends can we connect with now? I want to help soon! I want to help soon and for a long time!' said a friend at school.

Iviwe said, 'Cool!. We can be earth heroes together! We must grow and connect with other people. We must not whine. We must work hard. We must shoot for our dreams! We must look for help. We must grow and be true to our earth.'

And so, Iviwe was not an earth hero alone. She was connected with her friends. She took care with her job. She stood and said, 'As long as it takes, we will protect you, earth!'

1. What is Iviwe protecting?

Iviwe is protecting...

2. What did Iviwe say to her friends about the earth?

Iviwe said to her friends that the earth...

3. Was Iviwe as earth hero alone?

Iviwe was / was not an earth hero alone.



Independent Reading Skills

Independent Reading: Wonderbag

Dear Diary

6 August 2022

At school today a speaker came and spoke about how we are **destroying** the planet! There are so many things we do that are bad for all the plants and the animals. It seems one of the worst things we're doing is burning fossil fuels, as that leads to global warming. This causes the earth to get hotter and will melt the ice caps and wipe out life as we know it!

As I walked home, **I became more and more angry!** If grown-ups don't stop these bad ways of doing things, the world won't be there for me and my children! And there are so many places I'd love to visit! And I've always wanted to see a polar bear!

I burst into the house and started telling my granny how we need to start doing things differently so that there will still be rain forests, and ice in the Arctic, and orangutangs when I'm a grown-up. Gogo looked at me and led me into the kitchen. There on the table was a big, soft thing that looked like a huge cushion, covered in bright orange shweshwe print. Gogo said that this was a Wonderbag. So what, I asked? What's that going to do? It was not very **impressive**. Gogo explained that our food could cook for hours in here. This meant we didn't have to use the primus cooker for so long. And that we would save lots of money and be cutting down on bad gasses in the air.

I'm proud of my Gogo for making a difference in our lives and for helping the planet!



Vocab

destroy – to break and ruin



CS

Can you make an evaluation about who the writer of the diary blames for these environmental problems?



Vocab

impressive – great



Dear Diary

22 August 2022

You'll never believe what's happened?

Our neighbour, MaNdlovu, popped in a few days ago. She saw our Wonderbag and asked Gogo what it was. Gogo told her all about it. She said how just in two weeks, we'd saved R240 and how there's always a hot soup or isitambe ready at the end of the day. Gogo also said that it is much better for the environment. MaNdlovu said she didn't really understand all this stuff about fossil fuels, but she loved the idea and bought her own. Now you know MaNdlovu loves to share news? *Well, she's told everyone about the Wonderbag and now lots of families have got one!*

If everyone keeps making small changes to their lives, I might be able to see those polar bears after all!



CS

Can you make an evaluation about the kind of person MaNdlovu is?





1. What was the writer so angry about?
The writer was upset because...
2. Name 3 reasons why the Wonderbag is a good idea?
The Wonderbag is a good idea because it ..., ... and
3. How did MaNdlovu react to the Wonderbag?
When she saw the Wonderbag, MaNdlovu...
4. What is one thing you, your family or your community could do to stop destroying the planet?
One thing I/we could do is...
5. A diary is written in the first person. Give an example from the text to show this is written in the first person.
6. A diary is for someone to write down what is happening in his/her life and how he/she feels about these things.
Write 3-5 sentences about something that happened to you recently and how you feel about it.

- Rewilding could play a huge role in reversing climate change because forests absorb CO₂ out of the atmosphere.
- Rewilding prevents natural disasters. Trees prevent flooding as their roots act as anchors holding the soil together, preventing soil erosion and landslides.
- How can you help rewild the earth? Rewild your own garden by planting native or indigenous plants and wildflowers.
- Rewilding is the name given to a process of letting nature take over.
- Rewilding encourages biodiversity by allowing nature to restore an ecosystem from the top to the bottom of the food chain.
- Rewilding is the cheapest way to take carbon out of our atmosphere – much cheaper than modern, high-tech solutions.

Interesting
Facts



Visual Text: Posters

Poster A





Poster B

GLOBAL WARMING



**YOU CAN'T FEEL IT.
BUT THEY CAN!**

Polar bears are dying out faster than you thought.
Protect them, stop global warming!



1. Refer to Poster A: What is the picture on the poster? What problem facing the world is this picture showing?
The picture on the poster is....This is showing the problem of...
 2. Refer to Poster A: The climate is changing. **Why aren't we?**
The question in Poster A is meant to make us...: (choose one response)
 - a. realise the importance of the situation
 - b. make us think about what we are doing
 - c. change our behaviour
 - d. all of the above
 3. Refer to Poster B: **You can't feel it but they can.**
Which animal is shown to be at risk because of global warming?
 4. Refer to Poster B: How does the picture emphasize the danger this animal is in?
The picture explains the danger facing the animal by showing us...
-



Posters: Challenge your brain!

1. Why is it a bad thing if some animals become extinct (all die and there are none left)?
It is a bad thing if some animals become extinct because...
 2. Do you think these posters will make people aware of the problem of global warming? Do you think they will make people change their ways? Why or why not?
I think these posters are/are not effective, because ...
-



Summary: Wonderbag

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...



Language Structures & Conventions: Practice

Persuasive and emotive language

People use persuasive language to make others agree with them and share their ways of thinking. Persuasive language is used to **convince people** of a certain **idea** or to follow a certain **action**. People who use persuasive language are often those in advertising, politicians, people in campaigns and writers trying to convince readers of their point of view.

Those who are trying to persuade others choose the way **they use language very carefully**. They choose specific ways of presenting ideas and facts so that their audience connects and reacts emotionally.

Read the following speech.

'Fellow citizens, I am filled with despair. I stand here today begging you to listen to my message. We have gone too far and we are on the brink of absolute destruction. Our actions are slaughtering animals into extinction and demolishing our oceans. We are strangling the world as there is no longer clean air to breathe. Now is the time to make a change! Now is the time to act! Now is the time to save the planet! If we don't change the way we live, it will surely mean disastrous effects for all of humanity. We cannot rely on our leaders. They are not acting quickly enough! We have to be the change! What are you going to do? What are we all going to do to save the planet? Join me today and let us lead together to a brighter future.'

See if you can find the following Persuasive Language Techniques in the speech, and write them down:

1. Find an example of repetition.
2. Find an example of a pronoun used to show the 'enemy'.
3. Find examples of pronouns used to join the speaker with the audience.
4. Find an example of a rhetorical question.
5. How do you feel when you read the word 'slaughtering'? ('Our actions are slaughtering animals...')
6. How do you feel when you read the word 'strangling'? ('We are strangling the world...')
7. Does this speech convince you that we need to take action?



Find the following Parts of Speech in the speech above, and write them down:

1. Find an example of an abstract noun.
2. Find an example of a common noun.
3. Find an example of a preposition.
4. Find 2 examples of adjectives.
5. Find an example of an adverb.
6. Find an example of a verb in the present continuous tense.

Synonyms and antonyms

A synonym is a word with a similar meaning.

An antonym is a word with the opposite meaning.

Write down the word that is not a synonym:

1. slaughter / kill / disconnect / murder
2. despair / sadness / wonder / misery
3. take care of / protect / conserve / comprehend
4. rely on / describe / trust / depend on

From the speech above, find and write down an antonym for:

1. slowly
2. polluted
3. followers
4. past

THEME

Addiction and Abuse

Term 3

Weeks 9 & 10 | Cycle 5



https://www.youtube.com/watch?v=t_UEGQ_z_DE – SciShow Psych – Are You Really Addicted to Your Phone? SciShow Psych is a YouTube Channel all about the human brain and how humans interact with the world.

<http://www.toughlove.org.za/> Tough Love is a website for families being torn apart by all kinds of abuse.



LSC

Subject – Neo

Predicate – felt despondent



CS

What inference can you make about how Neo usually did at school?

Shared Reading: Neo's heartbreak

Neo felt despondent. Earlier today, his teacher had called him aside and told him that he was failing Maths and English. She explained that she was worried about his marks and worried about him. Neo was

worried about himself. **He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.**

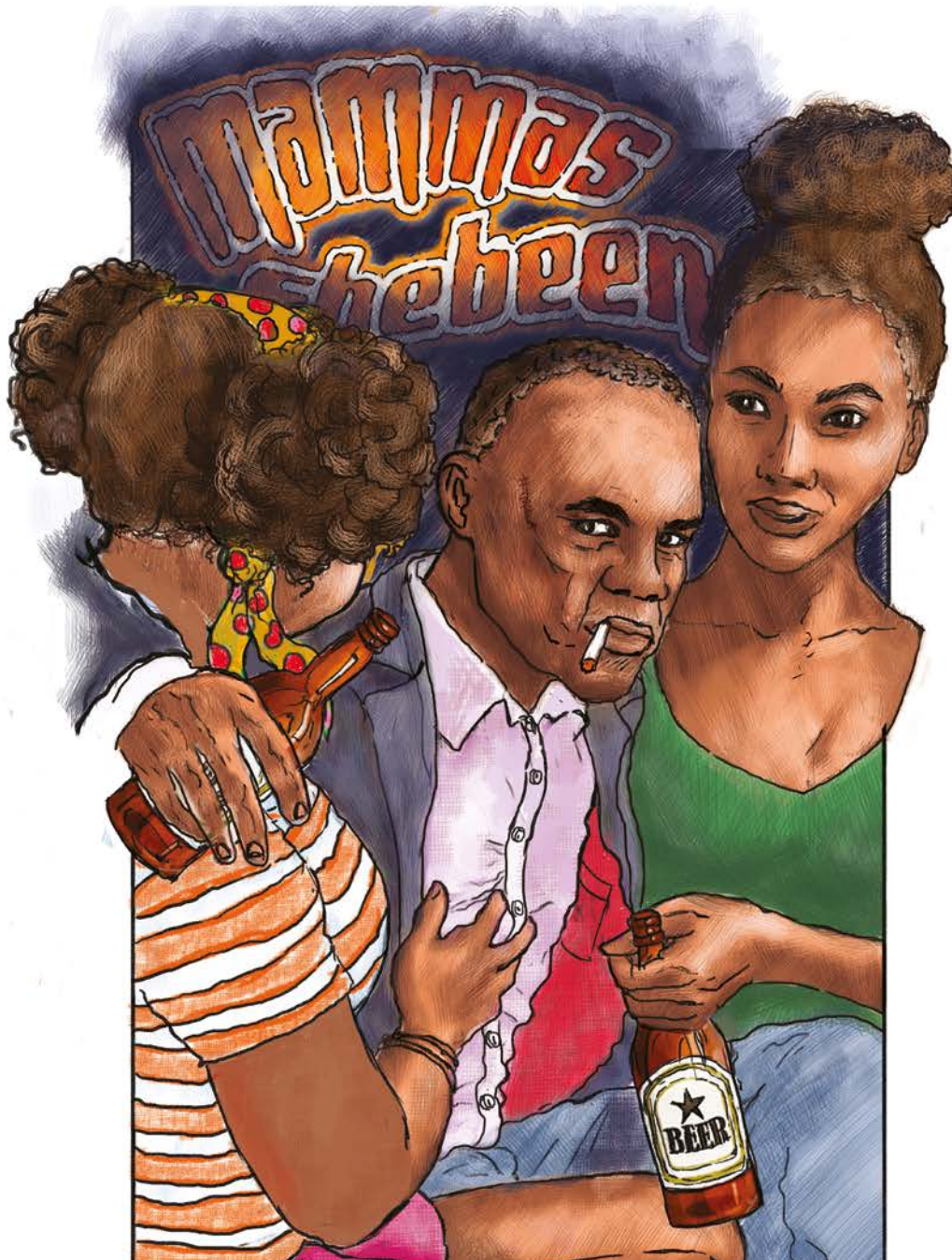




Neo arrived home and felt anxious as he entered through the backdoor. As he stepped into the kitchen, he heard his father coughing from his bedroom. **His father was constantly sick, and constantly drunk.** Neo hated it when his father was home. His body tightened at the thought of the **inevitable confrontation**. He sighed in disgust as he heard his father clearing the phlegm from his throat.

‘Neo! Is that you? Get in here!’

Neo dragged his feet as he walked towards his father’s bedroom. He took a deep breath before opening the door. His dad lay on an unmade bed, in the same clothes that he had been wearing the night before. He stank of alcohol and cigarettes. Neo had heard his father partying all of last night. His father partied and drank most nights.



LSC

Subject – His father

Predicate – was constantly sick and constantly drunk.



Vocab

inevitable confrontation – an argument or fight that is going to happen, no matter what



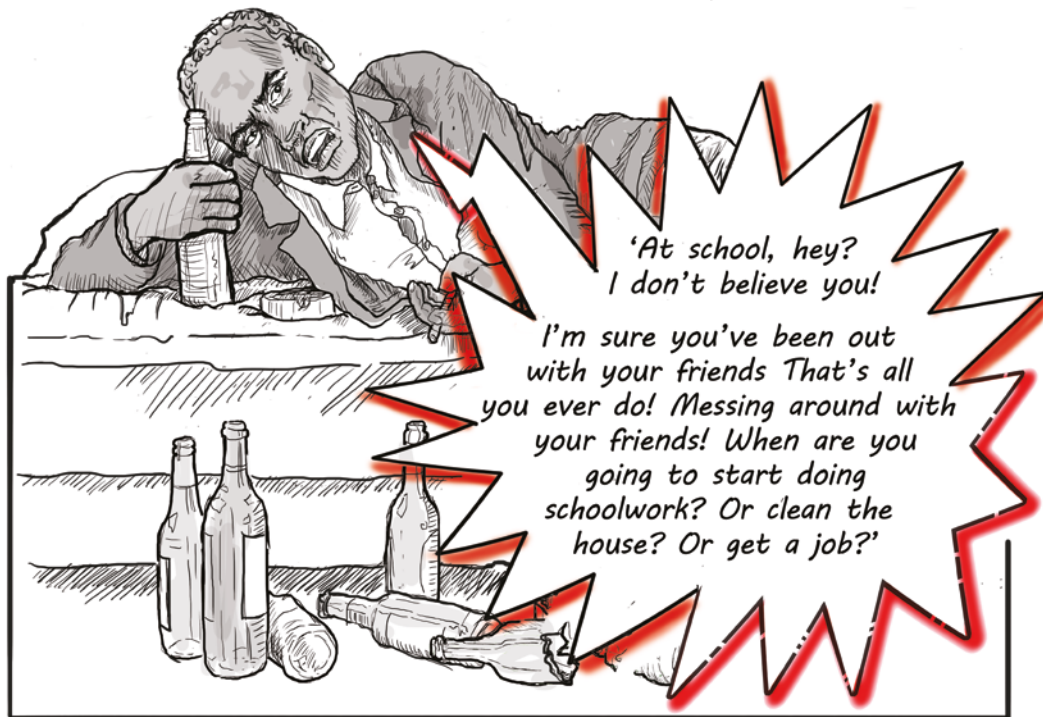
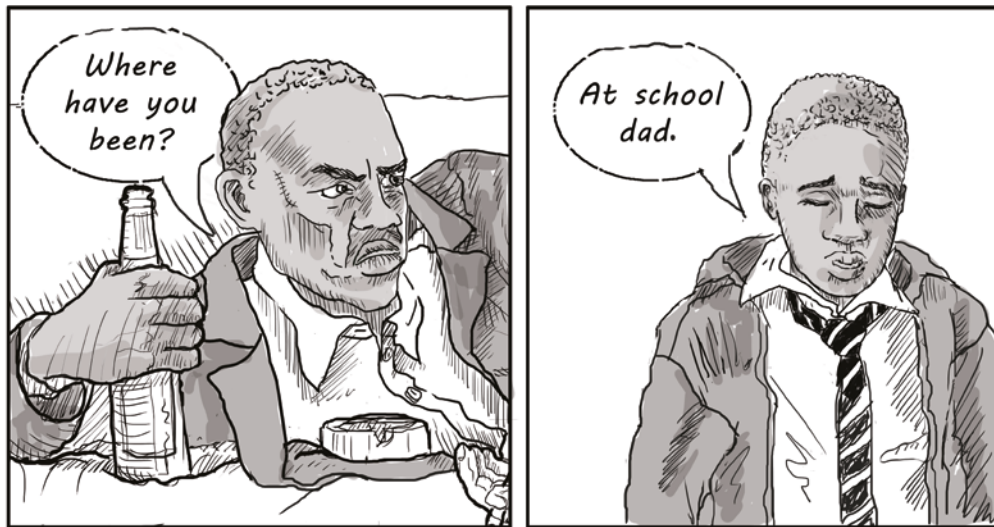
CS

What inference can you make about Neo and his father’s relationship?



CS

Can you make an inference about Neo's father?



Vocab

clenched – to hold the muscles tight



LSC

Subject – Neo's heart

Predicate – broke with those words.



Vocab

yelling – shouting

Neo looked at his father, wanting to ask him the same questions. Instead, he **clenched** his jaw and held his fists behind his back.

'You're useless, Neo! Pathetic! I'm sure you're the reason that your mother left this house. She doesn't want to come home because she doesn't want to see you.'

Neo's heart broke with those words. He knew he was not the reason his mother had left, but his dad could always make him feel terrible. Neo's dad stopped **yelling** to cough.

As Neo looked at his father, he promised himself that when he was older, he would be nothing like his dad. He also promised himself that he would never treat his own children the way that his dad treated him.



Neo's father stood up slowly, stumbling as he moved. He reached Neo and put his large hands on his son's chest. He shoved Neo with force. Neo fell to the floor and looked up at his father with fear. **Usually his father kicked him, but thankfully his dad was too drunk and out of it.**

He looked down at his son with disgust and shook his head, 'Get out of my house, Neo. I'm sick of looking at your face.'

Neo hurriedly left his father's room before his dad could hurt him badly. Last week he couldn't go to school because of the **bruises** and swelling on his face.



CS

Can you make an inference about how some people act when they are drunk?



Vocab

bruises – an injury cause by being beaten that goes a blue/purple/brown colour



CS

What can you infer from the way that Kgotsi's mom looks worriedly up and down the road?



Vocab

burst into tears
– started crying suddenly

Neo left the house, slamming the front door behind him. He ran down the street to his best friend, Kgotsi's house.

He banged on Kgotsi's front door. Kgotsi's mother answered, 'Hello, Neo. Are you okay? You are shaking! Come in, my boy,' she looked worriedly up and down the road.

Before Neo could say anything, he **burst into tears**.

Kgotsi's mother has seen his bruises before - she knew that his father hit him.





Kgotsi's mother pulled Neo into a hug, 'Please tell me what happened, Neo? Did your dad hurt you again? You can tell me.'

Neo didn't have the energy to lie for his father anymore. He slowly nodded his head.

Kgotsi's mother gently rubbed his back, 'I think that you need to come and stay with us for a while, Neo...and I think we need to finally tell the police about your dad.'

Neo felt sick to his stomach. He had never wanted to be the reason that his dad got into trouble. But Neo also knew that his father was often a bad parent, and a bad person.



CS

Can you make an inference about the kind of person Kgotsi's mother is?





He cried as he nodded his head, 'Okay.'

Kgoti's mother sighed with relief, 'You are doing the right thing, Neo. We are going to help you through this, I promise.'

Neo felt a mixture of heartbreak and relief. He was sad that he wouldn't have a father in his life, but he was relieved that he wouldn't have his father in his life.





Decoding Skills

Phonic sounds

Learn to say these sounds:

sl**ee**

Phonic words

Practice sounding out and reading these words:

slow sleep slap free flee keep

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sl	ee	a
p	l	s
tr	sh	o
i-e	n	gr

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

speak**mean****happy****wrong****yourself****power****shout****over****does****before**



Decodable Texts

Mandisa needs help

Mandisa needs help. Why does Mandisa need help? She needs help because she drinks a lot. She has been drinking to feel better. She has been drinking to feel fine. She wants to be feeling happy and free.

But Mandisa's friends want to protect her. Mandisa is not safe. Why is she not safe? When Mandisa drinks, she slips. She slips and spins and slopes and is slow. She whines and is rude to others. She is mean to people. She is in a blank funk when she is drunk. When she is drinking, she sleeps a lot of the day. She is sleeping too long! She drinks alone. This is not a joke! Her friends want their friend back. They want their friend from before.

Her friends spoke to her, 'Mandisa, listen to us. We want to speak to you about your drinking. It seems like you are speeding to a bad place. Are you slipping into a sick way? Can we help?'

'I blame you! You are bad people!' shouted Mandisa. Then Mandisa tripped. She tripped over her feet.

'Mandisa, this is what we keep saying. Don't be mean and slap us. Stay on your feet. This is wrong! Some people can stop drinking. Other people stay drunk all the time. They drink to not feel. They drink to not think about difficult things. You are hurting yourself! You are hurting yourself and others,' her friends said.

'Just one more drink! Then I will be feeling better. I will be fine! Then I will stay away from wine. I will be true. I will not hide! I will be the same as before,' said Mandisa.

Her friends told her she must stop now. Just one more drink is not cool! They keep hoping she will stop fleeing. We must face the truth. Facing the truth can set you free. Facing the truth can make you find your feet.

Her friends said, 'Slow down, Mandisa. Don't slink away. You can be free and feel happy. You can stop fleeing and speeding. You can have power over your drinking. There is help if you look for it!'





Growing up is hard

Growing up is hard for Nandi. Growing up is difficult and hard!

Nandi's friends make her do things. They make her do those things she does not want to do.

'But it is the bling thing, Nandi! Just do this new thing, it will make you feel free! It will make you speed! It will help you to be happy! You can be yourself,' her friends say.

She is not feeling happy about all of this. It does not feel right. She has to learn to say no to her friends. Her friends are changing and slipping away. They are speeding and wheeling to a place she does not want to go. Growing up is hard!

Nandi is seeing the truth in the world as well. It is not the same as before. She is seeing how people can be mean. It is not right! People are hurting others. They flee and slap and hit other people. They trick children. They seem to want to make other people feel bad and sad. People are rude! They go around boxing and poking others. They shoot, whip and choke others. They shout and stamp their feet.

Nandi thought, 'This is wrong. This is mean. This does not seem right. Is this true? Is this what the world is like? This is not fine! This is feeling bad. Growing up is hard!'

Nandi wants to be free. She thinks, 'I want to be me! I want to be free. I want to feel happy and safe. I don't want to sleep. I don't want to slip away. I don't want kindness to be over. I must speak up! I must not peep or cheep. I must find my power. I must find my feet. I must do the right thing.'

Nandi did not flee from growing up. She saw the bad. But she chose to keep her hope. Keeping her hope helped her! She chose to make the world a better place!

Nandi shouted, 'You see! Growing up can be cool too!'





1. What is hard for Nandi?
... is hard for Nandi.
2. What truth is Nandi seeing in the world?
The truth Nandi is seeing in the world is...
3. What does Nandi choose to keep?
Nandi chose to keep...

- Historically art canvases were made of hemp. The word 'canvas' is related to the word 'cannabis'.
- Cannabis and chocolate both share the ingredient anandamide, which make us feel happy.
- The hops in beer and marijuana belong to the same family of flowering plants.
- Some Marijuana farming is bad for the environment. For every kilogram of marijuana grown indoors, approximately 4000kg of CO₂ is released into the atmosphere!
- Marijuana was given to prisoners as a tactic for provoking them to tell the truth during WW2.
- Most domestic violence, and about half of all traffic accidents involve alcohol or drugs.
- The top reasons that teenagers abuse alcohol and drugs include peer pressure, escape, performance pressure, coping with trauma, anxiety or depression, and the media (movies).

Interesting
Facts



Independent Reading Skills

Independent Reading Text: A letter to my thirteen-year-old self

- Hey buddy, how are you doing?
- I was thinking about how things were way back when it all started and I thought you might need this. I know that you and your friends have started to **experiment** with **substances**. I know because you are me, and I am you. When you know how this journey ends, trust me, you will remember where it began.
- I remember that it all started with weed and alcohol. From there I got introduced to different crowds of people, and different drugs. I thought it was normal to be selling weed and cat to my sixteen-year-old friends. I thought it was normal because the substances had changed my **state of mind**. I came back time and time again to drugs and alcohol so that I could escape my **reality**. My reality was that I did some really terrible things and hurt many good people. My reality was that my parents eventually gave up on me. My reality was that I held my teenage friend in my arms as he died from a drug overdose. I know it is hard to imagine a future in which things feel okay. Especially when you have an empty stomach, your friends are nowhere, and you are freezing and desperate.
- There is so much I wish I could tell you, Mbonisi. I wish I could share all my experiences, and everything I've learnt. I wish I could take away the hurt. You have to go through so much, but you will understand. That's why I'm writing to you - not to try and change you, but to reassure you that things do get better. You will make decisions, some good, many bad. You will be influenced by people. You will hurt people you love and be hurt by people. I wish I had figured this out when I was your age. But like I said, you will have to discover that for yourself.
- I am thirty-three now. Yes, I have many regrets, but I have finally found peace. Remember there are two wolves that live in your heart, both with **equal potential**. The one is good, it is love, it creates and supports life. The other is bad, it destroys and hurts, it bullies and kills. **The wolf which grows to be the strongest is the one you choose to feed. Feed the good wolf, Mbo.**
- I love you, Mbonisi. You will win at this life if you believe in yourself.



Vocab

experiment – to try and see what happens

substances – drugs and alcohol

state of mind – the way you think about things

reality – real life



Vocab

equal potential – the same amount of possibility to develop into something

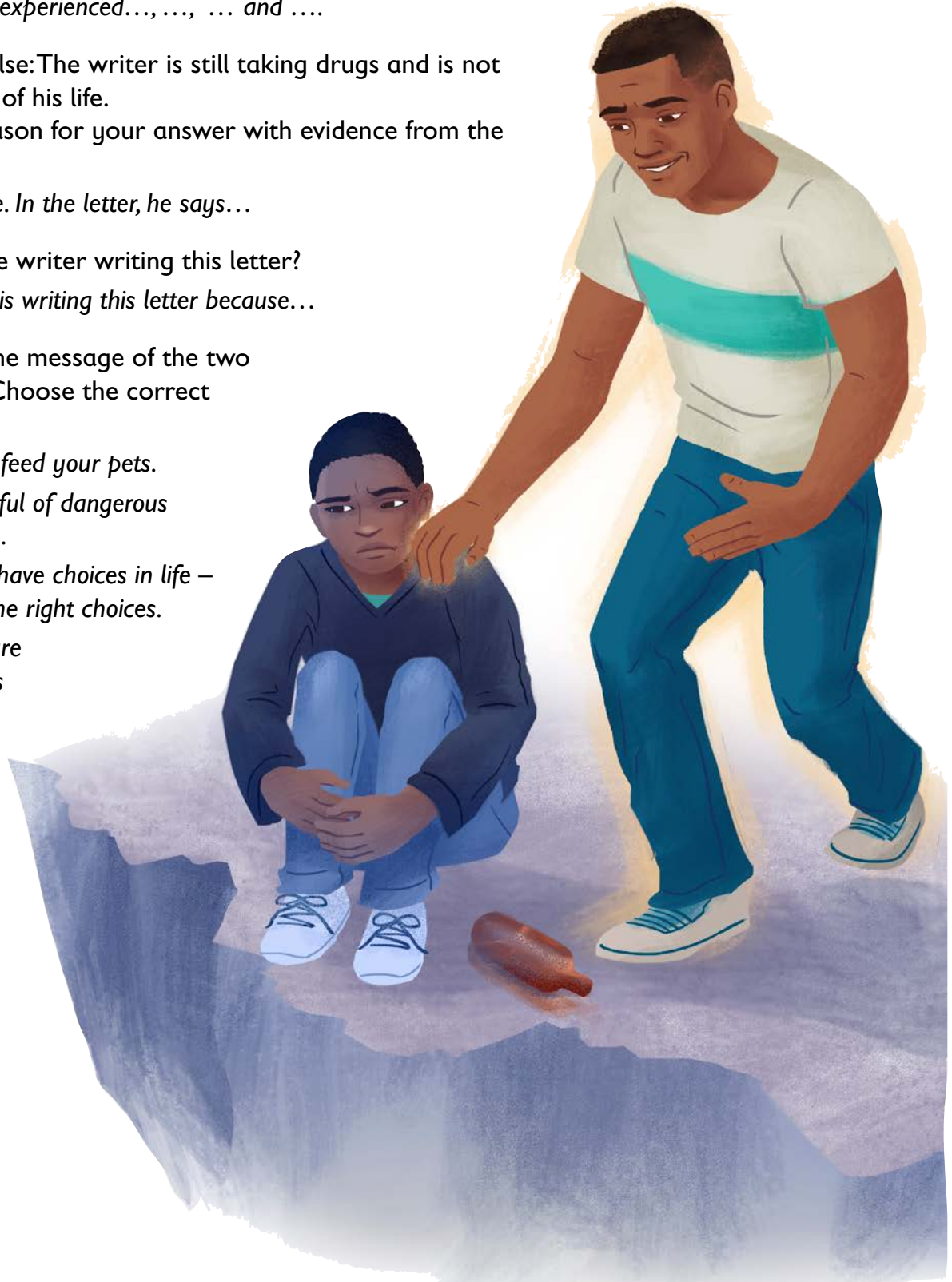


CS

What inference can you make about the writer of this letter as a teenager and as an adult?

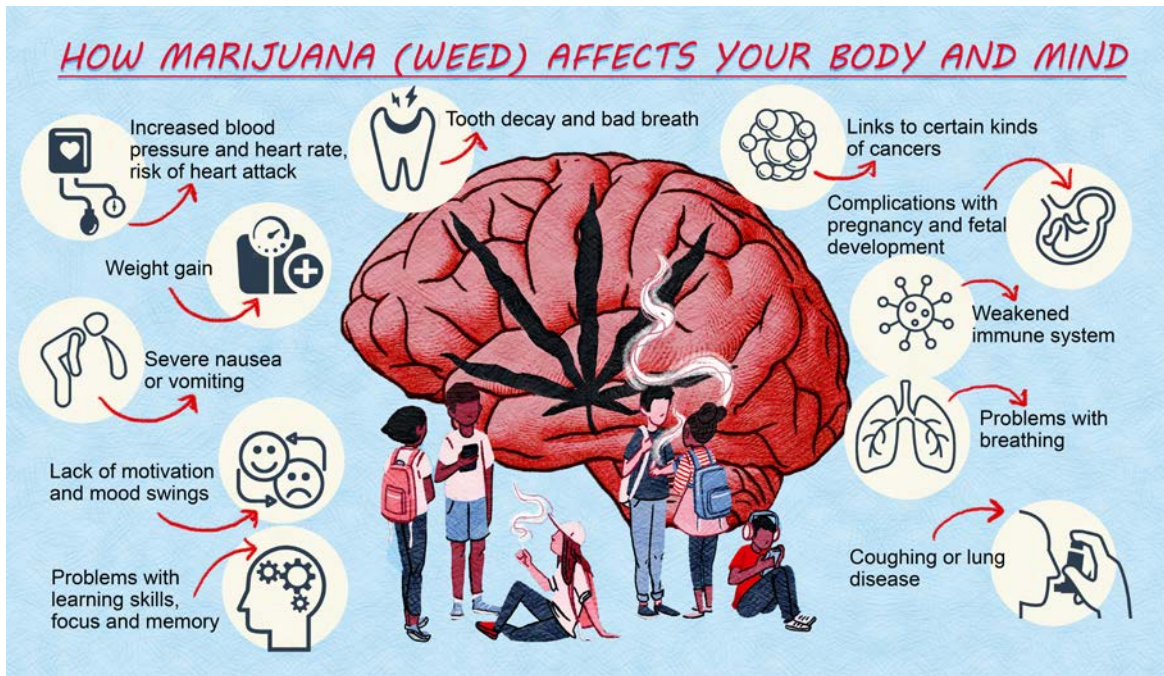


1. Who is writing this letter? Who is it for?
.... is writing this letter to
2. How did the writer's drug addiction start?
The writer's addiction started...
3. What were 4 terrible things that the writer experienced when he was younger?
The writer experienced..., ..., ... and
4. True or false: The writer is still taking drugs and is not in control of his life.
Give a reason for your answer with evidence from the letter.
True / False. In the letter, he says...
5. Why is the writer writing this letter?
The writer is writing this letter because...
6. What is the message of the two wolves? (Choose the correct answer.)
 - a. Always feed your pets.
 - b. Be careful of dangerous animals.
 - c. We all have choices in life – make the right choices.
 - d. There are dangers around us.





Visual Text: Infographic





1. Name 2 harmful effects marijuana has on the mind and 2 harmful effects it has on the body.
Mind: ... and ... Body: ... and ...
 2. How does alcohol make people behave?
Alcohol makes people...
 3. Which do you think is more serious: losing the ability to learn and focus or a weakened immune system? (Your immune system helps to fight germs and keeps you healthy.) Why?
I think ... is more serious, because...
 4. What can you infer that drinking alcohol will do to a person's life span (how long they will live)?
I can infer that drinking alcohol will...
-



Infographic: Challenge your brain:

1. Why do you think people still smoke weed and drink alcohol when they know what these drugs are doing to their body and mind?
I think people still smoke weed and drink alcohol because...
 2. What would you say to someone who is thinking of trying out weed for the first time?
I would...
-



Summary: *Letter to my thirteen-year-old self*

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...



Language Structures & Conventions: Practice

Pronouns

Personal pronouns stand in place of nouns, so that we don't keep repeating the nouns, for example: **Zebras** and **wildebeest** like to live together. **They** help to protect each other against lions.

Reflexive pronouns refer back to a person or thing. They are: myself, yourself, himself, herself, itself, ourselves, yourselves and themselves.

Rewrite the following sentences, using the correct pronoun.

1. The older man wrote a letter to (his/himself).
2. People take drugs even though they know (it/they) are bad for (them/her).
3. Whenever I go out with Siyanda, (she/we) stay together and look after each other.
4. You can protect (yourself/themselves) by knowing what the dangers are.
5. I promised (myself/myself) that I will never do anything to harm my mind. I need (them/it) to study at university and to be successful and happy.

Articles

Definite articles refer to a specific thing, for example, '**The** book I read was excellent.'

Indefinite articles refer to a general, or non-specific noun. For example, 'I'd love **a** book to read for the weekend.'

(Note: a – before a singular noun beginning with a consonant sound
an – before a singular noun beginning with a vowel sound)

'Please may I have **an** orange.' 'There was **an** animal in the road!')

Rewrite the following sentences, using the correct article.

1. Peer pressure is (a/the/an) serious problem for teenagers.
2. Weed is often (the/a/an) first drug that people try.
3. You always have (a/an) choice. Make (the/a/an) right one!



4. Sometimes blaming your parent is (a/an) option for getting out of trouble.
5. Alcohol is (the/a) most acceptable drug in society.

Subject-verb agreement (concord)

The form of the verb that you use in a sentence must agree with the subject (who or what does the verb).

- If the subject in a sentence is singular, the verb must agree and must also be singular.

For example: I study. / You study. / He studies. / She studies.

- If the subject in a sentence is plural, the verb must agree and be in the plural. For example: We study. / All of you study. / They study.

Rewrite the following sentences using the correct form of the verb.

1. Everyone in the class (was/were) excited about the holiday.
2. Ntombi and I (is/are) saving our money.
3. Neither Nonhlanhla nor Zweil (know/knows) about my family situation.
4. The whole staff (was/were) encouraging our team to win.
5. There (is/are) ways to have a good time that aren't dangerous.
6. He (is/are) the student I look up to the most

Tenses: Simple Past and Simple Present

The simple past tense tells us when something has already happened.

The simple present tense tells us when something usually happens (universal statements) or is happening right now.

Rewrite the following sentences in the simple past tense.

1. She is going out with her friends.
2. Matome does his homework every day.
3. I think this is a good movie.
4. They know the best place to get delicious food.



Rewrite the following sentences in the simple present tense.

1. I took the opportunity to use the internet when I was at Vusi's house.
2. They all saw the fight at break.
3. At school, some students were giving out application forms for college.
4. Phumla went to the shops with her sister.

Synonyms and Antonyms

A synonym is a word with a similar meaning.

An antonym is a word with the opposite meaning.

Refer to the text: A letter to my thirteen-year-old self.

Find a word in the text that is an **antonym** for:

1. enemies (paragraph 1)
2. forget (paragraph 1)
3. unusual (paragraph 2)
4. hot (paragraph 2)

Find a word in the text that is a **synonym** for:

1. comprehend (paragraph 3)
2. comfort (paragraph 3)
3. persuaded (paragraph 3)
4. found out (paragraph 3)

