

Grade 7

ENGLISH

First Additional Language

Terms 1 & 2 Learner Book



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



The original development of this programme was funded by the Anglo American South Africa Education Programme

ENGLISH

First Additional Language

Grade 7

Learner Book

Terms 1 & 2



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



The original development of this programme was funded by the Anglo American South Africa Education Programme

CONTENTS

Teacher Guidelines: How to use this book
Icon Key

iv
viii

01	The Politics of Maps 1 Decoding Skills 12 Independent Reading Skills 15 Language Structures & Conventions: Practice 18	06	The Legacy Continues 1 Fiction Text: The return 96 Decoding Skills 105 Independent Reading Skills 108 Language Structures & Conventions: Practice 114
02	Poetic Personalities 19 Decoding Skills 25 Independent Reading Skills 28 Language Structures & Conventions: Practice 32	07	Changing World Changing Jobs 23 Future World 118 Decoding Skills 129 Independent Reading Skills 132 Language Structures & Conventions: Practice 138
03	The Golden Ruler 35 Decoding Skills 45 Independent Reading Skills 48 Language Structures & Conventions: Practice 52	08	Designers and Developers 47 Non-fiction Text: Mapungubwe Interpretation Centre – Brochure 142 Decoding Skills 150 Independent Reading Skills 153 Language Structures & Conventions: Practice 160
04	Caretakers of the Earth 55 Decoding Skills 65 Independent Reading Skills 68 Language Structures & Conventions: Practice 72	09	Staying Safe 71 Fiction Text: On a knife's edge 166 Decoding Skills 174 Independent Reading Skills 177 Language Structures & Conventions: Practice 182
05	Thirteen 75 Decoding Skills 86 Independent Reading Skills 89 Language Structures & Conventions: Practice 92		



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. Summary
9. Language Structures and Conventions – Practice

Differentiation of activities: technical decoding

- Activities 1–5 above are directed 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 6–9.



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 fiction, non-fiction and a 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, there is a Summary task of one of the texts. A structured frame has been provided to help the learners.
- In activity 9, learners are also 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
 - Not all English words can be sounded out – some words must be learnt by sight
 - Other words appear frequently in texts – these words should also be learnt by sight
 - Learning to read by sight means that learners must remember what the words look like
 - The technical term for this is orthographic mapping
 - To help learners with orthographic mapping, teach them to look at a word and:
 - focus on the first sound of the word;
 - look at the spelling of the word;
 - think about the meaning of the word; and
 - look for any sounds or ‘sound patterns’ that they recognise in the word
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



LSC

Language Structures
& Conventions



Independent
Reading Skills



CS

Comprehension
strategies



Challenge Your
Brain



Vocab

Vocabulary



LSC Practice

THEME

The Politics of Maps

Term 1

Weeks 1 & 2 | Cycle 1



www.healthmap.org – this mapping app shows information about outbreaks and diseases in different regions of the world.

www.googlemaps.com – this mapping app shows satellite images, aerial photographs, street maps, street views and traffic conditions. It can be used to plan routes from one location to another, and to search for specific places.

- People who make maps are called cartographers.
- The map that we are used to seeing is called the Mercator map – it does not accurately show the size and shape of all the continents and oceans.
- Mapmakers sometimes include 'fake towns' on their maps to catch forgers. These are known as 'paper towns' because they only exist on paper.

Interesting Facts



LSC

simple past tense
sentence



CS

What can you
infer Neo is
doing?

The Making of Maps

Neo, in Grade 7 this year, was kneeling on the floor with orange peels spread out around him. He was trying to make the peels lie flat, so he had cut and bent the peels into different shapes.

Thebe, **Neo's older brother walked in.** 'What are you doing, Neo?' Thebe asked.





‘We’re doing mapwork, and I’m trying to work out how people make maps because it’s so hard to make a round thing flat,’ Neo sighed.

Thebe explained, ‘Mapmakers are called cartographers. They have been drawing maps for centuries. What you’re trying to do is what cartographers have struggled with for thousands of years: how to flatten a sphere.’

‘But if people have been working on this for centuries, why is it still such a problem?’ Neo asked.





Vocab

disputed: argued about, disagreed on



LSC

simple past tense sentence

‘Well, it’s exactly what you’re realising with your orange peels. To make a sphere lie flat, you have to distort the shapes of the land and oceans. So, maps have been **disputed** for the longest time. Every cartographer has had to make choices about what to distort,’ Thebe said.

‘How did the cartographers decide?’ Neo wondered.

‘Well, I guess they decided based on their perspective and needs. The map you are looking at was made by a cartographer called Mercator. **He lived in Belgium about 500 years ago.**





When he made his map in 1569, many Europeans were sailing around the world, **exploring** places they'd never been to before. **So, Mercator created a map to help these sailors to navigate safely,** Thebe explained.

'Okay, if it was for safe navigation, what's wrong with that?' Neo asked.

'Well, remember that Mercator's map was made to help sailors. Because of this, the size of the land masses and the oceans had to be distorted,' replied Thebe.

'But surely we can use our 21st century technology to fix that?' asked Neo.



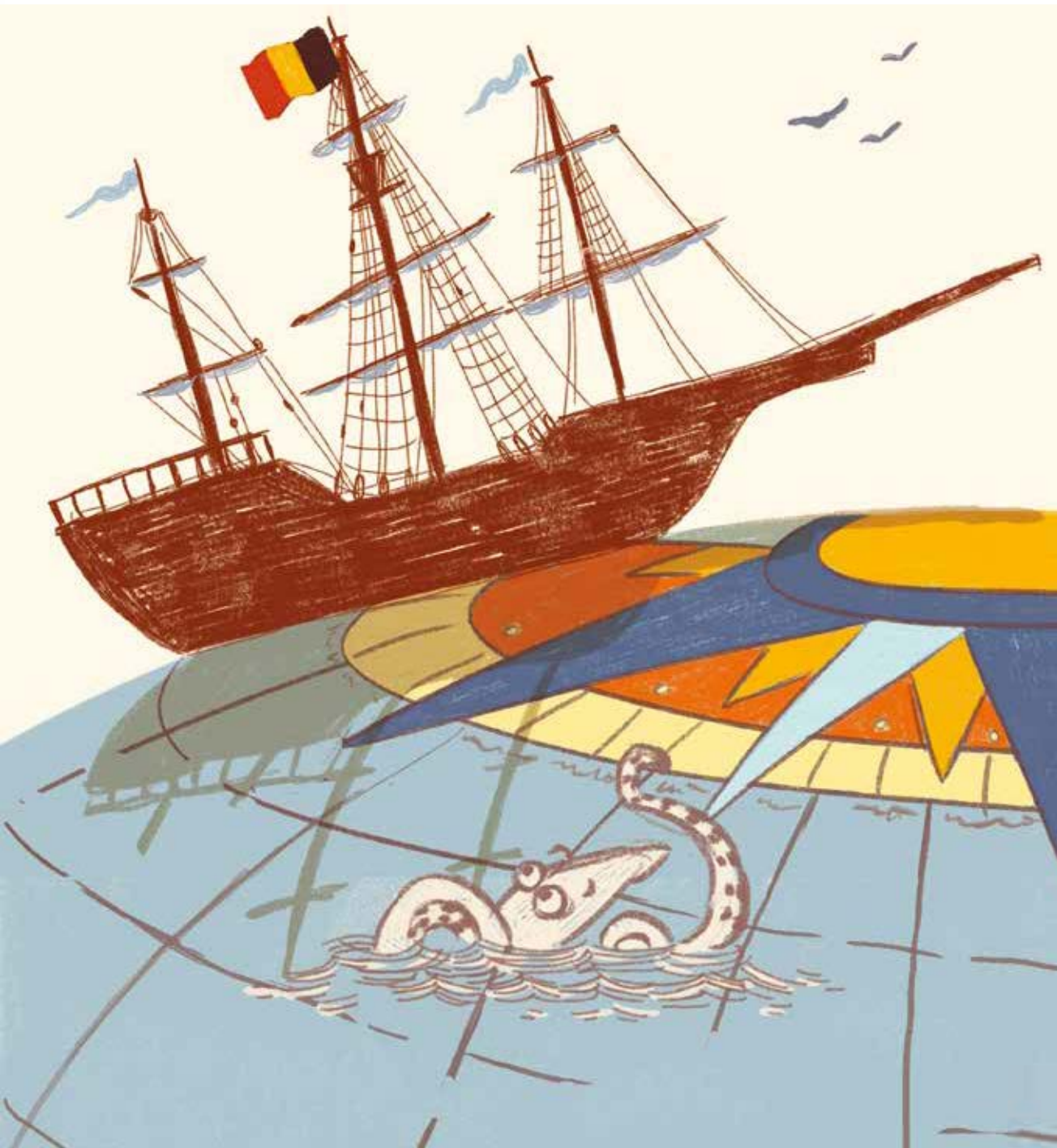
Vocab

exploring: to go to new places to learn more about them



CS

What **inference** can you make about Mercator's map? What do you think it was important for him to show?





LSC

simple past tense
sentence



CS

What can you **infer** about cartographers' choices of how to represent continents and countries? What do you think about Africa seeing how big Africa is in relation to all these countries?

'Many cartographers have tried. The Gall-Peters Map from 1885 made maps with the correct sizes of the continents. Let me show you,' [Thebe clicked on the mouse](#). 'Look how many countries actually fit into the continent of Africa!'





‘Wow!’ exclaimed Neo. ‘So, if the countries and continents are the correct size, what’s wrong with the Gall-Peters Map?’

‘It distorts the shapes of the land masses. This was not good for practical purposes, like navigation. That was over a hundred years ago and since then cartographers are still trying to create a perfect map,’ explained Thebe.





‘I can’t believe we still haven’t solved this problem!’ exclaimed Neo looking at his orange peels on the floor.

Thebe typed on the computer and showed Neo the screen. ‘Look at this – the Authagraph Map. It was made by a Japanese architect called Hajime Narukawa in 1999. Most experts agree that this is pretty accurate.’

‘But this doesn’t look right!’

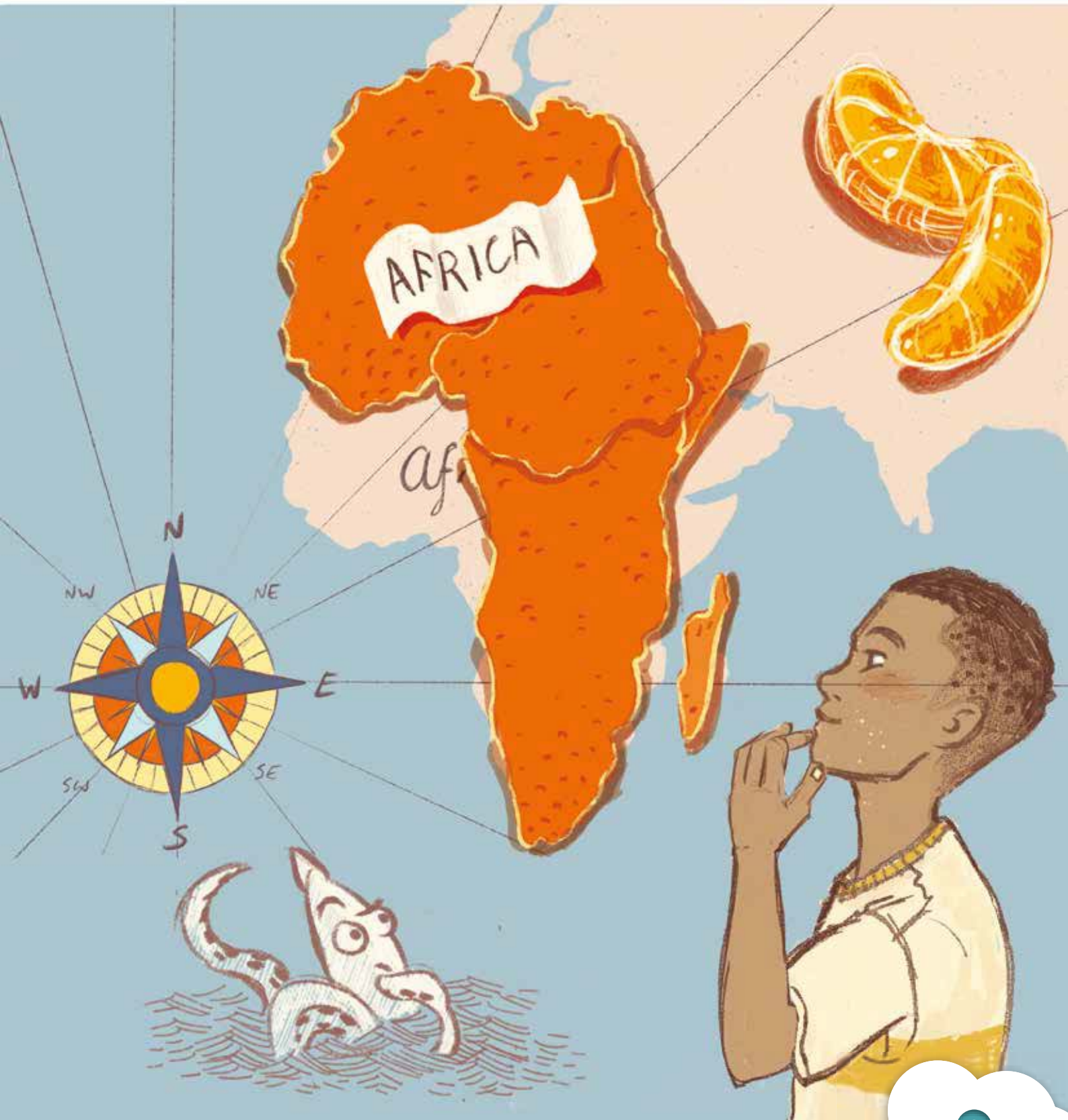
Thebe laughed. ‘Look carefully, everything is there – it is just laid out in a very different way! What do you think?’





‘It takes some getting used to,’ said Neo, frowning and turning his head to the side. ‘But if it’s a better version, why are most people still using that one from 1569?’

‘Why do you think? What reasons would there be for using the 1569 map? Think about who created that map and for what purpose.’





Vocab

ponder: to think about something carefully

‘Hmm,’ Neo **pondered**. ‘Well, Mercator made a map that would help sailors to navigate, not one that was accurate. And maybe, because he was from Europe, he wanted his continent to appear bigger so that it would seem more important and powerful?’

‘That sounds like a pretty good inference. Which other countries and continents appear bigger?’ Thebe asked.

‘North America, Canada, the United Kingdom and Asia...’ said Neo.





‘So, think about the power that these countries still hold in the world today. Can you see why this map from 1569 is still in use?’ Thebe asked his brother. ‘Luckily, more and more people are using apps, which show the land and oceans **accurately**.’

‘Wow!’ said Neo. ‘This is so interesting. I’m glad we’re studying mapwork in Social Sciences this year. There’s really lots to think about. **I’ll have plenty to say in class tomorrow!**’

**Vocab**

accurately:
correctly, no
mistakes

**CS**

What **inference** can you make about how Neo feels about going to school the next day?

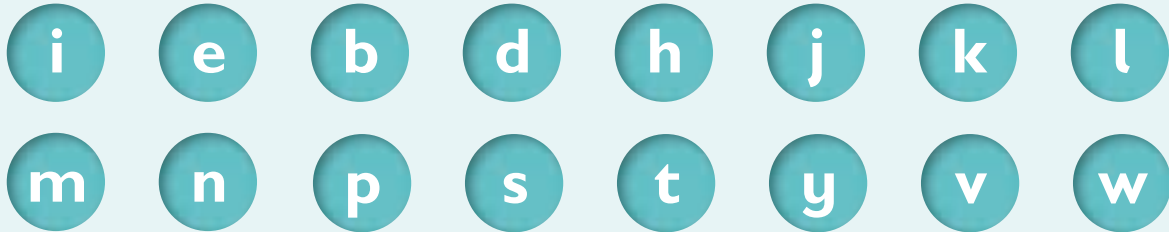




Decoding Skills

Phonic sound

*These letters make the same sounds in African Languages and English.
Learn to say these sounds:*



Phonic words

Practice sounding out and reading these words:

bed dim hen kit set men wet
vet pin yip jet pit tin led

Word find

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

b	m	n	d
k	i	e	j
p	s	t	l

Sight or high frequency words

Learn to read these words by sight:

new soon many where find
map explore countries sailor can't



Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

politics	dispute	border	Google Maps	perspective
region	frustrated	cartographer	sphere	distort
navigate	technology	practical	accurate	

Decodable texts

We can explore

The bed was wet. On the wet bed was a tin. The tin was new. Was there a new tin? The new tin was on the wet bed. What was in the new tin? What was in the new tin on the wet bed? A big kit was in the new tin.

The men saw the big kit. The sailor and the vet saw the big kit. The vet saw a map in the big kit. The sailor saw a map in the big kit. The sailor got the map out of the big kit. In the map was a new pin. Was there a new pin? The new pin was in the map. The new pin was in a country on the map.

The sailor and the vet looked at the map. They went to explore. Can we explore? Can we explore soon? The vet said, 'Yip, we can'. The vet said we could explore too. The vet had a hen. The vet said the hen could explore too. We were set to go. The sailor led the vet and the hen to the new jet.

There were many countries on the map. The jet went to many countries. Some countries had big men. The big men led the sailor. The big men led the vet. The big men led the hen. They led the sailor and the vet and the hen to the pit. They led the sailor and the vet and the hen to the jet.

The pit was wet. The jet could not get wet. We could not get wet. We went back to the jet. We went back to the country. We had explored.



What do you see in the picture above? You will either see an old woman or a young woman. What you see depends on your **perspective**, or the way you view the world, at the time.



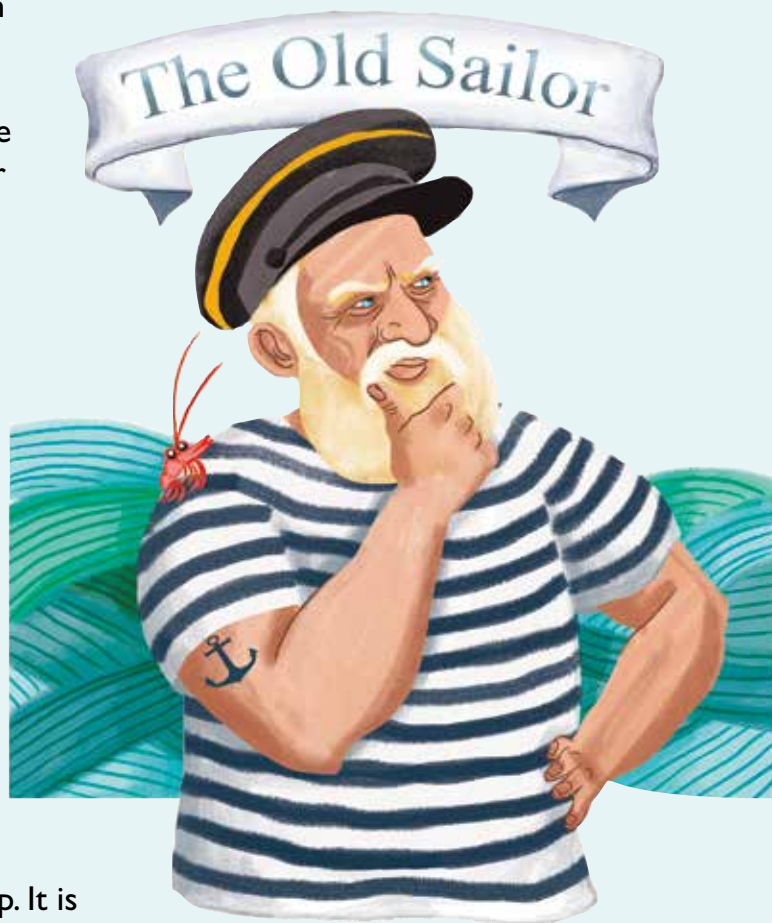
The old sailor explores

The old sailor likes to explore. The old sailor likes to explore new countries. He can see his old map. He can see some new countries on it. He can see some new countries on the map. But there are many countries that he can't find on the map. Many countries are off the map. Where are these countries? The old sailor can't see the countries.

But the old sailor can go and explore. The old sailor can go and find these new countries. The old sailor can make a new map. The old sailor can make a new map soon. The new countries can be put on the new map. We will see them on the map. The sailor will set out. The sailor will explore soon.

We will see where all the countries are. We can't just look at one old map. It is time for a new map. The old sailor could go and explore. The old sailor could come back with a new map soon. We see it is time for a new map.

Some countries can't be off the map. Where is the new map? All countries will be on the map. It is time for a new map.



1. What does the old sailor like to do?

The old sailor likes to...

2. What is wrong with the old map?

The old map is wrong because not all...

3. What is it time for?

It is time for...



Independent Reading Skills

Fiction text, account: A tale of two villages

- 1 My name is Segametsi. I live in Mabule Village in the North West Province of South Africa. Just over the border in Botswana, there is another village called Mabule. This always **puzzled** me. Some of our family live in Mabule Village in South Africa. And just 1.5 kilometres away, some of our family live in Mabule Village in Botswana! One day I asked my grandfather about this.
- 2 'Ah, Segametsi, this story goes back many years,' he sighed. 'A long time ago, there was only one Mabule Village. The Barolong people lived here with our families. Mabule was divided from other villages by natural borders, like rivers and mountains. There were no disputes as all the people knew which land belonged to them. Then, the British people came over a 100 years ago, and things started to change. At first, they put up a fence to stop the spread of animal diseases. But people could come and go **as they pleased**.'
- 3 'Oh, I see! Mabule was still one village. When did that change?' I asked.
- 4 'Things changed in 1966, when Botswana gained independence from Britain. The little fence became a national border. Suddenly, villages, families and lives were split in two! One side of the border was South Africa, and the other side was Botswana. Soldiers started **patrolling** the border. They would arrest anyone caught going over the fence. If you wanted to cross the border to visit your family, or go to church, you had to take your passport. You also had to walk to the border crossing – for some people, this was 30 kilometres away.'
- 5 'Wow, that must have changed so many things for so many people!' I said, shocked. 'Oh yes,' my grandfather went on, 'some weddings, funerals, and even shops were now in another country! Many people just crossed the border when the soldiers weren't there. And people still do that today!'



Vocab

puzzled: to not understand something



Vocab

as they pleased: as they wanted, whatever they chose



Vocab

patrolling: to walk up and down looking for people trying to cross the border



- 6 'I know Grandfather!' I exclaimed. 'I've seen Kabelo come to our shop! And the Mothusi family all come to my school! It is crazy that people with power can just create a new border was made without thinking of people's lives!'
-

1. Which two countries each has a village called Mabule? (paragraph 1)

The two countries that each have a village called Mabule are ... and ...

2. What were the first borders that divided Mabule from other villages? (paragraph 2)

The first borders that divided Mabule from other villages were ... and ...

3. Why does Segametsi have family that live so close, but they are in another country? (paragraph 4)

Segametsi has family that live so close but are in another country because...

4. What can you infer changed for the people of Mabule when the small fence changed to a national border? (paragraph 5)

I can infer that ...

5. How do you think that must feel?

I think that must feel...

6. Do you think the people who cross the border illegally today are wrong? Why or why not?

I think that people who cross the border illegally are / are not wrong, because...

Visual Text: Google Maps

Many regions in the world are disputed.

Google Maps deals with disputed regions by using dotted or broken lines to show the border of the disputed area, instead of a solid line.

The two maps on the next page show the same regions. They show the countries of Pakistan and India, and the region of Jammu and Kashmir.

The region of Jammu and Kashmir has been under dispute between India and Pakistan since 1947. Pakistan says the region belongs to them, and India says the region belongs to them.

Look closely at the way the borders are shown if you access Google Maps from Pakistan (right image), and if you access Google Maps from India (left image).



Google Maps from other countries in the world, including Pakistan.



Google Maps from India

1. How does Google Maps show Jammu and Kashmir if you are in Pakistan?
If you are in Pakistan, Google Maps shows Jammu and Kashmir as...
2. How does Google Maps show Jammu and Kashmir if you are in India?
If you are in India, Google Maps shows Jammu and Kashmir as...
3. How do you think this would make you feel if you lived in Pakistan?
I think that if I lived in Pakistan, this would make me feel...



A tale of two villages: Challenge your brain!

1. Which do you think should be the **real boundaries** of countries: the natural features (like rivers and mountains) or the ones humans create?



Summary: A tale of two villages

1. This main idea in this text is that...
2. This text made me think about...
3. Something I learnt is...
4. I found this text...because...



Language Structures & Conventions: Practice

Read A tale of two villages, then answer the questions that follow.

1. Revise your knowledge of parts of speech.
 - a. Find and write down two examples of proper nouns in paragraph 1.
 - b. Find and write down two examples of common nouns in paragraph 2.
 - c. Find and write down one example of an abstract noun in paragraph 4.
 - d. Find and write down two examples of verbs in paragraph 1.
 - e. Find and write down one example of an adjective in paragraph 5.

The **verbs** in a sentence tell us what **tense** it is written in.

Example:

Simple present tense: She walks to the shop and buys a loaf of bread.

Simple past tense: She walked to the shop and bought a loaf of bread.

Simple future tense: She will walk to the shop and will buy a loaf of bread.

2. Change the following sentences into the simple past tense.
 - a. I always love my grandfather's stories.
 - b. Some of our family live in Mabule Village in South Africa. Some of our family live in Mabule Village in Botswana.
 - c. The villagers go across the border.
 - d. The new border changes everyone's lives.
 - e. People can no longer move freely.
3. Change the following sentence into the simple present tense.
 - a. Grandfather had an excellent memory and remembered all the stories.
4. Rewrite the following sentences, correcting the punctuation.
 - a. segametsi loved her home mabule village and she didnt understand why it had been divided
 - b. when kabelo went to the shop he bought bread maize oil and tea

THEME

Poetic Personalities

Term 1

Weeks 3 & 4 | Cycle 2



www.rhymezone.com provides lists of rhyming words with different numbers of syllables.

www.readwritethink.org provides strategies and structures to help young poets.

- Poetry has always been recited or performed.
- Today poetry is often performed at events called Poetry Slams.
- A famous poet, E.E. Cummings, dedicated his book of poetry called *No Thanks* to the fourteen publishers who chose not to publish it. The book was a success.
- We know the word unfriend from Facebook, but it was first used in a poem written in 1275!

Interesting Facts

Interview with a poet (in *Write Stuff* magazine)

TONI STUART

SOUTH AFRICAN POET, PERFORMER AND EDUCATOR
TONI WOWS LOCAL AND INTERNATIONAL
AUDIENCES, AND INSPIRES
YOUNG LEARNERS!
Naledi Shivite

In 2013, Toni was named in the *Mail and Guardian* list of 200 inspiring Young South Africans for her work in co-founding I Am Somebody! This is an NGO that uses storytelling to build communities.

Toni is busy writing a book at the moment but she was **generous** enough to give up some time to chat with me at a coffee shop, near her home in Cape Town. With her wild curly hair, **observant** eyes, and colourful clothes she looks like a poet.

Interviewer: Toni, thank you for sharing some of your ideas on poetry with me.

Toni: A pleasure!

Interviewer: Let's start at the beginning. When did you start writing poetry and why did you start?

Toni: I remember growing up feeling like I didn't know how to say the things that I really wanted to say. This wasn't because someone told me I couldn't, it was just how I felt. I was a child who felt a lot and who felt things deeply. We live in a **world that tells** people they're weak and sensitive simply because they feel things.

**Vocab**

generous: happy to give to others

observant: quick to notice things

**CS**

Can you **visualise** Toni talking to the interviewer at the coffee shop remembering when she was young? What do you think the expression on her face shows?

**LSC**

personification: the world is telling people



I always loved books and I loved writing. When I was about 15, lines of poetry came to me out of nowhere. From that day, that **notebook was my best friend** and I was always writing. **Boys would ask me to write poetry for their mothers!**

Interviewer: What did you write about? What were your early poems about?

Toni: Mostly teenage stuff about love and how no one understands me, and nobody sees me! You know! Poetry was a safe space when I needed it.



**‘The blood in my veins beats to a rhythm
I cannot find in this green land’**



LSC

personification:
the notebook is a
best friend



CS

Can you
visualise what
is happening in
the text? Can
you imagine Toni
writing poetry
for the boys'
mothers?



‘the south-easter sings in b-flat as it winds through my empty heart’

Curiosity and identity

Interviewer: In 2014, you started running poetry workshops with high school learners. Why do you think it’s important for young people to read and write poetry?

Toni: I believe it’s **crucial** for every young person to be curious and to ask questions. Young people need to become interested in their identities and their histories. They need to develop a curiosity about why they think the way they do. They need to decide for themselves, who am I actually? Writing poetry helps us **heal** and figure out who we are. When we write, we realise what we think and feel. We learn who we are. The earlier we can do that the better.

It's all about the process

Interviewer: Wow! Those are big aims. What is your process with your learners?

Toni: We don’t just sit down and start writing! We do a lot of physical activities and play games. Writing is about taking risks, so we all need to feel safe. I need to create a feeling of trust and respect in the group before we can start.

I need to create a feeling of trust and respect in the group before we can start.

We generally start with a **free-write** on a theme to get the ideas flowing. One of my big rules is: spelling, grammar, punctuation – none of that matters. First awaken creativity, then the rules make sense! Learners need to be given time and space to write and to trust their own voices. Next, we read and discuss poems on the theme. And there’s no right or wrong answers.



Vocab

crucial: very important



Vocab

heal: to get better, in this case, Toni is talking about spiritual or emotional healing

free-write: when you sit down and write everything that comes into your mind, for a set period of time



We're just reading and discussing together. Finally, the learners write and explore the theme and their own feelings and experiences. The poetry is a way for them to question and express themselves.

Interviewer: And do all the learners write?

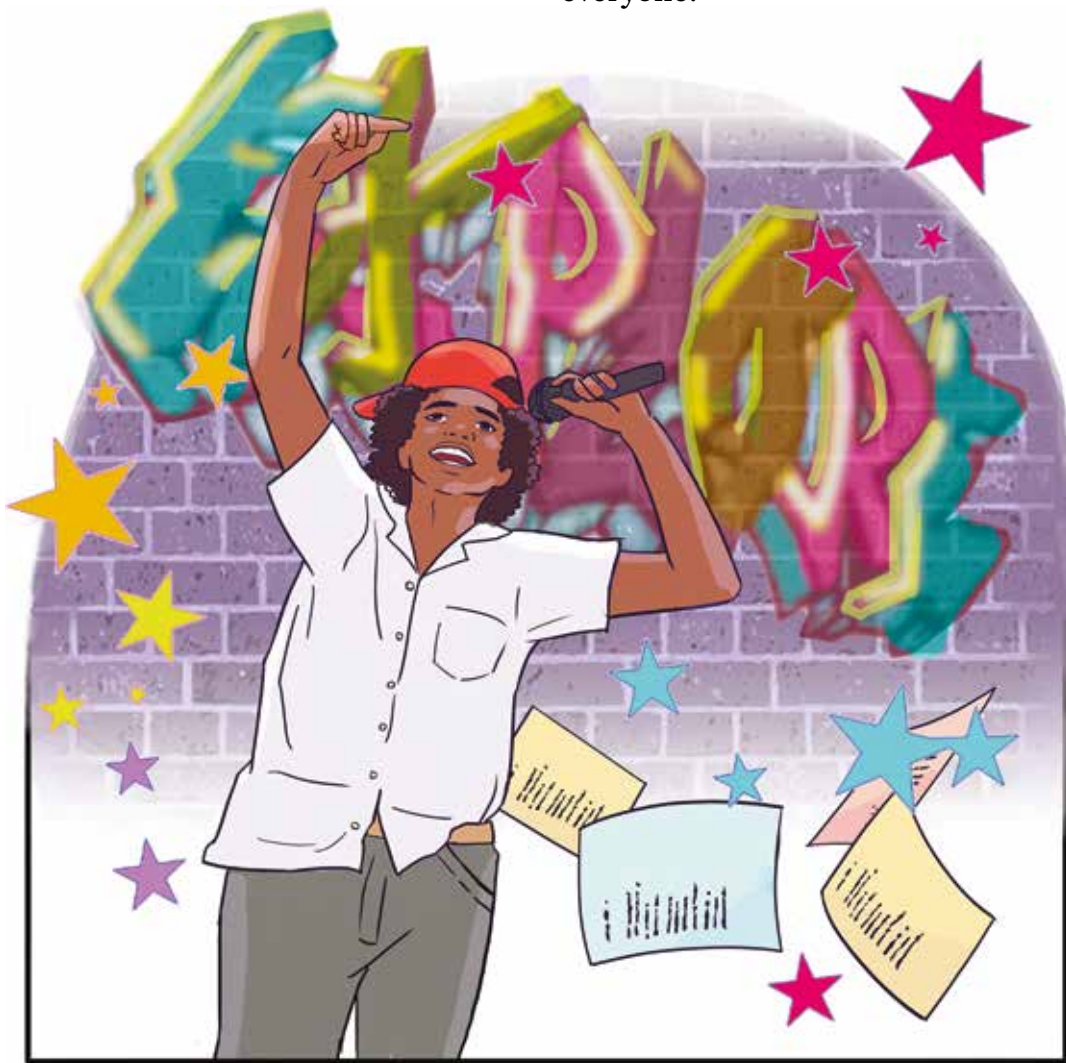
Toni: Yes! Some learners only write for themselves. Some write and we publish their work. Often, we all work together to create a performance. The learners also include music, photography, and other art forms. We done

wonderful **public performances** with creative and talented learners.

Foster creative expression

Interviewer: What are some suggestions to support learners to write more poetry in school?

Toni: Have a notice board and put up learners' poems. Start a poetry club once a month. And not just poetry. Learners who rap or MC should be invited. And all languages must be welcome. Ask learners to read their poems at assemblies and school events. Make poetry for everyone!



CS

Can you **visualise** these performances? What do you think they look like?



Interviewer: Any final words?

Toni: My work is about building the kind of world that I want to live in. People make communities, and communities make societies, and societies make the world.

People who are healed and well are going to make a better world.

So really my work is about healing and growing. My work is creating the kind of world I want to live in and supporting others to do that.

Interviewer: Wow! Many thanks, Toni! You are an inspiration!

Ma,
I'm coming home
that mountain **towering**
over our city like a blue **hue**,
beckons
in the **molasses folds** of midnight
his voice
softens the folds of my ears
and the south-easter
sings in b-flat
as it winds through my empty
heart
Ma,
I'm coming home
By Toni Stuart



Vocab

towering:
extremely tall, of
great importance

hue: colour

molasses folds:
the way molasses
or honey folds
over on itself
when you pour it
out a bottle



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

rap rat rip bad sad mad

Word find

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

r	a	i	b
d	e	h	t
m	l	n	s

Sight or high frequency words

Learn to read these words by sight:

identity truth voice express poetry
words want our through choose

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

express	emotion	arranged	personification	
deal with	art form	performer	sensitive	poetry workshop
identity	curiosity	heal	take a risk	creativity



Decodable texts

Our little house

I like our house. I like our little house. In our little house I can choose. In our little house I can choose what to do. In our little house I can rap. In our little house I can be sad. In our little house I can be mad. I can express it all. I can express it all in our little house. What can I do? I can express it all.

I can explore my identity. I can explore my identity in our little house. If I'm sad, I express my words. If I'm sad, I express my voice. If I'm sad I express my voice and my words in our little house. It can be poetry. It can be poetry when I express my voice and my words. What can it be? It can be poetry.

One day I saw a rat. One day I saw a rat in our little house. The rat made a rip. The rat made a rip in our little house. What did the rat do? He made a rip in our little house. I was mad. I do not want a rip in our little house. What made me mad? The rip made me mad. I want our little house to be new. The truth is the rat made me mad. I choose to express it through words. I choose to express that I'm mad through words.





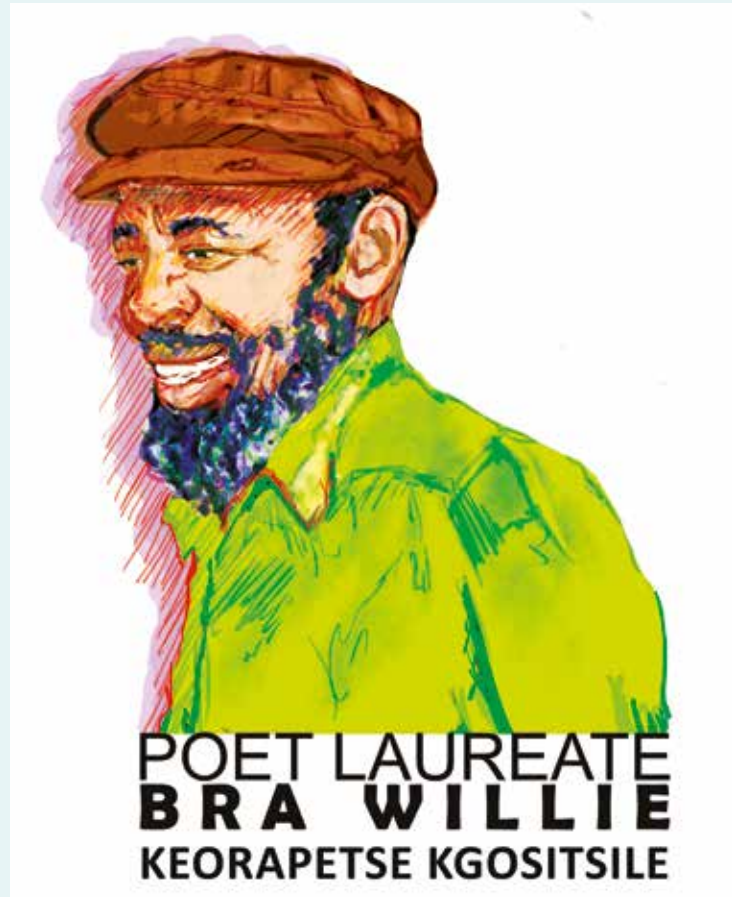
Poetry and truth

In poetry we choose words. In poetry we choose words to express our truth. What do we choose in poetry? We choose words in poetry to express our truth. Our truth can be sad. Our truth can be mad. Our truth can be new. Our truth can be old. What can words express in poetry? In poetry words can express our truth.

My voice is in the poetry.
My identity is in the poetry.
I can find my voice and
identity in the poetry. I
can explore my voice and
identity in the poetry.
Where can I explore my
voice and identity? I can
explore them in the poetry.

I want to explore my voice
and identity in words. I
want to explore my voice
and identity in poetry. What
do I want to do? I want
to explore my voice and
identity in poetry.

I can choose words to
express my truth. Through
poetry I can choose words
to express my truth. In
poetry we can express our
truth. Come, we can make
some poetry and express
our truth.



Keorapetse William Kgosisile was a South African Tswana poet, journalist and political activist. He was known by his pen name, 'Bra Willie'. He was inaugurated as South Africa's National Poet Laureate in 2006.

1. In poetry, what do we choose when we want to express our truth?
In poetry, we choose... to express our truth.
2. What can we find and explore in poetry?
In poetry, we can find and explore our... and our....
3. What can we express in our poetry?
In our poetry we can express...



Independent Reading Skills

Non-fiction text, article: Poetry in our lives

People write poetry in different ways and for different reasons. Toni Stuart uses poetry workshops to help learners explore ideas. One idea that she encourages learners to write about is their identities. She wants learners to think about who they really are.



Vocab

boosted:
encourage to
improve or
increase

These workshops have a big impact on the learners. One Grade 11 learner said: 'I feel like the poetry workshops **boosted** my confidence. I never really knew what to do with words. They taught me to go into a deeper level to connect with myself: How do I think? Why do I feel like this? What problem is making me feel this way? Writing poetry has allowed me to express myself in different ways. Poetry has been a shelter for me. It has given me a place where I feel safe to share my thoughts and feelings. It has made me feel a sense of peace.'

Zintle Nokonya is one of the high school learners who participated in a poetry workshop. She wrote the poem below when she was in Grade 11. This poem expresses how she feels about being a young African woman.



Vocab

patriarchy: a
society where
men have the
power

femicide: the
murder of women

victorious: when
someone has won

discrimination:
the unfair
treatment of
someone because
of their race,
gender or religion

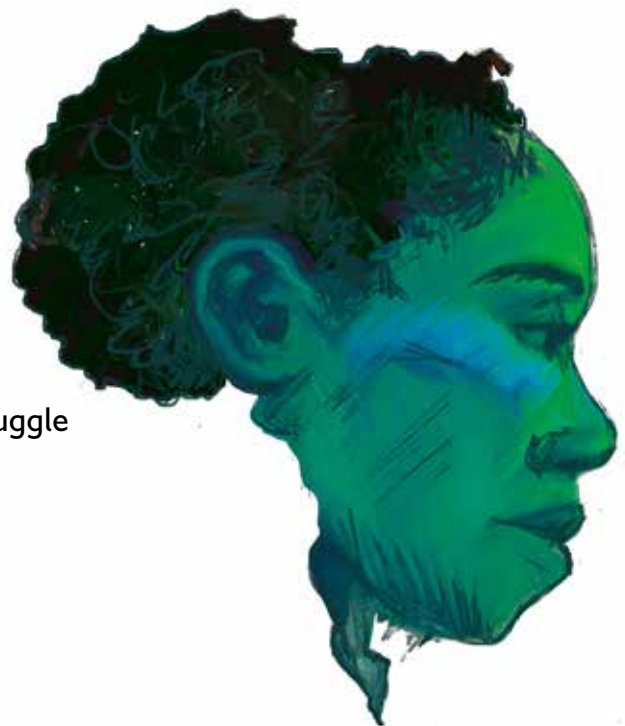
hypocrisy: when
someone pretends
to be different or
better than they
are

Who Am I? – by Zintle Nokonya (Grade 11, 2019)

I am brave
I live through rape
I live through **patriarchy**
I live through **femicide**
I live through abuse

I step in that elevator with pride
My way is to the top
Slim suit outlining my curves
Natural hair
Shadowing my grandmother's struggle

I am **victorious**
I power through pain
I power through racism
I power through **discrimination**
I power through **hypocrisy**





Vocab

umbhaca: a traditional Xhosa skirt

I scream my ancestors' praises
 I wear my mother's **umbhaco** outlining my curves
 I wear my aunt's traditional beads and they hug me close with love and honour
 I stomp the cow dung decorated floor with pride
 I dance for my people

 I am African

1. List three terrible, painful things that the poet has lived through.

The poet has lived through..., ..., and

2. Close your eyes and visualise the poet. What do you think she looks like? (Clue: think about her shape and her hair.)

I think she....

3. 'I step in that elevator with pride

My way is to the top'

Is the poet literally (actually) in an elevator (lift)? Why does she say she's going to the top?

The poet is/isn't literally in an elevator. The poet says she's going to the top because...

4. Find two words that the poet uses to talk about the generations that came before her. How do you think she feels about these people? Why?

The poet uses the words ...and...to talk about the generations that came before her.

I think she feels...about these people because...

5. After reading the poem, what kind of person do you think the poet is? Why?

I can make an evaluation that the poet is a ... person because...

6. What can you infer the poet feels about her identity?

I can infer that the poet feels...





Visual Text: Poster

Slam poetry is a form of performance poetry that combines performance, writing, competition, and audience participation. It is performed at events called **poetry slams**. The name slam came from the high-energy style of the poets and how the audience has the power to praise or, sometimes, destroy a poem.

**MAHIKENG SCHOOLS -
CALLING ALL SLAM POETS AND SPOKEN WORD POETS!**

**Come try out your words and ideas at the
SLAM POETRY open mic night!**

*We're looking for fresh new voices,
performers and ideas.
Come see how you shape up!*

**Who will rule the school on the night!
Audience votes for the
WINNER!**

*And there'll be a SPECIAL VIP
performance by winner of
SA's Got Talent,
Mahikeng's very own
Bothlale Boikanyo!*

...open mic night!

18:00 - 22:00
Sat 20th March 2023
Ghetto, Unit 7, Mahikeng
R100 at the door
Pre-sold R80

Come rejoice, have your choice, and let your voice be heard!



1. What is the poster advertising?
The poster is advertising...
 2. Which province is Bothlale Boikanyo from and which national competition did she win?
Bothlale is from... and she won...
 3. Why is it better to buy your tickets before the night?
It is better to buy your tickets before because ...
-



Poetry Slam Poster: Challenge your brain!

1. Close your eyes and visualise the Slam Poetry event. What do you see?
I can visualise...
2. If you went to the event and wanted to perform, what would your poem/ performance be about?
My poem would be about...
3. Why do you think writing poetry can help people understand themselves better?
I think writing poetry helps people understand themselves better because...



Summary: Poetry in our lives

1. This main idea in this text is that...
2. This text made me think about...
3. Something I learnt is...
4. I found this text...because...



Language Structures & Conventions: Practice

Read the Poetry Slam Poster, then answer the questions that follow.

Compound nouns are words for people, animals, places, things, or ideas, made up of **two or more words**.

Example:

hot + dog = hotdog

1. Create compound words by joining a word from Column A to Column B. Write these words in your exercise book.

Column A	Column B
hair	room
bed	paper
tooth	day
grand	fast
friend	cut
sun	ache
birth	ship
head	paste
note	mother
news	book
break	shine

2. Rewrite the following sentences in your exercise book. Then, underline the personal pronouns.
 - a. The poet wrote about her identity.
 - b. The group said they learnt a lot from writing the poems.
 - c. William wanted to perform, but he was too scared.
 - d. They all felt it had helped them understand better.
 - e. I think you should enter the slam poetry competition. You would be great!



Alliteration happens when many words in a sentence **start with the same sound**.

Example:

The **poet's pen** was **perfect**.

The **beautiful boat bobbed** on the **blue** water.

3. Rewrite the following sentences in your exercise book. Then underline the examples of alliteration.
- The bold, brave child stood up to the bully.
 - Cautiously the cat crept past the cupboard.
 - She wondered at the wide, wild sky above.

Words that **rhyme** end in the same sound. They do not have to be spelled in the same way, they must just sound the same.

Example:

Words that end in – **ick**: brick; tick; sick; flick

Words that end in – **an**: pan; ran; fan; can

Words that end in an '**ull**' **sound**: full, wool, pull

4. Rewrite the following sentences in your exercise book. Then, underline the rhyming words.
- Who will rule the school on the night?
 - Come rejoice, have your choice, and let your voice be heard!

THEME

The Golden Ruler

Term 1

Weeks 5 & 6 | Cycle 3



<https://www.blackpast.org> – Black Past has all kinds of interesting information on the history of African American and people of African descent around the globe.

<https://www.nationalgeographic.org> – National Geographic has a variety of interesting information on different Ancient African Empires.

<https://youtu.be/jvnU0v6hcUo> – Crash Course World History is a brilliant but fast video that takes us through the history of the Mali Empire and its most famous leader, Mansa Musa I.

<https://youtu.be/4-Un2xx6Pzo> – Extra History is an animated and exciting channel that helps kids discover more detail about the Mali Empire.



Vocab

diplomat: a person who represents their government in other countries



LSC

idiom: under the sun means everywhere

From Dakar to New York

One Sunday morning, Kadija was sitting at the table finishing breakfast with her family. She was very excited because her mother, a Senegalese **diplomat**, was being sent to America. Kadija and her sister, Yande, were reading online about New York: how it's changed over the decades and what makes it such a popular, thriving city today.

'Wow, New York City! I can't believe we're actually going to live there!' Kadija said as they looked at pictures.

'I know,' said Yande, 'New York is the best place **under the sun!** I can't wait to see Central Park, to go to the top of the Empire State Building, and to visit the great museums.'





Their mom looked at them thoughtfully and picked up her phone.

'Hey sister, my daughters have **stars in their eyes** about New York! Please can you come over this afternoon. I think we need your History teacher perspective to help us. Great, thanks. See you later.'

Her daughters looked up from the computer screen.



LSC

idiom: stars in their eyes means to only see the good side of something





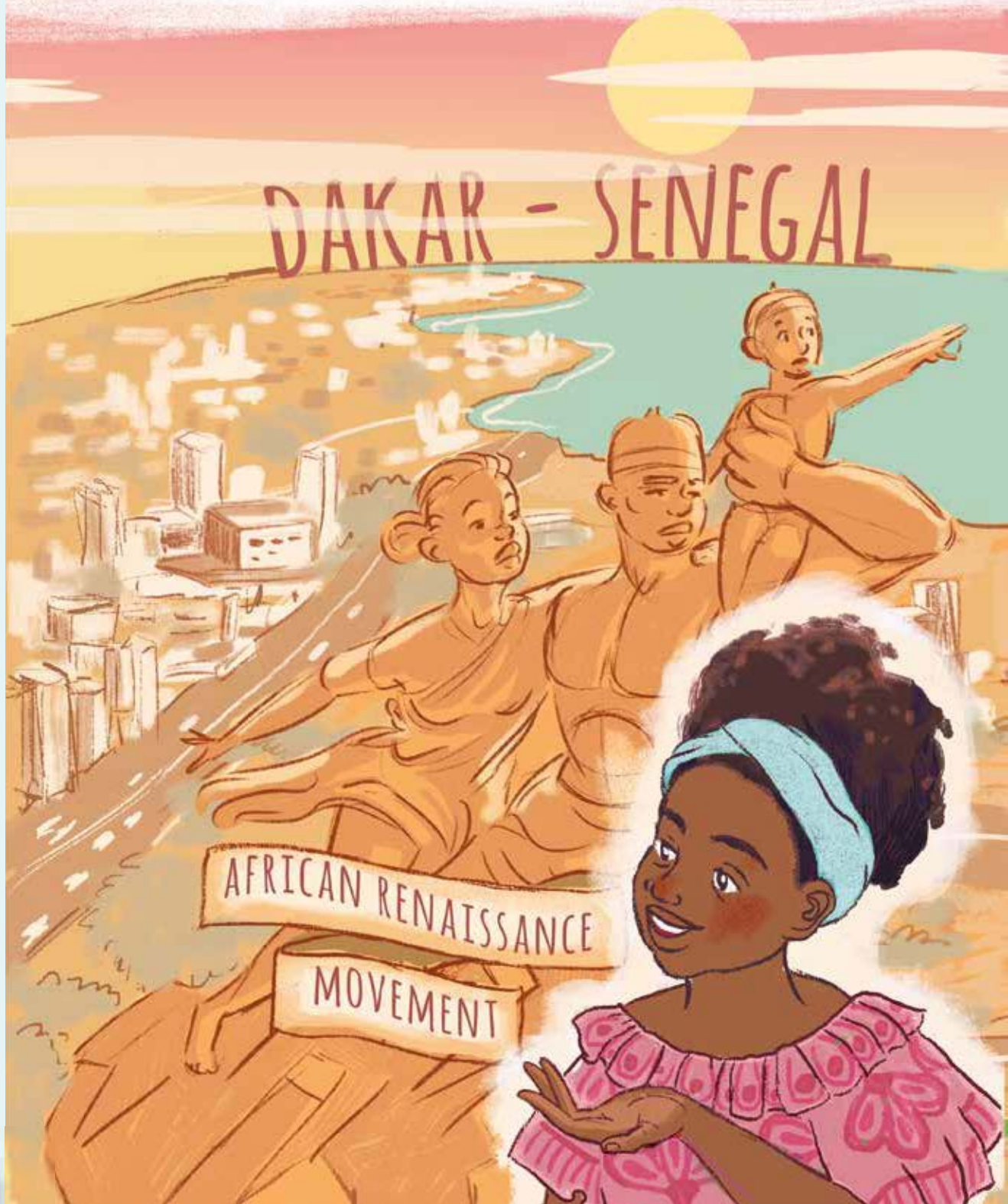
CS

What can you **infer** about the way this is written? How do you think Auntie Fatou said these words? Do you think she means them?

After lunch, Auntie Fatou rang the doorbell. Kadija and Yande ran to let her in.

‘Hi girls,’ she said hugging them. ‘So, I hear you’re all excited about living in the **greatest city**! Before you get too excited, did you ever stop and think what’s great about your home and where you come from?’

The African Renaissance Movement is a 52 metre tall copper statue. It is located on top of one of the twin hills known as ‘Collines des Mamelles’, just outside Dakar, Senegal.





‘We know that Senegal was part of the great Kingdom of Mali,’ sighed Kadija, rolling her eyes. ‘We learnt all about Mansa Musa, and how rich and powerful he was.’

‘Indeed,’ said her aunt. ‘But there was much more to Mansa Musa. You have visited the great Mosque in Djenne? Well, Mansa Musa brought Islam to ancient Mali. It was mostly for the upper class people, because they had to learn Arabic. But, he also attracted many Islamic scholars, poets, artists and scientists. He made the kingdom a centre of great learning and culture.’

‘That’s so interesting!’ said Kadija.



Mansa Musa, ruler of the Kingdom of Mali from 1312 C.E. – 1337 C.E.



CS

Can you **make a connection** to how Yande is feeling? Was there ever a time when you were impressed and surprised by something you learnt?



Vocab

faiths: religions

‘And, even though Mansa Musa was a religious Muslim, he did not expect everyone to follow Islam,’ said Auntie Fatou. ‘He accepted and respected other religions. In fact, Islam blended some of the traditional religious practices of the ordinary people. This form of Islam also gave women more freedom.’

‘Wow,’ nodded Yande, **impressed to hear this**. ‘I guess our law today in Senegal about respecting all **faiths** started all those centuries ago.’

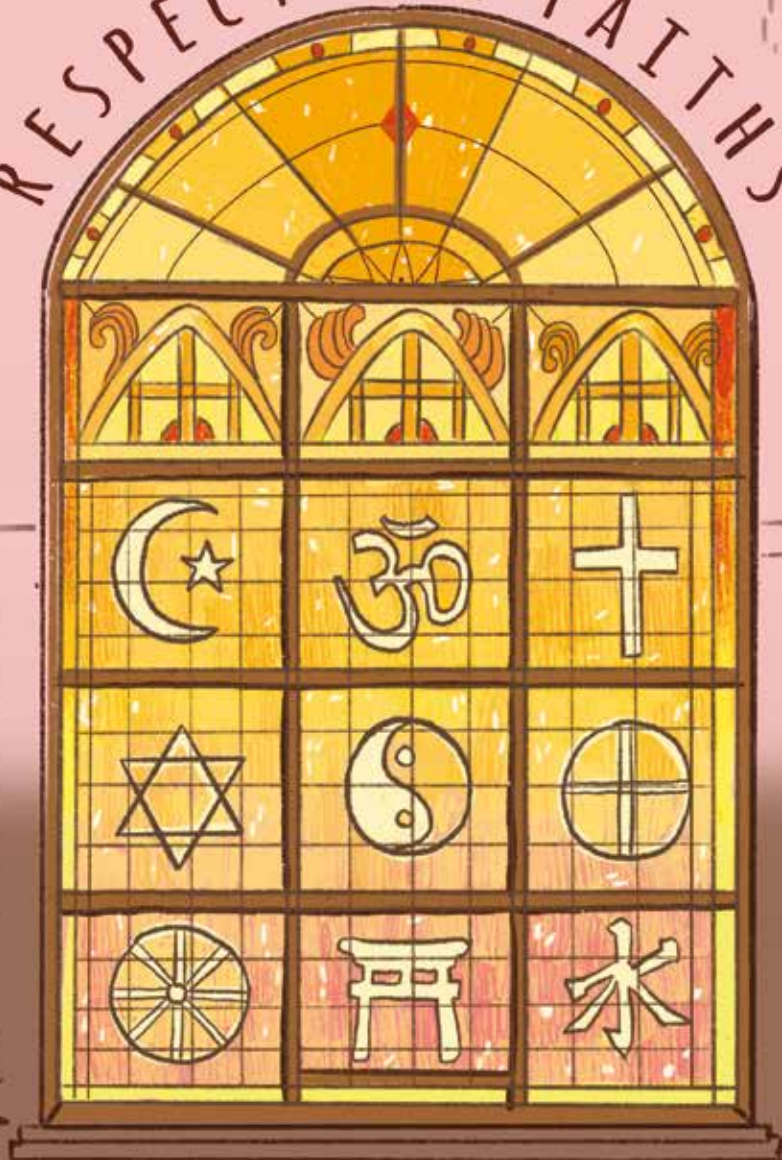
Kadija nodded, thoughtfully. ‘It’s also cool that an African ruler made the rules. And we still have some of them today. In so many other countries the colonial powers took control and said what was and wasn’t okay in society.’

RESPECT ALL FAITHS



CS

Can you work out which faith is represented by each pane of glass in this window?





‘You’re right,’ Auntie Fatou went on. ‘Take a look in my book. If you look at the New York area at the time of the 14th century, the Lenape people were living there. They were farmers, who also hunted and fished for food. When the Dutch colonists came, they lived together and traded with each other for a while. But then the Dutch bought their land, and all the Lenape people were forced to leave!’





LSC

Idiom: food for thought means to have something new to think about



Vocab

descendants: someone related to a person who lived in an earlier time

‘Wow,’ said Kadija thoughtfully, ‘That really is **food for thought**. It’s terrible how a whole population can be removed! It’s like they were nothing!’

‘Yes!’ exclaimed Yande. ‘Unlike the people living in New York, at least we are the **descendants** of the Kingdom of Mali. Our ancestors are those same people from all those centuries ago!’





'I still think New York is very cool, but this has given me **a change of heart** about how I feel about my country,' Yande said slowly and thoughtfully.



LSC

idiom: a change of heart means to feel differently about something



CS

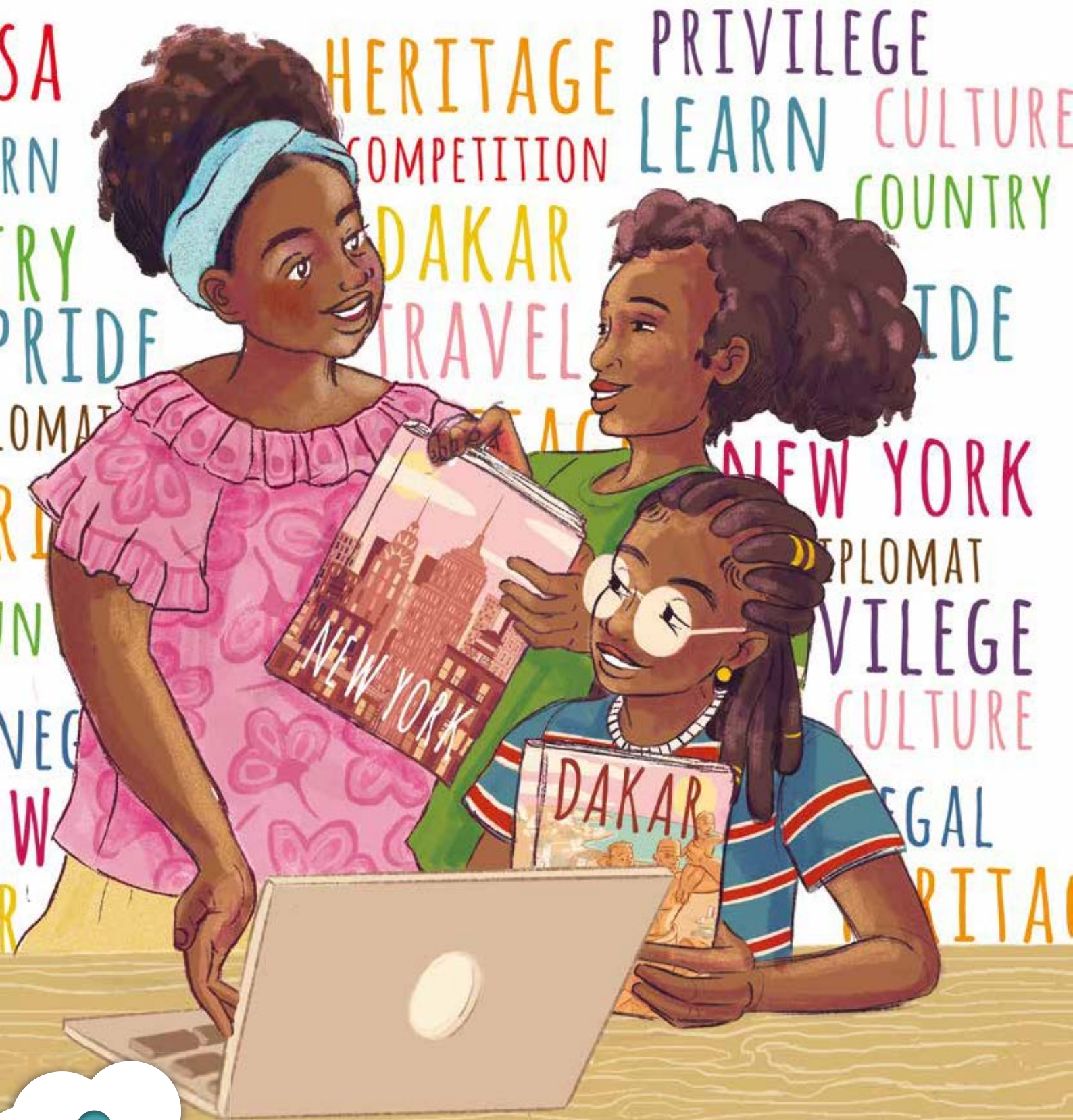
Can you **make a connection**?
Can you think of a time when you changed your mind about something like Yande?





‘Living in another country is a real privilege. You will do so much, and you will learn so much. And it’s not a competition about which country is the best. But you must always remember where you come from. Know your heritage and be proud of it!’

Aunt Fatou looked at both of them. ‘Now bring me some of your mother’s famous ngalakh dessert. You won’t be tasting any of that in New York City!’





Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

cat cup bus sun wax mix

Word find

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

c	u	a	r
e	i	m	n
b	j	p	x

Sight or high frequency words

Learn to read these words by sight:

going who home everyone king
journey proud share wealth respect

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

wealthy	Islam	Muslim	mosque
strategic	extravagance	legacy	diplomat
decade	culture	impressed	traditional
colonial	descendant	privilege	



Decodable texts

The cat's journey

The cat was going. The cat was going on a journey. The cat was going on a journey home. Where was the cat going? The cat was going on a journey home. Everyone saw the cat. Everyone on the bus saw the cat. Who saw the cat going home? Everyone saw the cat going home.

The cat saw a king. The king was in the sun. The king had a cup. The king had a cup in the sun. In the cup was some wealth. What was in the cup? In the cup was some wealth. The king looked at the cat.

The king said to the cat, 'Can you see the cup?'

The king said to the cat, 'Can you see the wealth?'

The cat went to the king in the sun. The cat looked in the cup. In the cup he saw the wealth. The cat and the king could share. The cat and the king could share the wealth. The cat had respect for the king. The king had respect for the cat. But the cat was going on a journey. Where was the cat going on a journey to? The cat was going on a journey to his home.



The king made a new cup out of wax. The king was proud of this new cup made out of wax. The king put some wealth in the new wax cup. The king went back to be in the sun. The cat set off on his journey. The cat set off on his journey home.



The King of Mali

The king was in a house. The king was in a country. The king was in a country called Mali. Where was the house? The house was in a country called Mali. This country was the king's home. The country had wealth. The wealth was gold. The king could share this wealth of gold. The king could share this wealth of gold with everyone.

The king can't see everyone. The king will explore. The king will explore and find everyone. The king will find everyone and share this wealth of gold. The king was going on a journey. The king was going on a journey to share this wealth.

Everyone had respect. Everyone had respect for the king. Everyone had respect for the king who could share the wealth. Many people saw the king. Many people saw the king on his journey. Where did many people see the king? Many people saw the king on his journey.

Everyone in the country got some wealth. Everyone could share the wealth of gold. Who could share the wealth of gold?

Everyone could share the wealth of gold. The king was proud. The king was proud of his journey.

The king went back. The king went back home. Where did the king go back to? The king went back to his home in Mali. Everyone was proud of the king. Everyone had respect for the king.



The first Mosque of Djenne was built in the 13th century. This current version was built in 1907. It is one of the most famous landmarks in Africa.

1. Where was the king's house?

The king's house was in a...called...

2. What did the king share?

The king shared the...of...

3. Who did everyone respect?

Everyone respected...



Independent Reading Skills



CS

Timbuktu is an important city in Mali



Vocab

valuable: worth a lot of money



Vocab

generous: to happily share with others



Vocab

preserve: to treat food so that it doesn't go bad

disinfect: to clean something in a way that kills germs

Fiction text, dialogue: A busy day in Timbuktu

*The year: 1325. A market in the middle of **Timbuktu**. It is a hot, dry, late afternoon. There are lots of people and animals around. Oumar and Mariam, husband and wife shopkeepers, have had a good day at the market and they have sold many books to Islamic students and teachers. They are packing up the books they didn't sell.*

Mariam: *(With her hands on her hips)*

Have you heard what Mansa Musa is doing on his way to Mecca?

Oumar: *(Facing Mariam)*

You mean, building mosques and giving **valuable** things to the people in the towns?

Mariam: *(In a shocked voice)*

Yes! Isn't he crazy? How can he just give away gold and spend all his money?

Oumar: *(Calmly and thoughtfully)*

I don't think he's crazy. I think he is **generous**. Doesn't our religion, Islam, talk about helping the poor? If you have so much money, shouldn't you share it and help people who need it?

Mariam: I suppose so.

Oumar: I mean, a piece of gold could make a big difference for a family. It could help them buy a plot of land or get some animals to farm. And salt! Imagine getting salt from the King!

Mariam: *(Excitedly)*

Oh yes! I could use that! Sometimes I feel my body needs salt! It's so useful to flavour food. And to **preserve** food for a long time so the food doesn't go bad. And I saw our neighbour use salt in water to clean and **disinfect** the cut on her child's leg. It's amazing!

Oumar: I didn't know salt could help make a cut better. It's even more valuable than I thought.

Mariam and Oumar have packed away their stall. A man leads a herd of camels past them and they stop to watch the enormous animals.



Mariam: *(Looking far away)*

Can you imagine the long the line of hundreds of camels and horses all following Mansa Musa to Mecca? And thousands of people, dressed in beautiful silk clothes! I wonder if the King is giving away silk and other **material**?

Oumar: I wouldn't mind some silk for some new clothes. Hopefully when he returns, he'll give us some things!

Mariam: *(Nodding her head)*

Now that would be nice!

1. What do Mariam and Oumar sell at the stall in the market?

Mariam and Oumar sell...

2. What are they discussing?

They are discussing...

3. What are three things that salt is used for?

Salt can be used for..., ... and

4. Close your eyes and visualise Mansa Musa and his enormous, **extravagant** procession. What do you see? Draw a picture of your visualisation.

I can visualise...



Vocab

material: fabric that clothing is made from



Vocab

extravagant: a show of wealth, spending more than is needed





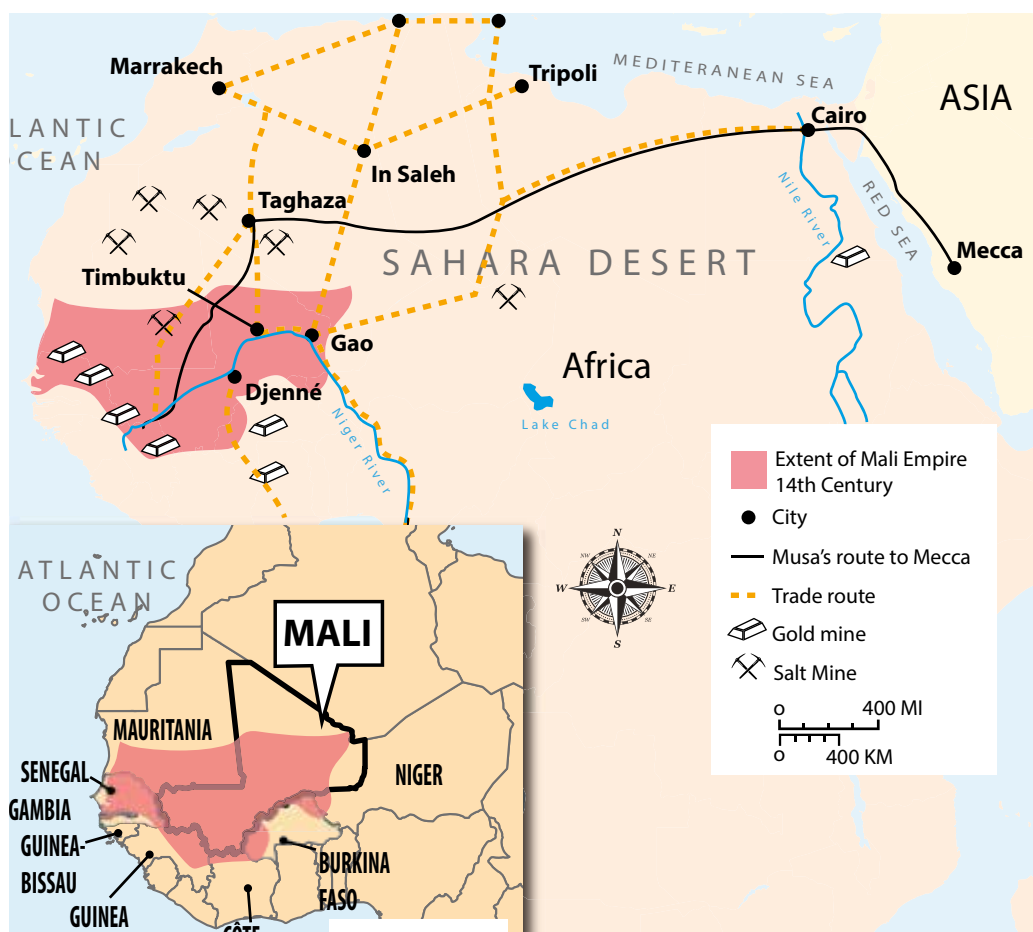
Vocab

prefer: to make a choice, to decide which would you rather have or do

5. Which would you **prefer** to get: salt or gold? Why?
I would prefer..., because...
6. Do you think rich people should give away their money to poor people? Why or why not?
I think rich people should/should not give their money to poor people, because...

Visual Text: Map

The Kingdom of Mali Map: the trade routes and Mansa Musa's route to Mecca





1. List the modern countries (the whole country or just a part) that the Kingdom of Mali covered?
The countries that the Kingdom of Mali covered are:
2. Mansa Musa expanded his kingdom in the north and the south. What natural resources did Mansa Musa want in these areas?
In the north he wanted... and in the south he wanted....
3. What the main direction Mansa Musa travelled to get from his Kingdom to Mecca?
The main direction that Mansa Musa travelled to get to Mecca was....
4. Which do you think is better for a country: having access to a gold mine or having access to a trade route? Why?
I think...is better, because...



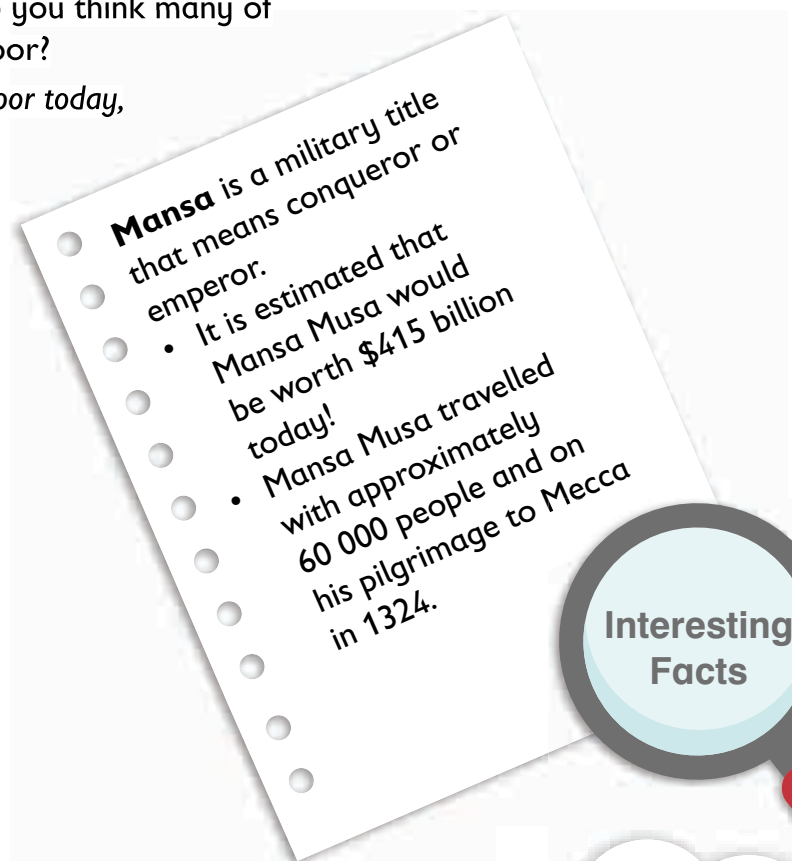
The Kingdom of Mali Map: Challenge your brain!

1. Approximately how many kms did Mansa Musa travel to get to Mecca? (Hint: use the key on the map to try work it out.)
I think Mansa Musa travelled...kms to get to Mecca.
2. There are so many natural resources in Africa that made the ancient kingdoms wealthy. Why do you think many of these same countries today are poor?
I think many of these countries are poor today, because...



Summary: A busy day in Timbuktu

1. This main idea in this text is that...
2. This text made me think about...
3. Something I learnt is...
4. I found this text...because...





Language Structures & Conventions: Practice

Read A busy day in Timbuktu, then answer the questions that follow.

Concord is the **agreement** between the **subject** (who or what does the verb) and the **verb** in a sentence. The verb must be in the singular or plural form.

Example:

Plural form: We love to see the gold.

Singular form: She loves to see the gold.

1. Rewrite the sentences below in your exercise book. Choose the verb that makes the concord correct.
 - a. Oumar and Mariam is/are selling books at the market.
 - b. She think/thinks Mansa Musa are/is crazy.
 - c. Anyone who want/wants to study, should go to Timbuktu.
 - d. A herd of camels walk/walks past.
 - e. Each of the shopkeepers was/were packing up their stalls as the sun was/were setting.

Synonym are words with **similar meanings**.

Example:

big, huge, enormous

2. Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
 - a. Isn't he crazy?
 - b. It makes our food taste so good!
 - c. A man leads a herd of camels past them and they stop to watch the enormous animals.



Antonyms are words with **opposite meanings**.

Examples:

big – small

kind – mean

3. Write down an antonym for each word from the text: A busy day in Timbuktu.
 - a. early
 - b. rich
 - c. old
 - d. stingy
4. Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
 - a. mariam asked should we start packing up the books
 - b. I cant believe it oumar shouted

An **idiom** is an expression or saying where the **words don't mean exactly what they say**. There is an **extra, hidden meaning**.

Example:

Let's call it a day. (finish what we are doing)

5. Match the idioms from Column A to their meanings in Column B. Write them in your exercise book.

Column A	Column B
1. Nelson Mandela put South Africa <u>on the map</u> in 1994.	good at their job
2. I always <u>travel light</u> .	to make a place famous
3. Any good leader <u>worth her salt</u> would do that.	crazy
4. He's gone <u>out of his mind</u> !	travel with very little luggage



- Some parts of modern-day Burkina Faso, Chad, Gambia, Guinea, Mauritania, Niger, Nigeria, Senegal and Mali were part of the Mali Empire.
- The Mali Empire spanned over 2000km from the Atlantic Ocean to Lake Chad.
- At its peak, the Mali Empire had over 100 000 men serving in its army.
- The Great Mosque of Djenne was restored by the French in 1906. Today, only Muslims are allowed inside.

Interesting
Facts

THEME

Caretakers of the Earth

Term 1

Weeks 7 & 8 | Cycle 4



www.natgeokids.com – National Geographic Kids has all kinds of interesting information and activities related to nature.

www.climatekids.nasa.gov – NASA Climate Kids focuses on teaching kids about climate change.

<https://youtu.be/SzcGTd8qWTg> – Climate Change Crash Course Kids is a brilliant but fast video that takes us through the history, causes, effects and possible solutions to climate change.

<https://youtu.be/0Puv0Pss33M> – How to save our planet shows Sir David Attenborough sharing his thoughts on how to save planet Earth.



LSC

warm – positive adjective

darker – comparative adjective

best – superlative adjective



CS

Can you make an **evaluation** about the kind of friendship these four have?

Can you **evaluate** if they are wealthy or not?

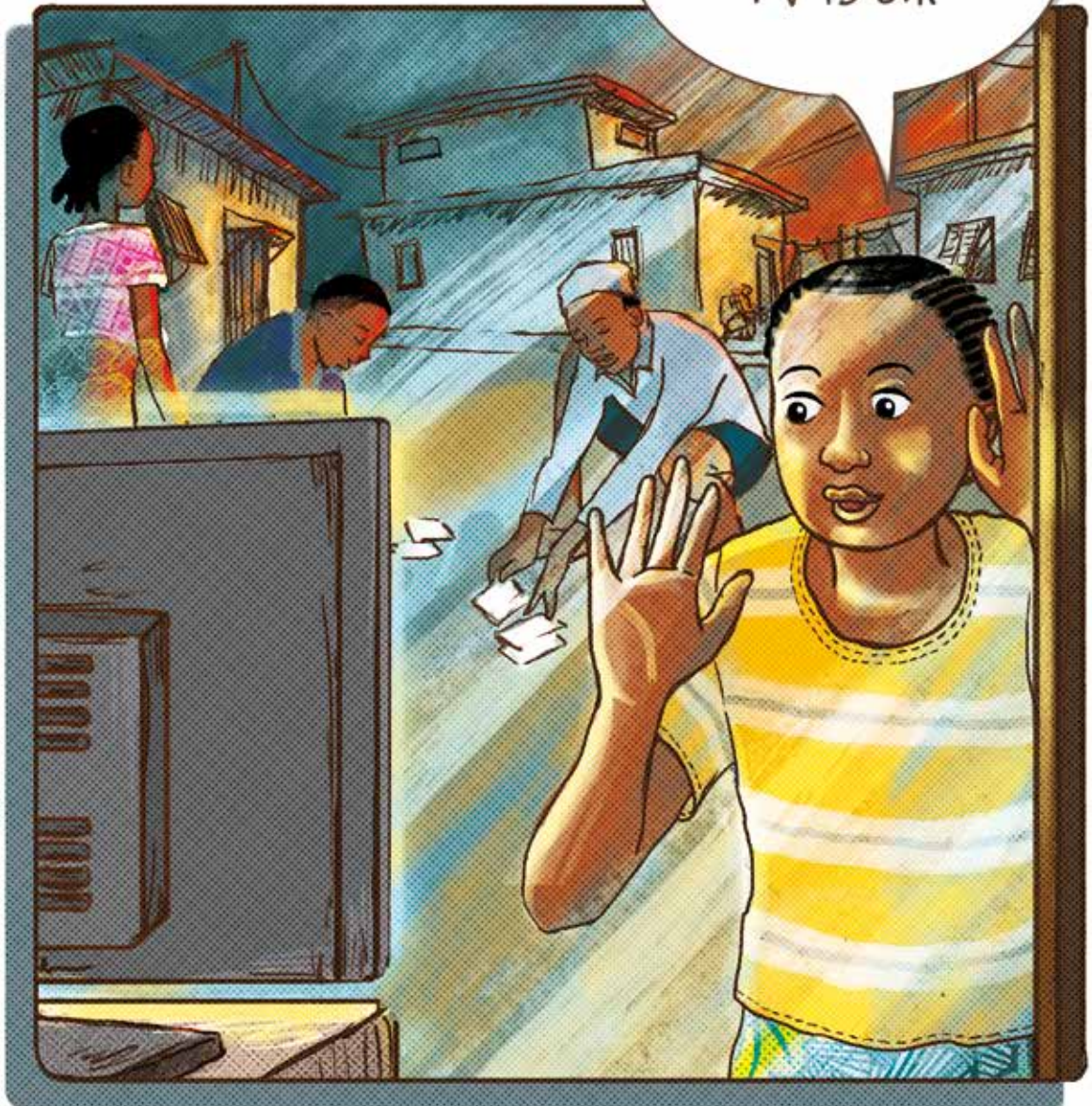
Climate Warriors

It was a **warm** Thursday evening. Nantongo and her brother Mukasa were hanging out with their **best** friends Namutebi and Hashaan. They were playing cards outside as the sun was setting. As it got **darker** it became harder and harder to see the cards.

‘Hey, no cheating, Mukasa! Keep your eyes on your own cards!’ exclaimed Hashaan. ‘Ah, I hate not having electricity! We can’t even keep playing. And I know I’m winning!’

‘Stop moaning, Hashaan,’ said Nantongo. ‘Let’s just move closer to the shop. We can use their light to keep playing.’

Oh, look,
the shop's
TV is on.





‘Oh, look, the shop’s TV is on.’ Namutebi looked through the window.

‘Hey! It’s Vanessa Nakate!’ exclaimed Nantongo. ‘She’s my hero!’

‘Your hero?’ said Mukasa. ‘Then we need to hear what she’s saying. Let’s get closer.’

The four friends quietly moved to the entrance of the shop, so that they could watch TV without the shopkeeper chasing them away.

On the screen an interviewer was talking to a young woman with a strong voice and fire in her eyes. The friends listened intently as the interviewer spoke.



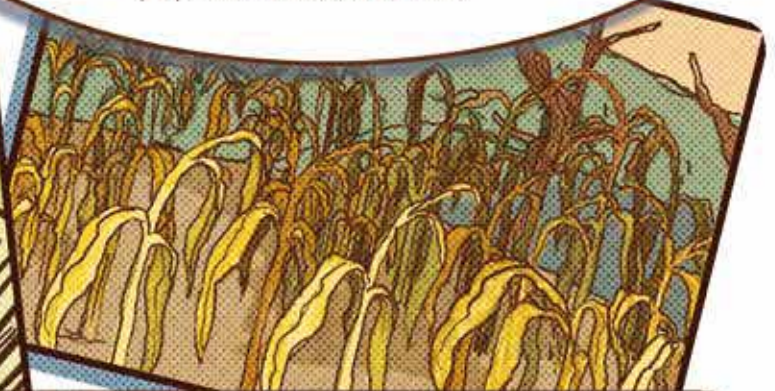


‘And with us today is our own Ugandan climate warrior, Vanessa Nakate. Vanessa, is climate change really something we need to worry about? How will it affect us here in Uganda?’

‘It is *already* affecting us, and it will continue to affect us with disastrous results! Many Ugandans depend on agriculture for their jobs and food. If our farms are destroyed by flood or droughts, the crops won’t produce as much. And the cost of our food will increase. Then, it will only be the most privileged and wealthiest who will be able to buy food.’



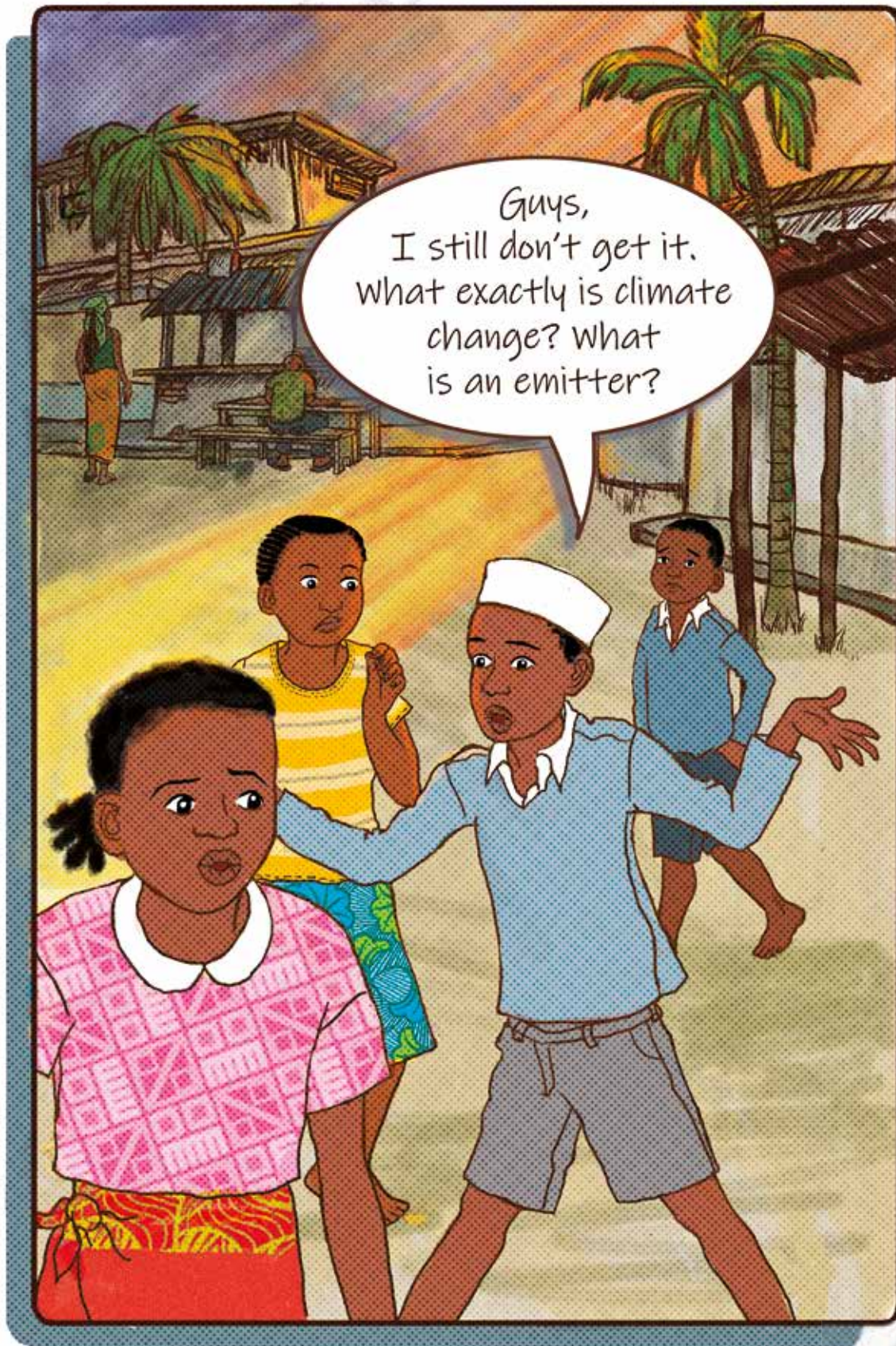
The people who will be able to afford food and survive the crisis are the biggest emitters... Climate change in our country means starvation for the less privileged. And it’s the same for many African countries!’





Just then the shopkeeper spotted the friends and shooed them away.

The four friends walked slowly in the direction of their homes. Each one was thinking about Vanessa's words.





CS

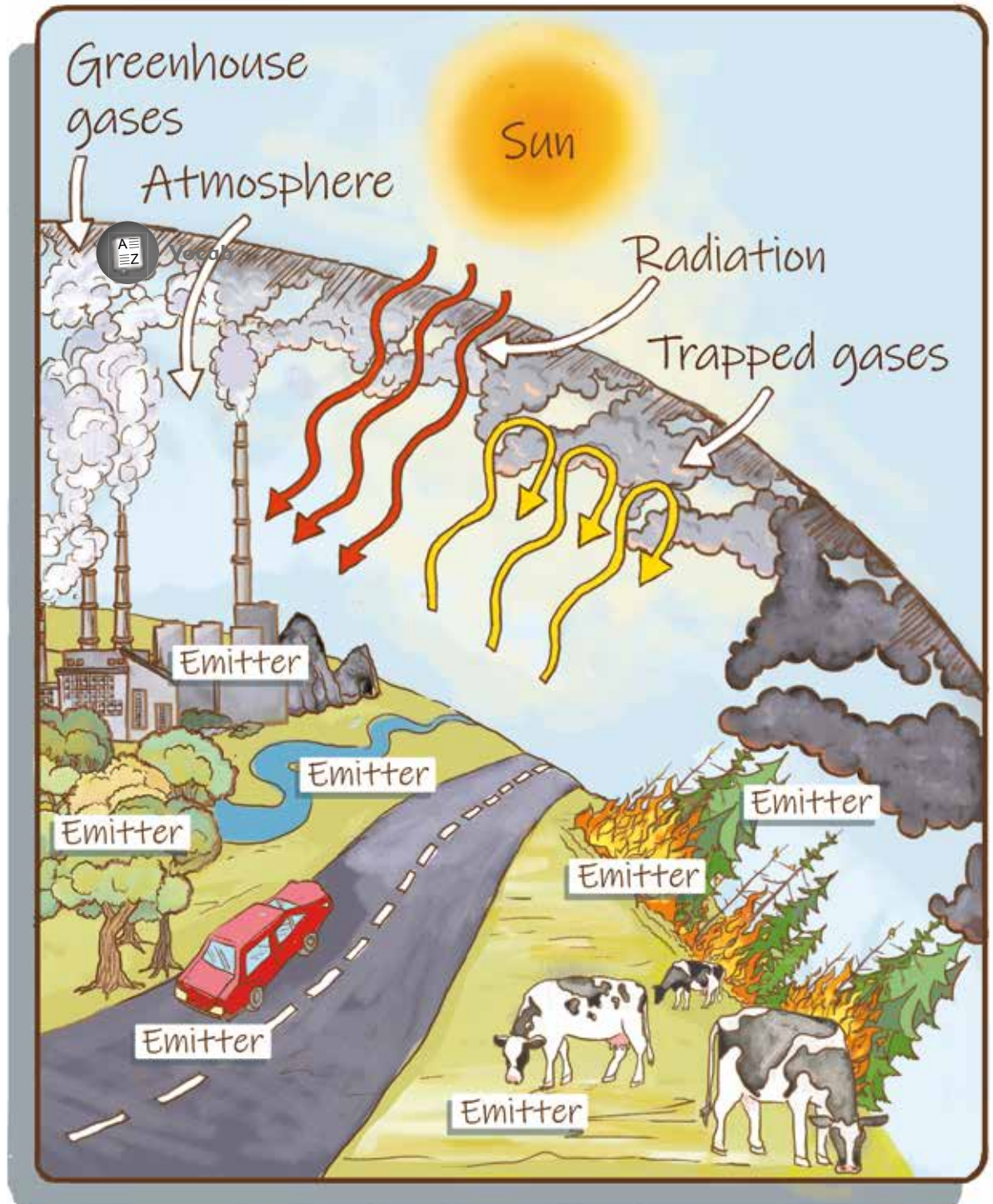
Can you make an evaluation about Nantongo's attitude to climate change?



Vocab

trapped: to be caught or stuck

Nantongo, who clearly knew a lot about this, spoke up. 'The way I understand it, the earth is surrounded by a layer of gas called the atmosphere. In the daytime the sun shines and warms the earth's surface. When the Earth cools at night, it releases heat back into the air. But some of that heat stays **trapped** by gases in the atmosphere. The gasses that trap the heat are called greenhouse gasses. They are carbon dioxide, water vapour and methane. The problem is that we are emitting too many greenhouse gasses.'



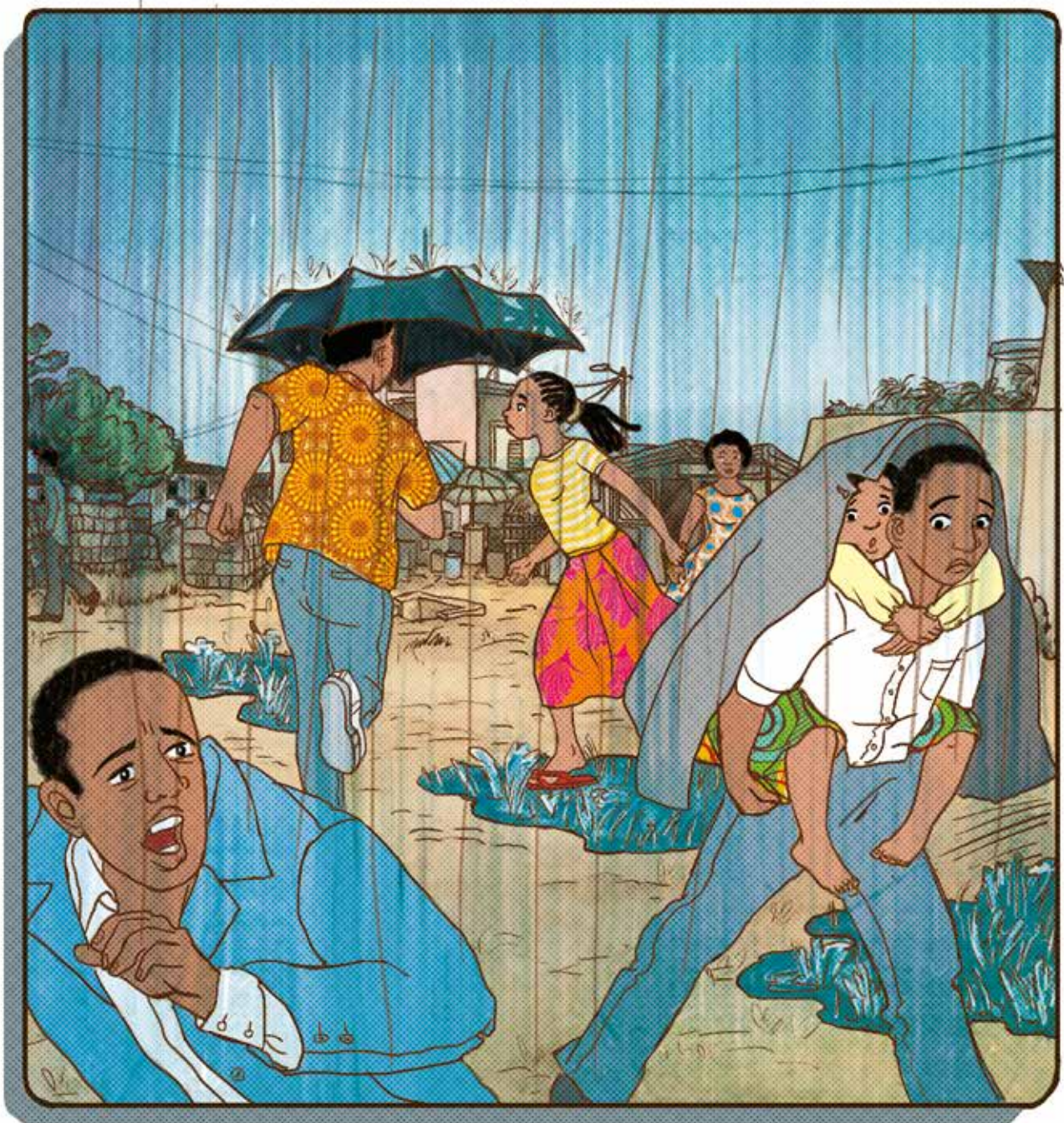


‘What happens then?’ asked Namutebi, looking worried.

‘Then things get bad,’ said Nantongo seriously. ‘The weather goes out of control! Do you remember those terrible floods last year? People died and all those farms and houses were destroyed. That’s what happens! **The way some people live is producing too much carbon dioxide.**’

‘Which people?’ asked Hashaan, looking around. ‘Let’s get them!’

The friends laughed.





LSC

nice – positive adjective

richer – comparative adjective

more developed – comparative adjective

worst – superlative adjective



Vocab

power plant:
a power station or engine that provides power to a machine or a building

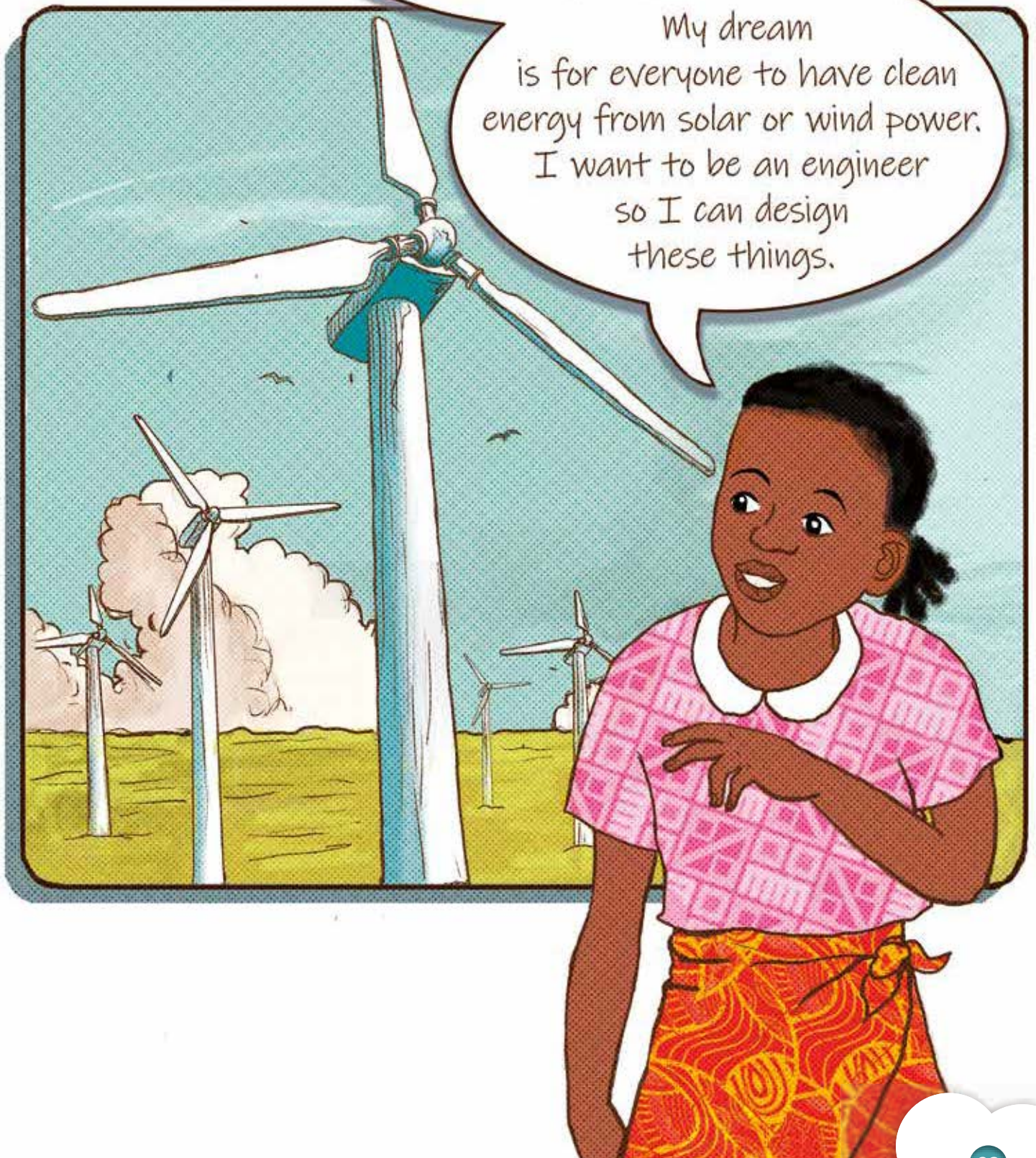
‘Well it’s clearly not us!’ declared Nantongo. ‘Carbon dioxide comes from things like factories, **power plants**, cars and aeroplanes. Look around...we don’t have electricity, let alone **nice** cars or aeroplanes! **Richer, more developed** countries are the **worst** emitters. Africa only emits 4% of the world’s greenhouse gasses.’





We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right.

My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things.





CS

Make an **evaluation** about Hashaan. Is he a bad person because he wants a car and to go on an aeroplane?

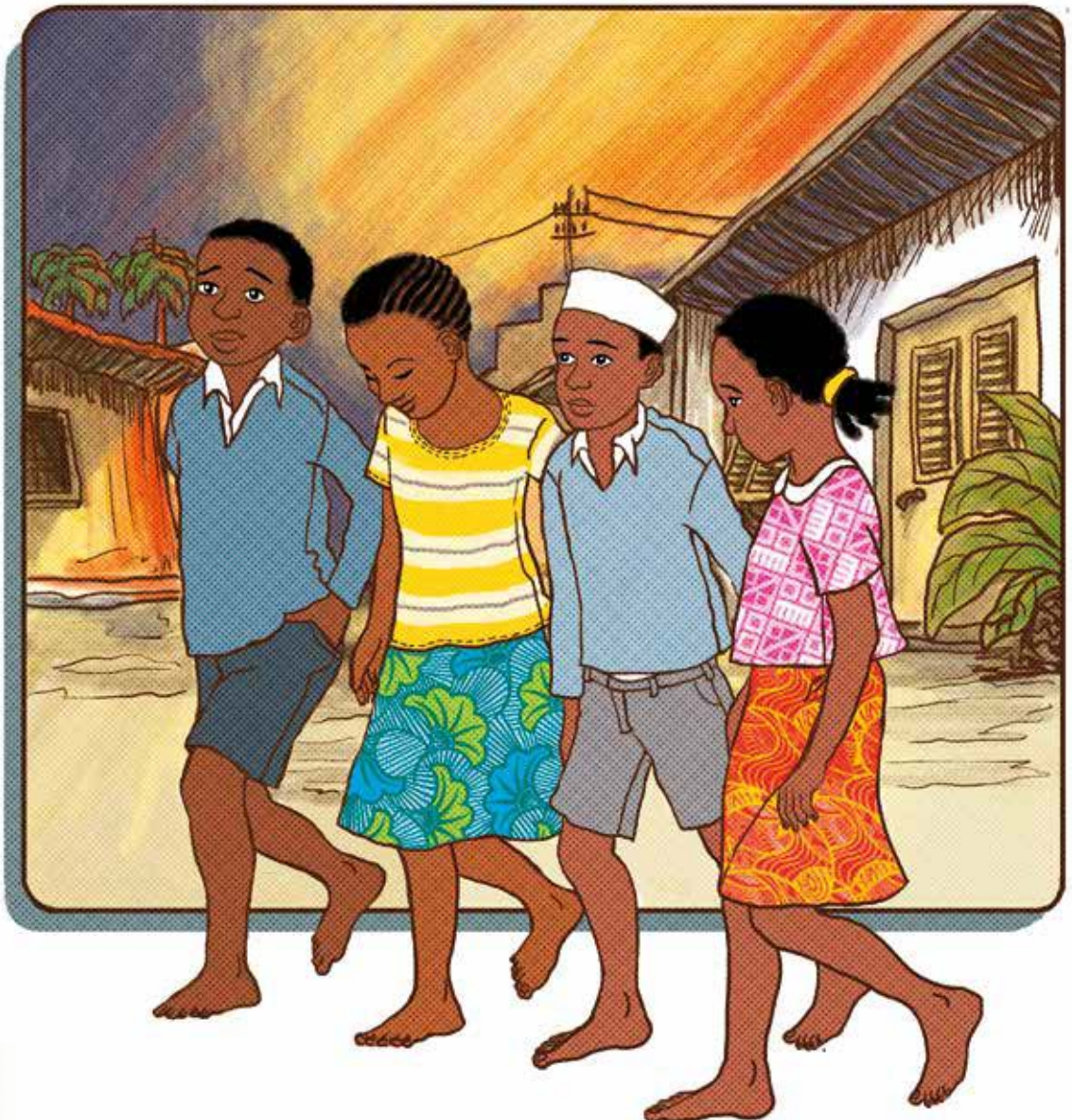
‘But I *want* to be an emitter! I *want* a car and I definitely want to go on an aeroplane!’ demanded **Hashaan**.

‘We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right. My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things,’ said Nantongo.

‘Oh, that makes sense,’ said Hashaan. ‘I saw a TV show about hydroponics, which is farming with very little soil and water. I would like to do that.’

‘That sounds cool,’ commented Mukasa. ‘I want to plant many trees – I know that trees absorb carbon dioxide. I would love to plant a huge forest.’

The friends continued to walk home in silence, each dreaming of different ways to save the Earth, and to make their own lives better.





Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

back pack wish ship job rob

Word find

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

ck	t	w	sh
p	sh	l	r
o	i	m	a

Sight or high frequency words

learn to read these words by sight:

water work us only dream
earth protect hero danger save

Interesting
Facts

- Beef farming contributes to global warming!
- Cows produce gas called methane, which warms the Earth's atmosphere.
- Farmers cut down trees to make grazing land, and trees 'cool' the atmosphere.



Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

Aboriginal	indigenous	caretaker	confusing
recognise	sacred	interviewer	climate
disastrous	flood	drought	crisis
emitters	solar		

Decodable Texts

Protecting the earth

I wish to work. I wish to work at a new job. I wish to work at a new job on earth. Where will I work? I will work at a new job on earth. I dream about going to this new job. At this new job I will protect everyone. Who will I protect? I will protect everyone.

People can't rob us. People can't put us in danger. I will protect many people. I will protect many people on this earth. I will protect many people on the water.

I will save many people. I will save many people on this earth. I will save many people on the water. This is my job. But who will protect the children? Who will protect the children on this earth? Who will protect the children on the water? Everyone at home will protect the children. When I go back home, many people will protect the children.

I can journey out. I can journey out and explore. I can journey out and explore and protect us. This is my job. But I can go home. I can go home soon. When can I go home? I can go home soon. At home I'm out of danger.

People at home can see I'm a hero. People at home can see I'm a hero and are proud. But everyone can be a hero. We can all protect everyone. We can all protect everyone from danger. This is the job for us. This is the work for us. This is the dream for us.





One earth

We have one earth. We only have one earth. We can't make a new earth. We can't journey to a new earth. Who can't make a new earth? We can't make a new earth. We only have one earth.

This earth is in danger. This earth is in danger from us. We have put this one earth in danger. The water is in danger. The earth is in danger.

We have to protect this earth. We have to protect this earth from danger. What do we have to protect? We have to protect the earth. We have to protect the water. What do we have to protect? We have to protect the earth and water.

Earth is home. Earth is the home for everyone. What is the home for everyone? Earth is the home for everyone. We have to save the earth. Everyone could be a hero. Everyone is a hero.

Everyone can be a hero and work to save the earth.

We can't put it off. We can't put off this work to protect the earth. We have to save the earth now. It's time to respect the earth. It's time to share the dream. It's time to share the dream to respect the earth.

Who is a hero? Everyone is a hero. Everyone who can protect the earth is a hero. We have one earth.

We only have one earth.

We have to wish to save this earth. We have to all work to save this earth.



1. What do we have to protect?
We have to protect the... and the...
2. What is home for everyone?
... is home for everyone.
3. Who has to protect the earth?
.... have to protect the earth.



Independent Reading Skills

Fiction text, formal letter: A Letter to Councillor Masondo

16 Ndebele Street
Soweto
1808
8 March 2023

Councillor Masondo
3700 Masizakhe Street
Zola
Johannesburg
1868

Dear Ms Masondo

REQUEST TO START AN URBAN GARDEN

I am a Grade 7 learner at Jabulani Primary School. We have been learning about climate change at school. I am very worried about how we are damaging the Earth. My friends and I want to help stop climate change.

I have read that we can help by planting vegetables and trees. If we plant our own vegetables, we produce less carbon dioxide. This is because we do not need to transport the vegetables from the farms to the shops. And we do not need plastic to package them. In addition, more fresh vegetables in our diets is healthier for us. We would also like to plant trees because they **absorb** carbon dioxide and produce oxygen.

There is an open **plot** of land on the corner of Mpanza Street and Sanna Street, near the church. We would like to **apply** to start an urban garden there. The local nursery has agreed to give us some young trees and some soil. We will start our own compost heap, and one of our teachers has agreed to buy us vegetable seeds. We will make sure to look after everything.

Please could you let me know your thoughts on my ideas. I am happy to meet with you and discuss this more. We only have one planet and I want to make sure it's here for my children and many generations after me!

Yours faithfully

Nandi Dumisa

Nandi Dumisa



Vocab

request: to ask politely



Vocab

absorb: to take in or soak up

plot: small piece of land

apply: to ask, or to ask for permission



1. Where does Ms Masondo, the councillor work?
The councillor's work address is...
2. Why is Nandi Dumisa writing to her councillor?
Nandi is writing to her councillor to...
3. What are the **benefits** of planting a vegetable garden?
The benefits of planting a vegetable garden are...
4. Who has already agreed to help Nandi and her friends with their idea?
...and ... have already agreed to help Nandi and her friends.
5. What kind of person is Nandi?
I can make an evaluation that Nandi is...
6. Do you think Nandi's idea will fail or succeed? Why or why not?
I think Nandi's ideas will / will not work because...

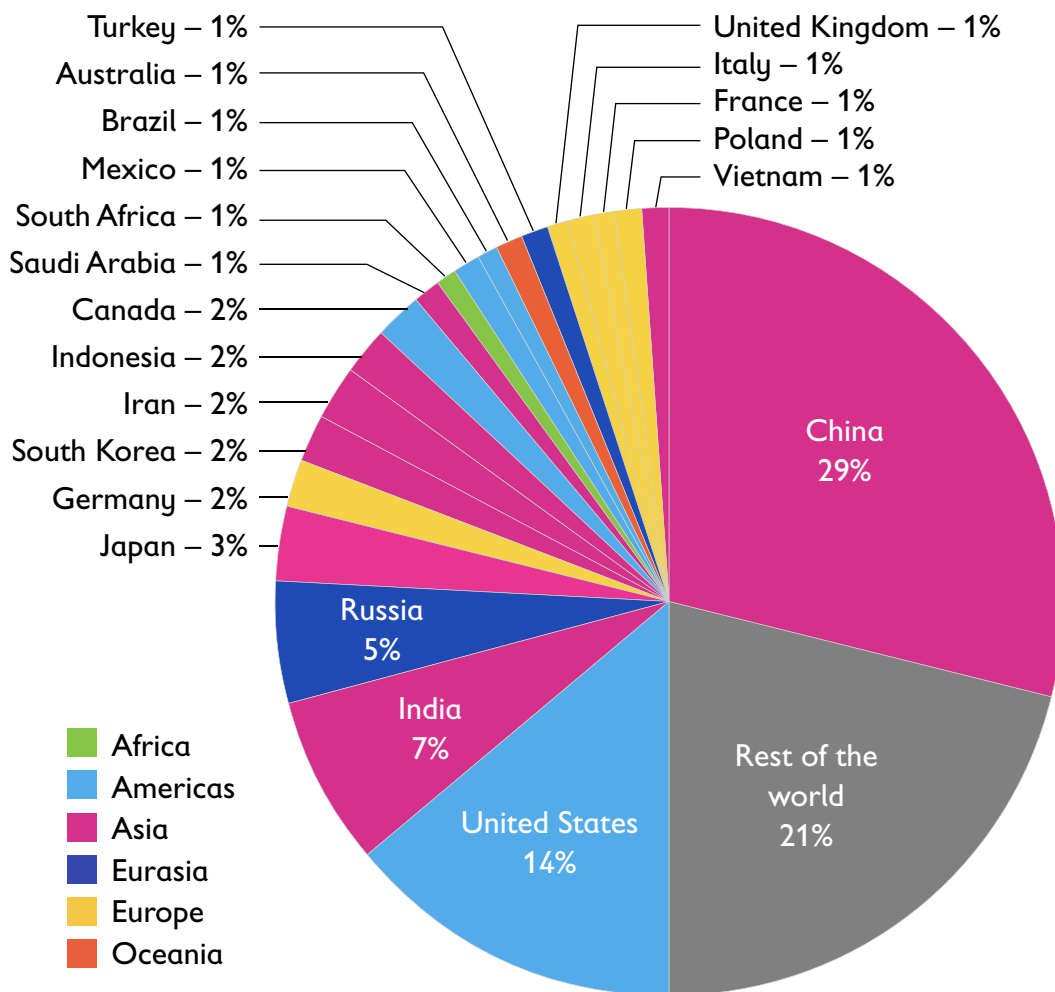
**Vocab**

benefit: the good things or results



Visual Text: Carbon Emissions

Top annual CO₂ emitting countries



Source: Union of Concerned Scientists

1. Which country is the biggest emitter?
The biggest emitter is...
2. List 3 countries that produce the same amount of carbon emissions as South Africa.
Three countries that produce the same amount of carbon emissions as South Africa are ..., ... and ...
3. Which country emits more than Russia, but less than the United States?
...
4. Which European country produces 2% of the world's carbon emissions?
...



Carbon Emissions: Challenge your brain!

1. The whole continent of Africa produces 4% and South Africa on its own produces 1%. What does this tell us about South Africa?
This tells that South Africa is...
2. Are you surprised that South Africa is the biggest producer of harmful carbon emissions in Africa? Why or why not?
I am / am not surprised that South Africa is the biggest emitter on the continent, because...



Summary: A letter to Councillor Masondo

1. This main idea in this text is that...
2. This text made me think about...
3. Something I learnt is...
4. I found this text...because...





Language Structures & Conventions: Practice

Plural forms

- To make a word **plural**, usually we add an 's' at the end: tree - trees; seed - seeds.
However, there are exceptions.
- If the word ends in '-ch', '-sh', '-s' or '-x', we add '**es**', e.g. church - churches.
- If the word ends in '-y' and the **letter before the 'y' is a vowel**, we add 's'. e.g. key - keys; boy - boys; day - days; monkey - monkeys
But if the letter before the 'y' is a consonant, the ending is '**-ies**'. e.g. story - stories; baby - babies; nursery - nurseries
- And then there are just some that don't follow any rules! E.g. child - children; ox - oxen; sheep - sheep

1. Write the following nouns and their plural forms in your exercise books.

- learner
- country
- brush
- holiday
- bench
- vegetable
- city
- march
- woman
- person
- lady
- dictionary
- wish



2. Rewrite the following sentences in your exercise book in simple past tense. Change only the underlined verb.
- I am a Grade 7 learner at Jabulani Primary School.
 - My friends and I want to help stop climate change.
 - There is an open plot of land on the corner of Mpanza Street and Sanna Street.

A **homophone** is a word that is pronounced the same as another word but differs in meaning. A homophone may also differ in spelling. e.g. blue - blew; bean - been; mail - male

3. Write a sentence with each homophone to show that you understand the different meaning of each:
- buy
 - by
 - it's
 - its
 - meet
 - meat

Adjectives

One thing is described by a **positive adjective**.

Two things are **compared** using a **comparative adjective**.

Three or more things are **compared** by using a **superlative adjective**.

Examples:

I have a **good** dog. (one dog – positive adjective)

I have a **better** dog than yours. (two dogs – comparative adjective)

I have the **best** dog in the neighbourhood. (all the dogs in the neighbourhood – superlative adjective)



4. Copy down and complete the table to show the comparative and superlative form of each adjective:

Positive	Comparative	Superlative
good		
little		
nice		
fast		
bad		
dark		
rich		
poor		
developed		
beautiful		

Note: If a word has three or more syllables, add 'more' or 'most' before the word in the comparative and superlative forms.

THEME

Thirteen

Term 1

Weeks 9 & 10 | Cycle 5



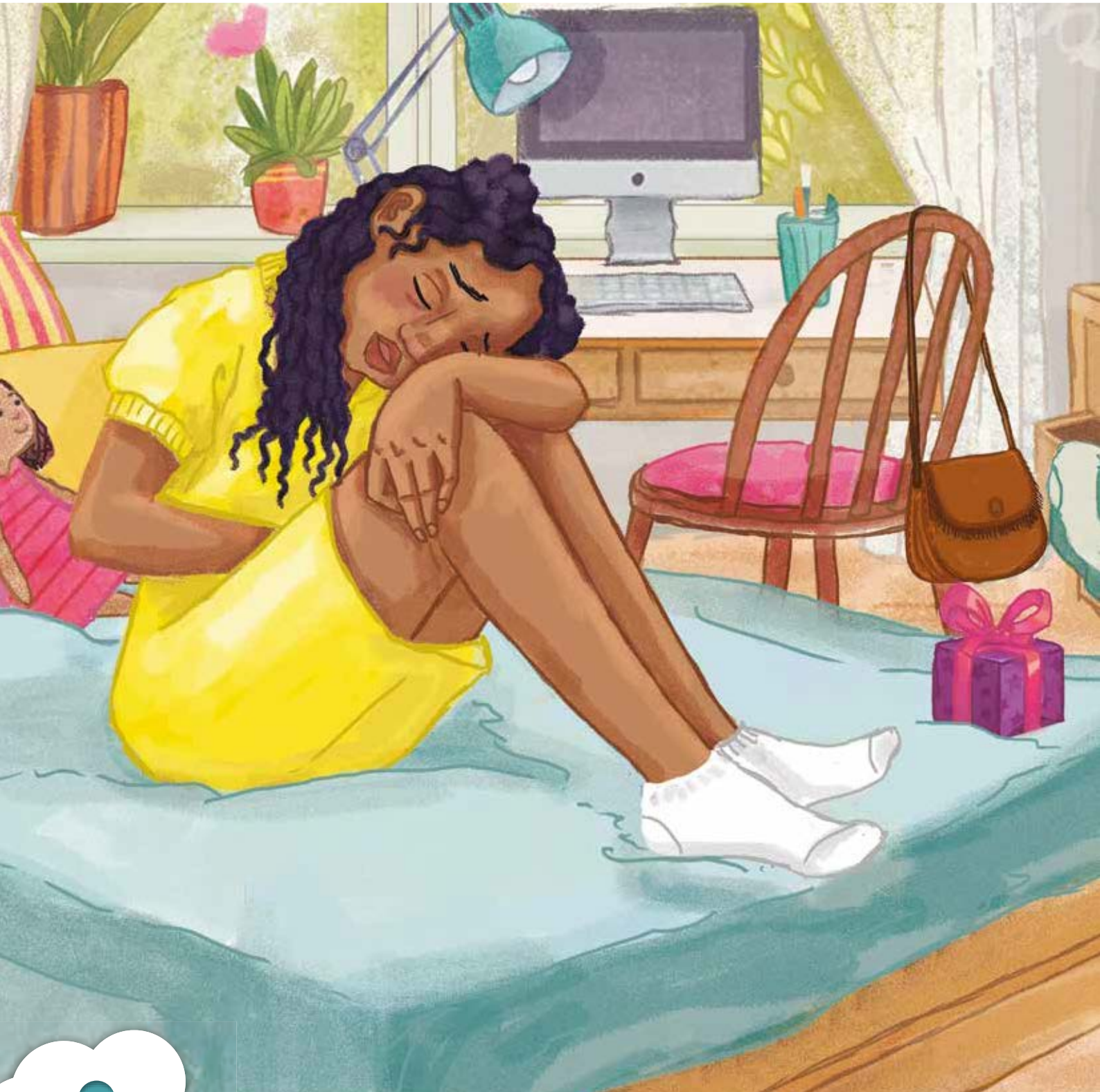
www.healthforteens.co.uk – Health for Teens is useful website that gives kids the opportunity to research things about puberty they may be too shy to ask about.

<https://youtu.be/Rsj6dW6qKRc> – Watch Well Cast has funny, animated videos that deal with the physical changes the body experiences during puberty.

Help from an unexpected place

Kholosani woke up excited to go to her friend, Thembi's thirteenth birthday party. The whole Grade 7 class was coming!

As Kholosani dressed in her favourite yellow dress, she felt sharp pains in her stomach. She had never experienced such a stabbing pain, but she didn't want to miss out on Thembi's birthday party, so she decided to try and ignore the pain.



Kholosani's mom, a Grade 11 teacher, was marking essays when Kholosani entered the kitchen.

'Wow, you look beautiful, Kholosani,' said her mother.

Kholosani was about to respond when a wave of pain hit her again. She clutched the kitchen counter and tried to control her breathing.

'Are you okay, Kholosani?' exclaimed her mother.





Vocab

confided: tell someone a secret or private matter, and expect them not to repeat it to others



LSC

subject verb agreement



CS

Can you **make a connection** with Kholosani? Have you ever really wanted to go to a party or an event?

Kholosani knew that if she **confided** in her mother, she would miss the party. 'No Mama, **I am** fine, promise.'

'Hmm, okay, if you say so,' responded her mother. 'Walk safely and use Thembi's mother's phone to call me if you need anything, okay?'

Kholosani smiled, 'Okay Mama, see you later!'



Kholosani was having a good time at Thembi's party. Luckily, the pain in her stomach was **intermittent**. As she chatted and laughed with her friends, she noticed other girls were laughing and pointing at her.

Her cheeks burned with embarrassment and she felt tears welling in her eyes. Suddenly, one of Thembi's older cousins, a boy named Kagiso, was standing beside her.

'Here, take my jersey and tie it around your waist,' said Kagiso quietly.

Kholosani did as he asked, and then felt him **guiding** her towards the house.



Vocab

intermittent:
from time to time



Vocab

guiding: to show
the way



CS

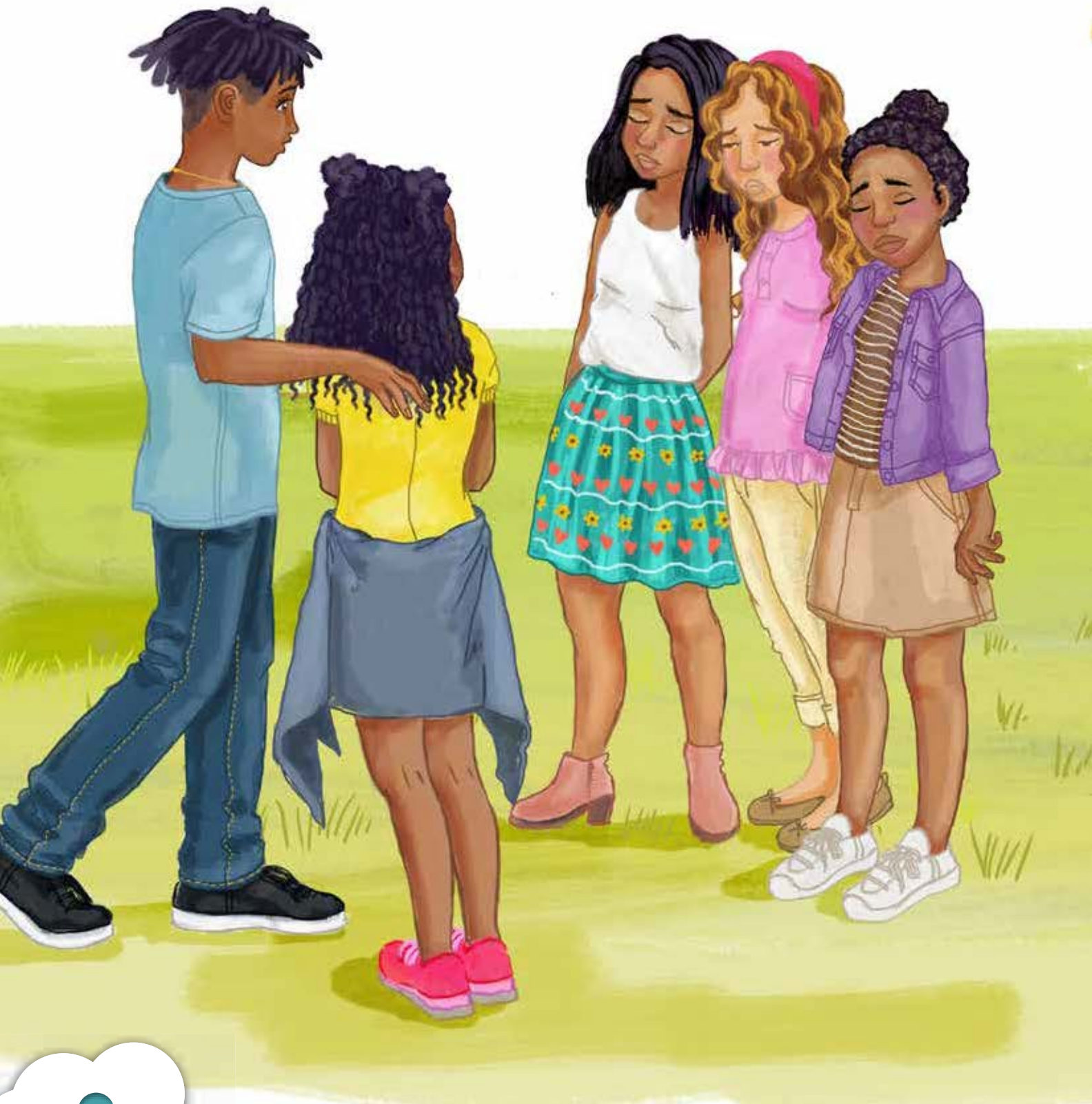
Can you **connect**
to feeling
embarrassed in a
group of people?



As they walked past the group of girls laughing at her, Kagiso kept his hand on her shoulder. He stopped in front of the girls.

‘You should be kinder,’ he said calmly. ‘You know that this is going to happen to each of you at some stage. It’s completely natural – just imagine how you would feel if people laughed at you.’

The girls immediately stop laughing and looked down, embarrassed.



When Kagiso and Kholosani entered the house, tears ran down her face. 'Why are they laughing at me? I don't understand,' she sobbed.

Kagiso gently patted Kholosani's shoulder, 'Um, your period has started and there is some blood on the back of your dress. It's nothing to feel embarrassed about.'

'I want to go home to my mom,' cried Kholosani.

'Of course,' answered Kagiso kindly, 'I will ask Thembi's mom to give you a lift.'





LSC

subject verb
agreement

Vocab

incident: an event



LSC

subject verb
agreements

Vocab

mature:
emotionally
grown up and
responsible

Later that evening, Kholosani and her mother sat together at the kitchen table, sipping hot tea. 'I wish you told me about your stomach pains,' said Kholosani's mom. 'That happens to most girls just before their periods. Think of that pain as a warning sign.'

Kholosani felt better after her mother gave her a pain pill and a hot water bottle. '**I was** so ashamed Mama. That was the worst **incident** of my life. I am so grateful that Kagiso was there to help me,' she said.

Kholosani's mother nodded her head, 'You certainly were lucky. The stigma around having your period is so unhelpful. Most boys think **periods are** taboo and would never speak about them. He is very **mature** and understanding. I'm also grateful he was there.'



'Mama, **I don't know how I am going to go back to school.** Those girls were so mean to me,' Kholosani went on.

'Kholosani, you will survive this! Honestly, it is hard that you were the first girl in your class to have this experience, but believe me, you won't be the last! Periods are natural and normal. When it happens to those girls, I hope you treat them with kindness.'



CS

Can you **make a connection**? Has there ever been a time when you have been scared or nervous to go somewhere?





Vocab

mean: unkind,
nasty

remorseful:
sorry



CS

Can you **make a connection**?
Has there ever been a time when you have had to apologise for hurting someone?

The next morning, the phone rang. Kholosani was surprised to hear Ntsiki's voice. Ntsiki was one of the '**mean**' girls from the party.

'Kholosani, I am so sorry we laughed at you. It was mean and nasty. My period started this morning and I know just how you feel. I am just grateful that mine happened at home and not in front of our class,' Ntsiki really did sound **remorseful**.

Kholosani immediately felt better. She was grateful for Ntsiki's apology.

'Thanks for calling, Ntsiki. And maybe now we can help other girls deal with this experience,' Kholosani replied.



‘Definitely. After yesterday, Thembi and Kagiso spoke to their mothers, who run a business. They have agreed to sponsor pads for all the girls in our school who can’t afford them. How cool is that?’

‘So cool,’ replied Kholosani. She smiled to herself, feeling grateful and proud that something so amazing had happened as a result of her painful experience.



Decoding Skills

Phonic sounds

Learn to say these sounds:

bl

ar

Phonic words

Practice sounding out and reading these words:

black bless bliss far car jar

Word find

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

ar	a	i	bl
d	p	o	t
ck	sh	f	s

Sight or high frequency words

Learn to read these words by sight:

gave objects treat must know
teenagers laugh bully kindness accept

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

intimidating	brag	explicit	respect
speak my mind	acknowledge	stabbing	clutch
confident	incident	stigma	taboo
remorseful	apology		

Decodable Texts

The big black car

I need a car. I need a big black car. What do I need? I need a big black car. I can go far. I can go far in a big black car. I could go on a journey. I could go and explore. I could go on a journey and explore in a big black car. I must know. I must know if I could have a big black car. It could be bliss. It could be bliss to have a big black car. What could be bliss? It could be bliss to have a big black car.

But I don't. I don't have a big black car. I can't go on a journey. I can't go and explore. I can't go far. I am at home. Where am I? I am at home. I am at home with mum. I am at home with dad.

At home mum and dad gave me a jar. In the jar was my first car. A little car. I have a little car now. I have a little car in a jar now. What do I have? What do I have from mum and dad? Mum and dad gave me a little car. They gave me a little car in a jar. It is not black. It is not big and black. It could not go far.

But it is my first car. I have my first little car. I have my first little car in a jar. I have my first little car in a jar at home. I respect my little car. I know it can't go far. I know it can't go as far as a big black car. My little car is bliss. My little car in the jar is bliss. I respect my little car. I respect my first little car. I bless my little car. I bless my first little car. What do I bless? I bless my first little car.

One day I could have a big black car. One day I could go far. But this day I am at home. This day I am at home with my little car in a jar.



Do not accept bullies

There are many teenagers. There are many teenagers on earth. All the teenagers on earth need respect and kindness. What do all teenagers need? They need respect and kindness. But some teenagers don't show respect and kindness. Some teenagers bully. Some teenagers are rude. What are some teenagers? They are bullies and rude.

Some boys treat girls like they are objects. Girls are not objects. Girls are not less than boys. Boys must not treat girls like they are objects. Boys must not treat girls like they are less than boys. Boys must respect girls. Boys must not bully and laugh at girls. Girls must also respect boys. Girls must not bully or laugh at boys.

We must all find respect and kindness. What must we find? We must find respect. We must find kindness. We must find respect and kindness for everyone. Who must we find respect for? We must find respect for everyone on this earth. Who must we show kindness to? We must show kindness to everyone on this earth.

We must also be confident. We must also speak our minds. We must be confident and speak our minds. We must not accept rudeness. We must not accept bullies. We must not accept bad treatment. I must speak my mind. I must be confident. I must not accept rudeness. I must not accept bullies.

But I must also be respectful and kind. We must also be respectful and kind. We must bless everyone on earth with respect. We must bless everyone on earth with kindness. We must laugh when we are happy. We must not laugh at teenagers. We must not laugh at girls or boys. We must not accept teenagers laughing at us. That is not kind. That does not show respect.



1. What do all teenagers need?
All teenagers need...and...
2. What are some teenagers?
Some teenagers are...and...
3. What is one thing we must not accept?
One thing we must not accept is...



Independent Reading Skills

Non-fiction text, article: Girls must stay in school!

Girls must stay in school!

Government and private efforts to help keep girls in school.

by Lwando Nzamo

Across South Africa, approximately 9 million schoolgirls are negatively affected because of a natural biological experience: their period. Many girls cannot buy sanitary products as they are too expensive. A schoolgirl can miss up to 50 days of school per year.

These girls also suffer from taboos and stigma around having a period. Because of a lack of education about menstruation, their health is also negatively affected. All of this has a major effect on their education.

Various action groups and individuals have been fighting for tax-free or free sanitary products. The South African Government has realised how important this problem is and has responded. In April 2019, Finance Minister Tito Mboweni stopped tax on sanitary products and announced free sanitary products to schoolgirls in non-fee paying schools.

'We will ensure that female learners in schools can get free sanitary pads,' said Minister Mboweni.



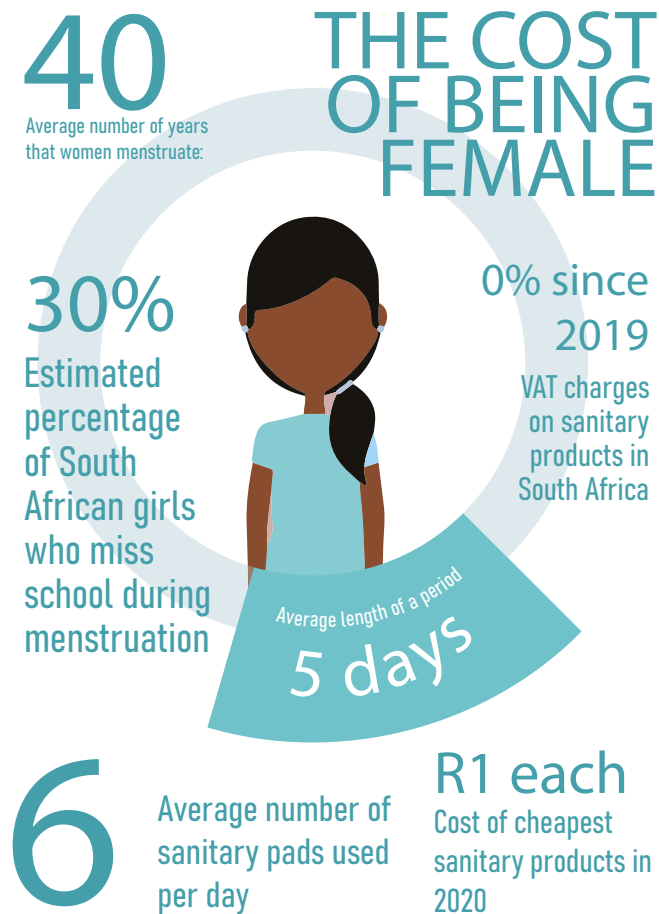
In the 2019/2020 budget, the Minister of Women in the Presidency, Minister Dlamini, announced that National Treasury made R157 million available to provide free sanitary pads to no-fees schools across the country.

President Nelson Mandela famously said that, 'Education is the most powerful weapon which you can use to change the world'. But in order to be educated, girls need to be able to stay in school. If a girl completes secondary school, she increases her chances of a better life, including getting a better job and better healthcare. Access to free sanitary products and health education is critical to keeping girls in school.

1. Why do many schoolgirls stay away from school every month?
These schoolgirls cannot afford...
They are also affected by...
 2. What was the government's response to this crisis?
The government responded by...
 3. What reasons would you give a schoolgirl to tell her why she should complete high school?
I would tell her to finish high school because...
 4. In the article, find one example of a fact and one example of an opinion.
Fact:...
Opinion:...
-

Visual Text: Infographic

1. How much does it cost the average woman to buy sanitary pads for a year?
It costs the average woman...to buy sanitary pads for a year.
2. How much does it cost the average women to buy sanitary pads for 40 years?
It costs...to buy sanitary pads for 40 years.
3. Do you think that it is fair that women have to pay for sanitary products?
Why or why not?
I think it is fair because... / I think it's not fair because...



The cost of being female: Challenge your brain!

1. 'Education is the most powerful weapon which you can use to change the world'
– Nelson Mandela

Do you agree with this statement? Why? If you don't, what do you think can change the world?

I think this statement is true because... or

I disagree with this statement. I think...



Summary: Girls must stay in school

1. This main idea in this text is that...
2. This text made me think about...
3. Something I learnt is...
4. I found this text...because...



Language Structures & Conventions: Practice

Read Girls must stay in school! then answer the questions that follow.

Clauses

- Some sentences have **one clause** only, with **one finite verb**:

Examples:

She **walked** to the shop.

All of this **has** a major effect on their education.

- Some sentences have a **main clause** that can stand alone and a **dependent clause**. The dependent clause needs the main clause to make sense.

Examples:

She **walked** to the shop because she needed a pain killer.

Many girls **cannot buy** sanitary products as they **are** too expensive.

Explanation:

She walked to the shop (**main clause**) because she needed a pain killer.
(**dependent clause** – this can't stand alone)

Many girls cannot buy sanitary products (**main clause**) as they are too expensive.
(**dependent clause** – this can't stand alone)

- Rewrite the sentences below. Then, underline the main clause and put a circle around the dependent clause.
 - Their health is also negatively affected because of a lack of education.
 - These will then be donated to girls from poor communities so that they can stay in school.
- Complete this sentence with your own dependent clauses:
 - It is important to go to school every day, therefore...

Suffixes are a letter or group of letters added to the **ending of words** to change their meaning or function.

Example:

educate – education; educated; educator

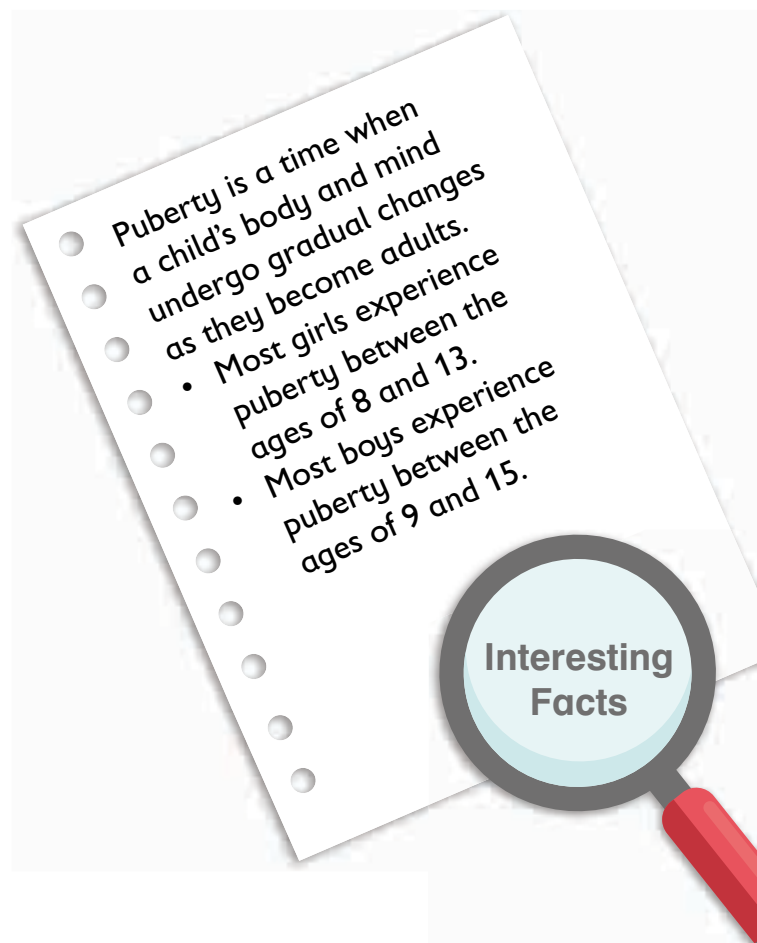
3. Rewrite the sentences that follow, adding on of these suffixes: – tion; – n; – y; – ful
- The South Africa____ minister changed the tax laws.
 - The organisation is asking people to help its collec____ for underprivileged girls.
 - Every child should be happy and health____.
 - Everyone hopes that the government's campaign will be success____.

Prefixes are a letter or group of letters which we add to the **beginning of a word** to make a new word with a different meaning.

Example:

happy – **un**happy

4. Add a prefix to each of these words to make the opposite meaning:
- natural
 - expensive
 - able
 - educated





- Many cultures have coming-of-age ceremonies to welcome children going through puberty into adulthood.
- Jewish boys have a bar mitzvah and Jewish girls have a bat mitzvah when they turn 13. These ceremonies acknowledge that boys and girls are now responsible for their own actions and decisions.
- Ulwaluko is an ancient initiation rite practiced by the amaXhosa. In this rite young men spend time in the wild learning about their culture and undergoing circumcision.

Interesting
Facts

THEME

The Legacy Continues

Term 2

Weeks 1 & 2 | Cycle 1



https://kids.kiddle.co/Slave_trade - Kiddle has a wide range of interesting facts and stories on human history.

https://youtu.be/dnV_MTFEGIY - Extra History is an animated and exciting channel that sensitively discusses the effects of the Trans-Atlantic Slave Trade.



CS

Do you know where Ghana is? Try to locate Ghana and Accra on a map.



LSC

Punctuation of thoughts

Fiction Text: The return

It was a beautiful hot summer's day in Accra, **Ghana's** capital. The sound of the waves on the beach nearby was inviting. Ashante was heading out to do some shopping. **'I must get to the beach this afternoon,' she thought. 'What's the point of living near the ocean if I don't go for a swim?'**





As she walked out her house, she saw that new neighbours were moving in. Ashante saw a tired looking woman talking to the movers and walked over to her.

‘Hi! Welcome to the neighbourhood! I’m Ashante,’ she said with a smile.

The woman turned to her, ‘Oh, hello, nice to meet you. I’m Deja.’

‘Hey, you’re American! Wow! Have you just arrived? Are you here for good?’ Ashante’s questions **tumbled** out quickly.

Deja laughed at her enthusiasm. ‘Yes, we’re from the USA! And yes, we’re here for good!’

‘I’ve got some shopping to do, but when I get back, I’d love to welcome you properly. Is there anything I can get you at the shops?’ Ashante asked.

‘No thanks. But I’ll take you up on that offer for a visit. See you later,’ Deja called.



LSC

Punctuation of direct speech



LSC

Figurative language – tumbled means to quickly fall over and over. Ashante’s words came out of her mouth quickly and without proper order, as if they were falling.



LSC

Punctuation of
direct speech



Vocab

prompted: to
encourage
someone to say
something

A few hours later, Deja's doorbell rang. Ashante was standing there with some cold drinks and snacks.

'Come in, please. Oh, thank you so much for these!' Deja said.

'Pleasure. Now tell me your story,' Ashante prompted. 'How did you end up in Ghana?'

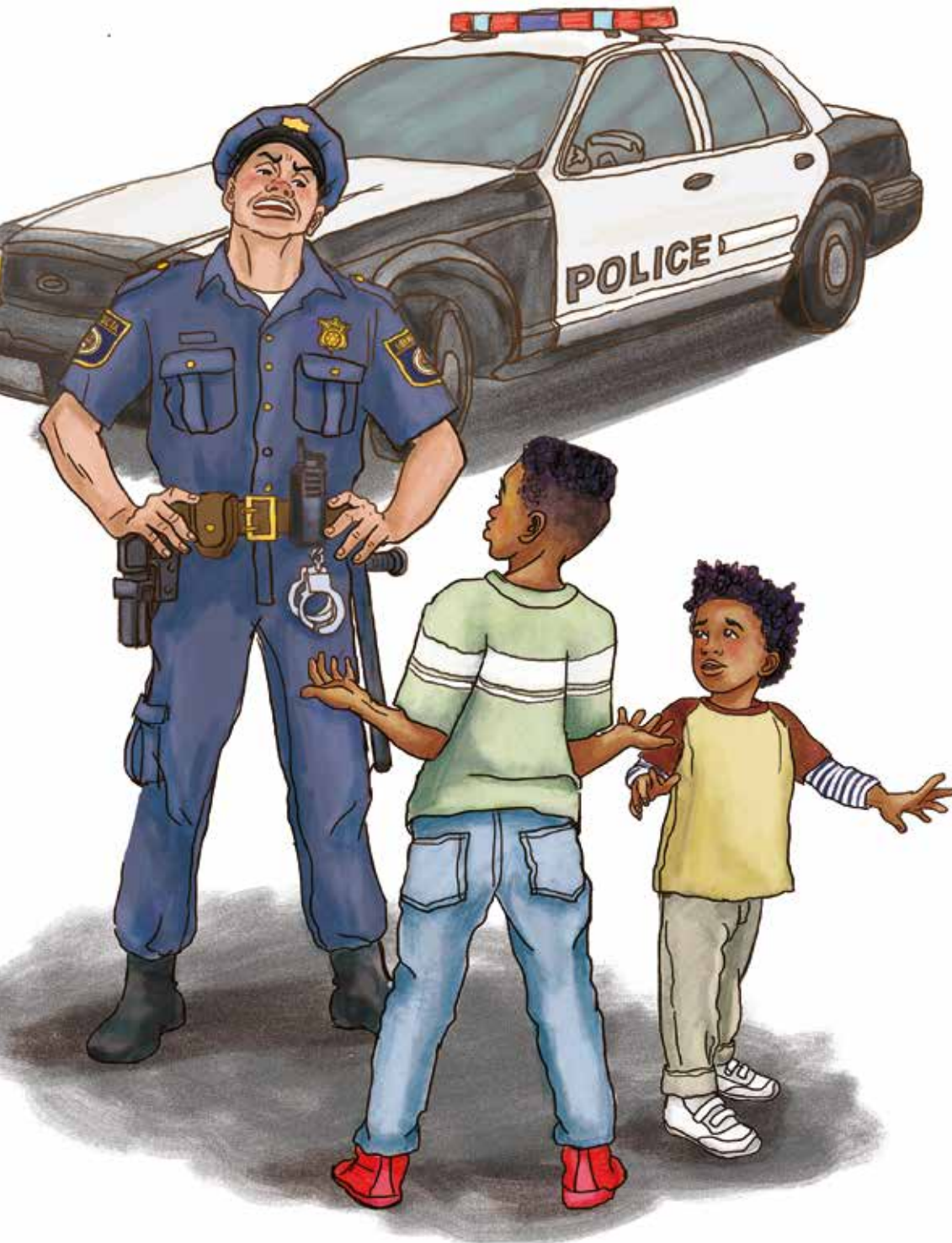
'Well, this move happened very quickly!' laughed Deja. 'My husband and I have two great sons, and we have always lived in Minneapolis. I'm a computer programmer and Trevon, my husband, is an entrepreneur. We lived in a nice neighbourhood. I guess most people thought we were doing well.'





Deja paused and the expression on her face changed. Then she spoke again, in a quiet voice. 'A while ago, my kids were playing outside, and a police car pulled up to them. The officer asked my sons what they were doing playing in that neighbourhood. When my sons answered that they lived there, the officer didn't believe them. **He then threatened my sons, saying that he was watching them, and that they'd better not do anything or there'll be trouble.**'

Ashante saw tears **welling** in Deja's eyes, and felt sad and angry for her new friend.



CS

Character Evaluation
What evaluation can you make about this police officer?



Vocab

welling: filling up





Deja took a deep breath, 'But the final straw happened a few nights later. I was driving home one night, and two police cars pulled me over. The officers accused me of driving a stolen car, put me in **cuffs** and terrorised me. I honestly thought that I would be on the next 'Black Lives Matter' poster! When I eventually got home, I was **traumatised**. We'd seen all the information about African Americans returning to Africa and we decided then and there we had to leave!'

Deja took a long drink and tasted the nkate cake Ashante had brought. 'Yum, this is so good.' she said.

'I can't believe you were living like that. Constantly in fear!'
Ashante said, shaking her head.



Vocab

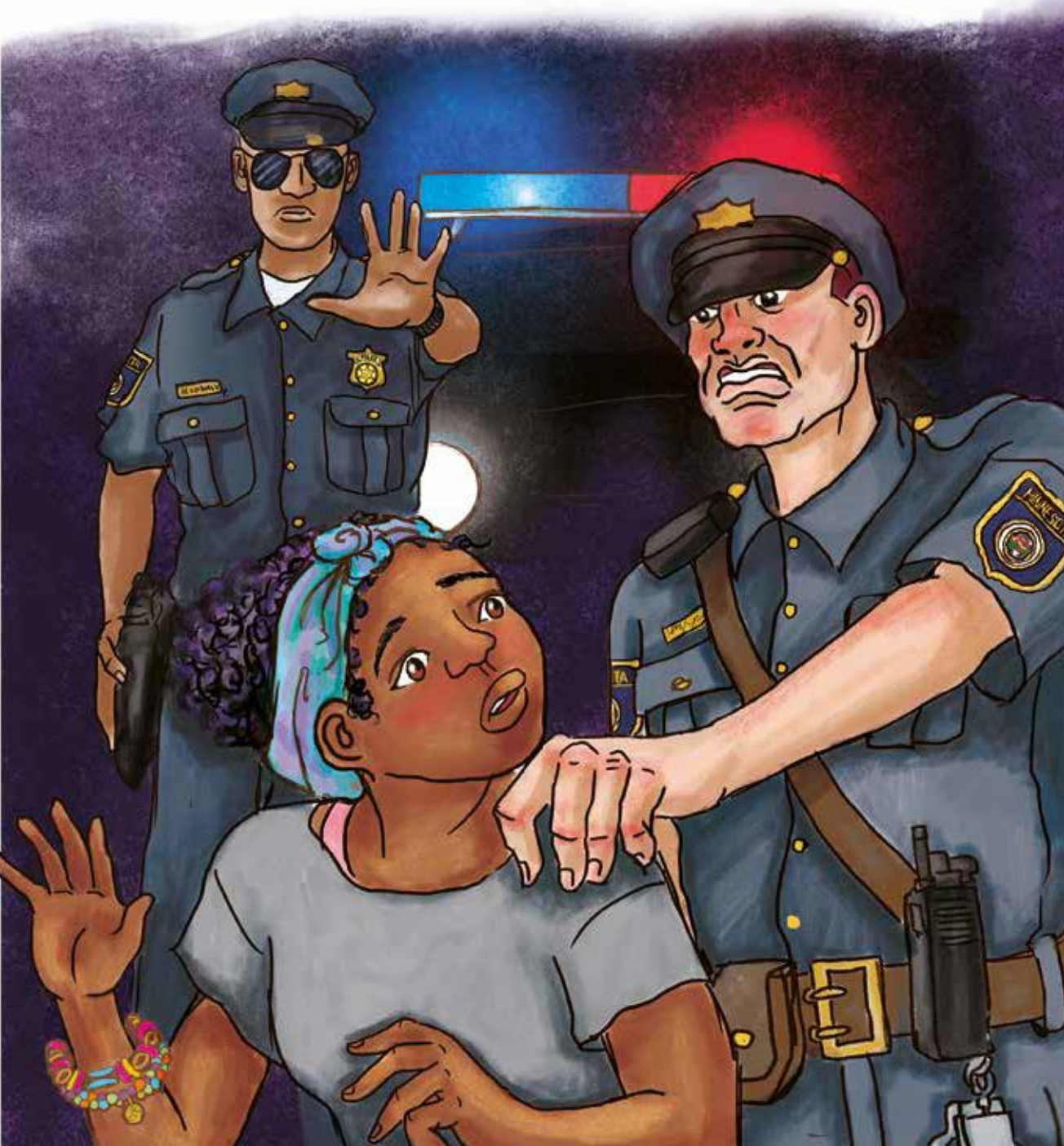
cuffs: handcuffs

traumatised: to cause someone to feel very upset, in a way that can lead to serious emotional problems



LSC

Punctuation of direct speech





CS

Evaluate this event in the story
Can you make an evaluation about many people's belief that America is safe and Africa is dangerous?

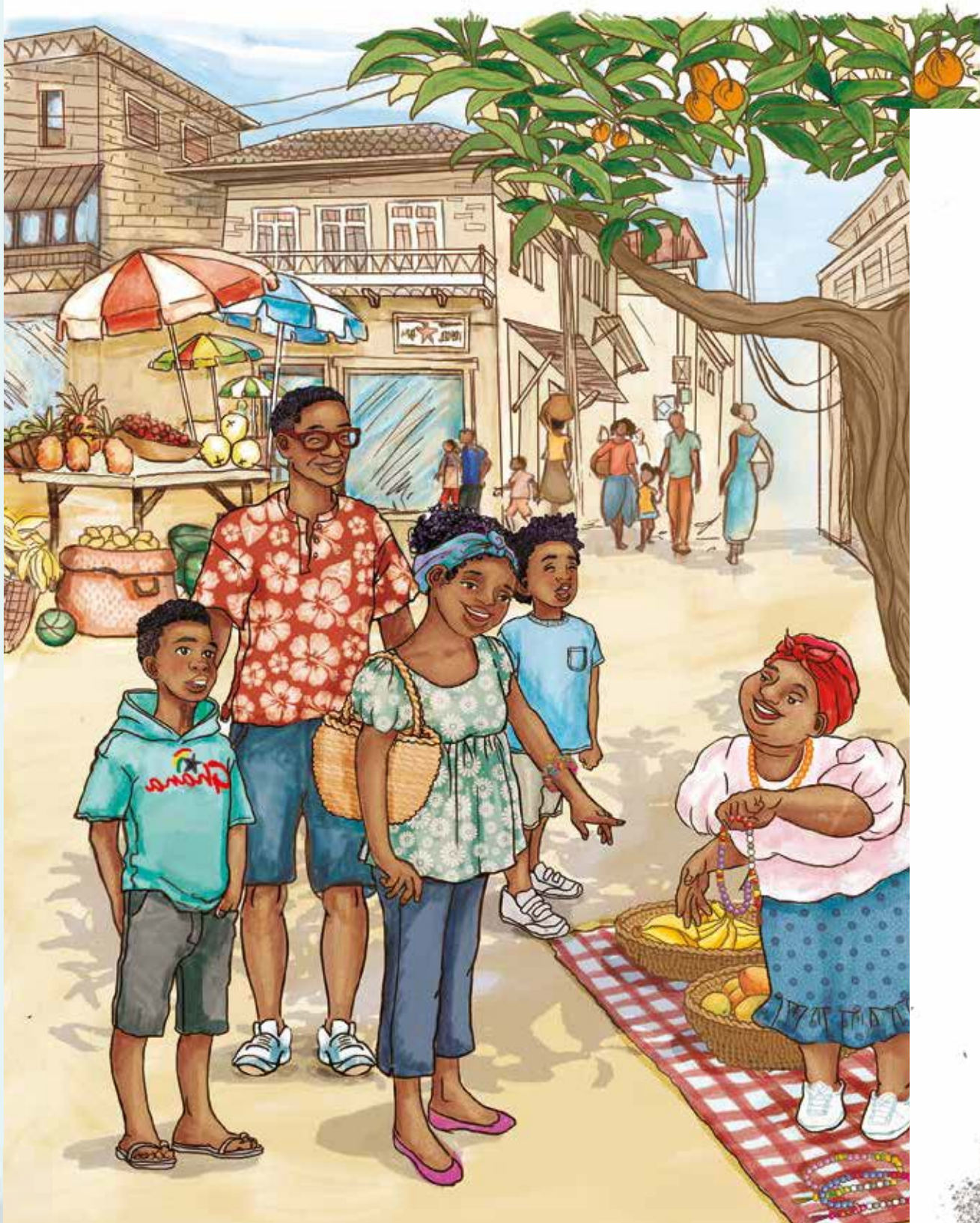


Vocab

suspects: thinks we're dangerous or thinks we're going to do something bad

'From the moment we stepped off the plane in Accra, I felt I could breathe. All of us feel it. We can drive and walk around at night, go into shops and no one suspects us of being criminals,' Deja reflected. 'You know, in Accra, I'm not a black woman, I'm a woman, because everyone's black!' she laughed.

'I never thought about it like that,' said Ashante. 'What a story!'





‘We have been here for a few weeks, and it really has been a homecoming,’ Deja said thoughtfully. ‘Before we left America, we did DNA tests to find out about our African ancestry. My ancestors were from right here in Ghana. Trevon’s people were from the Ivory Coast. It is very likely that our relatives were slaves. We visited the Cape Coast Castle last week, which was such an emotional experience. My French name, ‘Deja’, means ‘Already’. When I returned to this place where my ancestors were taken from, I felt such a strong connection. I felt like I had been there already, through them. I honestly feel like I’m finally home – where I belong.’

‘That’s beautiful,’ said Ashante. ‘I’m so glad we’re going to be neighbours.’



CS

Character evaluation

Can you evaluate if Deja and Trevon are good parents because they moved their family to Ghana?



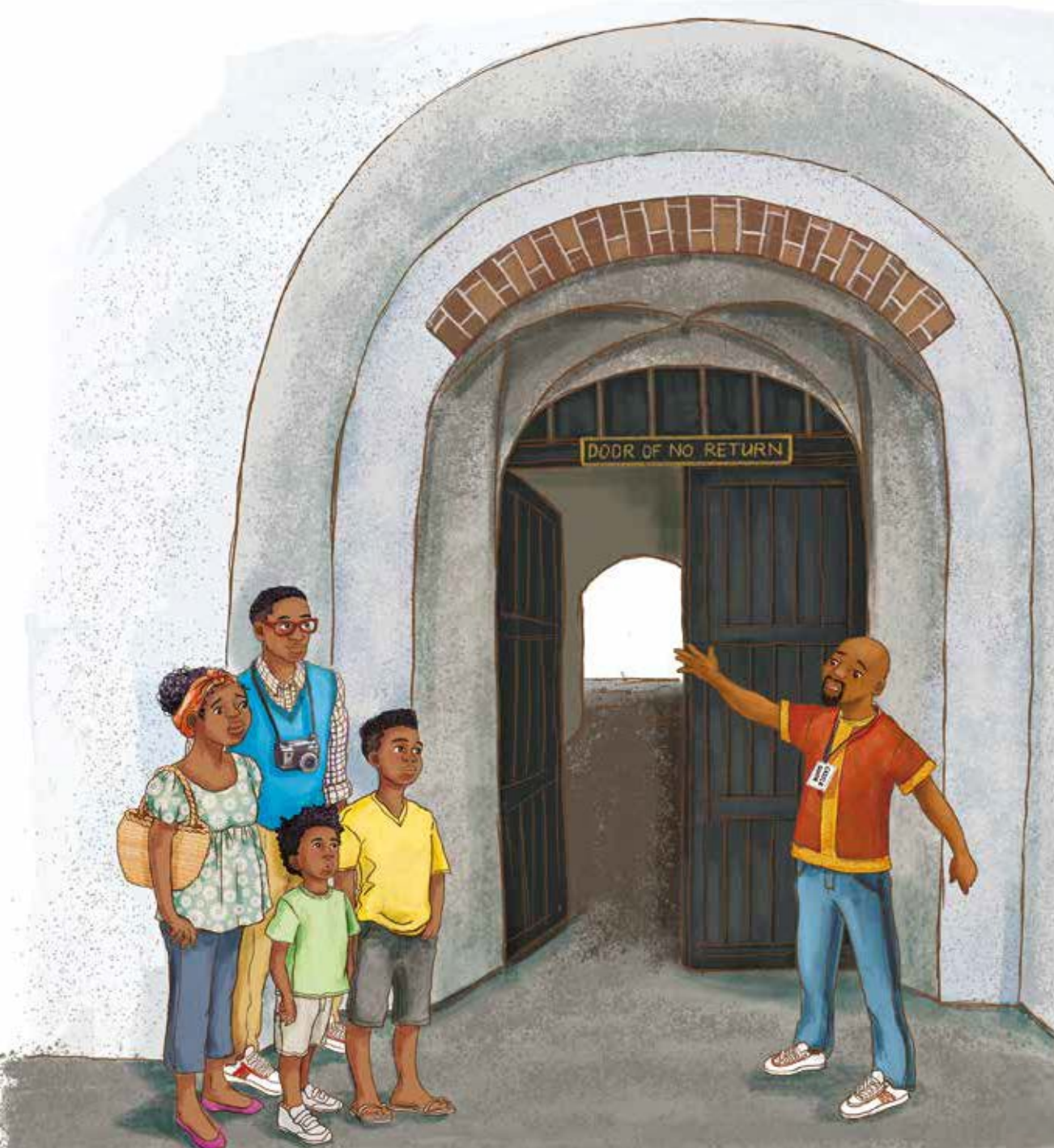
LSC

Punctuation of direct speech



CS

Why do you think this door at the Cape Coast Castle is called the ‘Door of No Return’?





Just then two boys came running in followed by their dad.

‘Mom! We’re so hot! Can we go to the beach?’ they panted.

“My thoughts exactly,’ Ashante said with a smile.





Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

chomp chop rich pain gain rain

Word find

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

ai	ch-	u	i
p	g	l	n
bl	a	ck	-ch

Sight or high frequency words

Learn to read these words by sight:

away took stop never every slaves
slavery violence return afraid safe

Theme vocabulary

Learn to read these words by sight:

unstable	branded	inferior	final straw	outraged
criminals	for good	prompted	entrepreneur	threatened
terrified	systemic racism	police brutality	DNA (DNA tests)	



Decodable Texts

Afraid of the rain!

Mum is afraid. Mum is afraid of the rain. Dad is afraid. Dad is afraid of the rain. What are mum and dad afraid of? Mum and dad are afraid of the rain. When there is rain, mum and dad are afraid. They are in pain in the rain. When are they in pain? They are in pain in the rain. They are afraid and in pain in the rain.

The rain will never stop. Every day it rains. The rain will never stop and every day it rains. When is there rain? There is rain every day. When will the rain return? The rain will return every day. But in their home, they are safe. In their home mum and dad are safe from the rain. Where are mum and dad safe from the rain? Mum and dad are safe from the rain in their home. In their home they are not afraid. In their home they are safe from the rain.

Mum and dad see a chap in the rain. The chap in the rain is in pain. He is cold and wet. He has chills. Who is cold and wet in the rain? Who has chills in the rain? The chap in the rain is cold, wet and has chills. Mum and dad are not rich but they are kind. They are rich with kindness. They do not think the chap will rob them. They do not think the chap is mad or bad. They think they will gain if they are kind to the chap. They return home with the chap. Mum and dad return home with the chap. They are not afraid. They are not in pain. They are rich in kindness. They gain from helping the chap.





The violence of slavery

Some people were not safe. Some people were not safe on this earth. Why were some people not safe? Some people were not safe as there was violence. One kind of violence was called slavery. What was one kind of violence called? One kind of violence was called slavery.



Slavery took people away from their homes. Bad people took people away from their homes and made them work. These people were called slaves. They were made to work. Slaves were people who were made to work. Slaves had to work for many days. Slaves were in danger. Slaves had to work for many days and were in danger. Slaves could never go home. What could slaves never do? Slaves could never go home. Many slaves were afraid. Many slaves were afraid of the violence.

To this day there is still violence. To this day some people are afraid. To this day there is still violence and some people are still afraid on this earth. But people can return. But people can return to their homes. People can return home and be safe. Every person can return home and be safe.

And if there is violence, we must stop it. If there is violence, we must protect everyone. If there is danger, we must stop it. If there is danger, we must protect everyone. What must we do if there is violence and danger? We must protect everyone. We must help everyone to be safe. We must help everyone to make their journey back home. What must we do to help? We must help everyone be safe and make the journey back home. We can't accept violence. We can't accept slavery. What can't we accept? We can't accept violence and slavery. We must help everyone be safe.

1. What is one kind of violence called?

One kind of violence is called...

2. What is one thing that a slave could never do?

One thing that a slave could never do is...

3. What can't we accept?

We can't accept...



Independent Reading Skills

Fiction Text: Email about plantation tour

Write: Plantation tour - Thunderbird

Send Spelling Security Save Attach

From fundi.dube@gmail.com To siphokazi.dube@gmail.com Subject Plantation tour

Body Text Variable Width

Hi there Sis,

How are you? I hope winter's not too bad in Jozi and that you're having a good holiday. I'm in the middle of a boiling hot summer! My trip to America has been so interesting in so many ways.

Today, I went on a **slave plantation** tour in New Orleans in the South. This was a tour of a sugar plantation. The main house was beautiful – huge and so **fancy**! They've tried to keep the old furniture and stuff so you can see how the plantation owners lived. You can't believe people actually lived there and children grew up there! (I kept thinking how we would have broken all those **valuable** things when we were kids!)

The garden and the whole property is huge! Our guide (she was amazing, she knew so much about history) told us all about the sugar crops and how they grow. She also told us about the slaves who worked in the fields. Their lives were so hard. Slaves usually worked for 12-15 hours a day! They had to work without a break and if they stopped, they were **punished**. Most slaves lived in one-room cabins. These cabins were not well built, and the roofs leaked letting the rain or snow in. The slaves were only given enough food to keep them alive. Many died from illness or **malnutrition**.

Slaves were never taught to read or write. And of course, they could not vote. And, worst of all, a slave family could be separated. A baby could be taken from her mother! If a slave tried to escape and was caught, they were whipped or even killed.

I have to go. We're going to a jazz club tonight. Please tell mom I'm fine! I miss you lots!

Love

Fundi



Vocab

slave plantation – a farm where crops were grown by slaves

fancy – grand with lots of expensive, valuable things

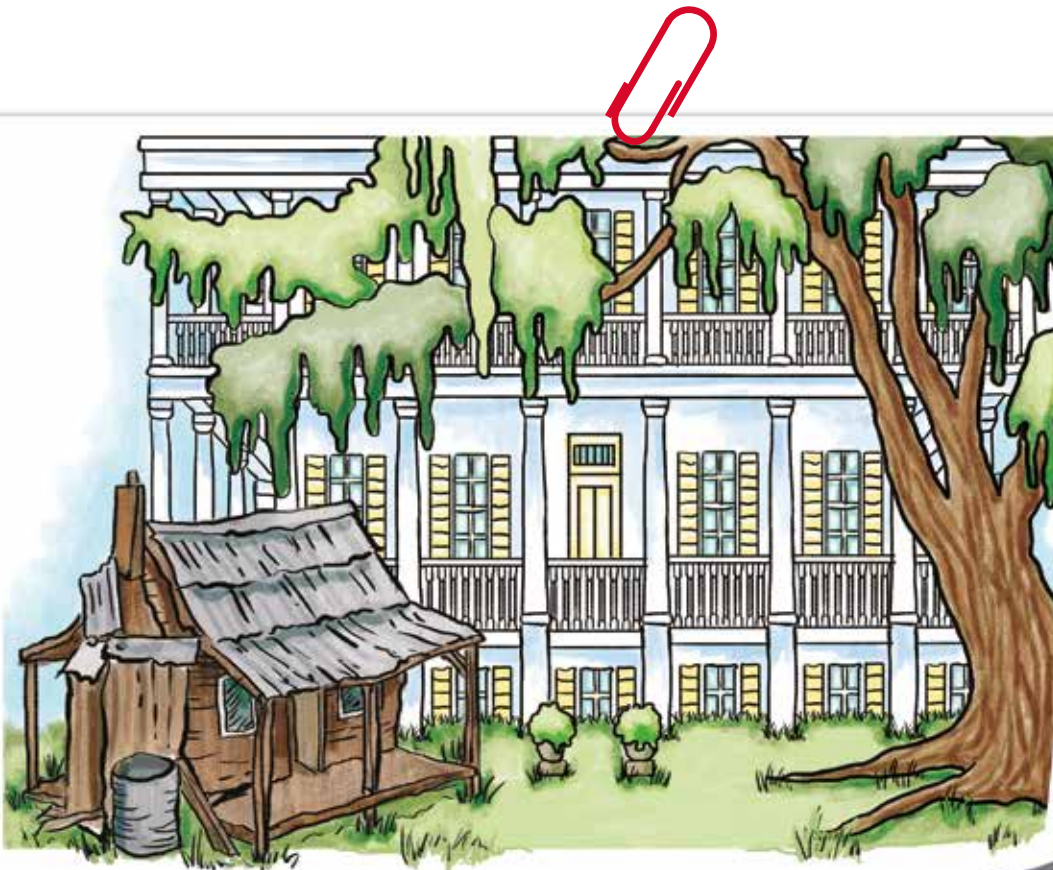
valuable – something expensive and precious

punished – something that happened if the slaves did something wrong, like whipping or beating

malnutrition – not getting enough food, starving



1. Who wrote this email and where is she?
..... wrote the email. She is in....
2. Who is the email written to and where is that person?
The email is to... and she is in ...
3. List 3 facts of how the slaves on the plantations lived.
The slaves on the plantations...
4. What can you infer about how the writer of the email and her sister were like when they were little?
I can infer that they were ...
5. Can you make an evaluation about how the writer feels about slavery? Give a reason for your answer.
I make the evaluation that the writer feels that slavery is....
I make this evaluation because....



CS

Visual Literacy
What does this image tell you about the way that slave owners and slaves lived?



Visual Text: Oak Alley Brochure

Oak Alley



Vocab

homestead –
farm house

magnificent –
beautiful, fancy,
grand

preserved –
kept as it was
when people
lived there

grand – fancy,
magnificent,
extravagant

extravagant
–magnificent,
grand

elegant –
beautiful, grand

Plantation

For anyone interested in the history of the American South, you must visit the **Oak Alley Plantation**. This is one of the oldest and most famous sugar plantations found along the Mississippi River. Your half day visit will take you on a tour of the main **homestead** and the surrounding property and fields.

The plantation owner, his wife and their seven children lived in the **magnificent** house at the centre of the property. The house, which has 12 bedrooms and 7 bathrooms, has been **preserved** so you can see life was like in the '**grand** old South'.

The plantation takes its name from the **extravagant** double row of oak trees to the main house. These **elegant** trees provide shade in the fierce heat.



Plantation Tour

Slaves

But this is not just a tour of how the plantation owners lived in luxury.

It is also a tour of how the slaves lived. It was slaves who built the house, served the family, and worked in the fields, under terrible conditions. Oak Alley Plantation does a very detailed tour about slavery.

The guide who takes you around will not **shy away** from this painful history. You will learn about the lives and conditions of the slaves in the 19th century. You will be shown

where the slaves lived and what their lives were like.

Details

- Duration: 4.5 hours – wear comfortable walking shoes.
- Excellent tour guide.
- Your half day visit includes a traditional Southern drink and a snack on arrival.

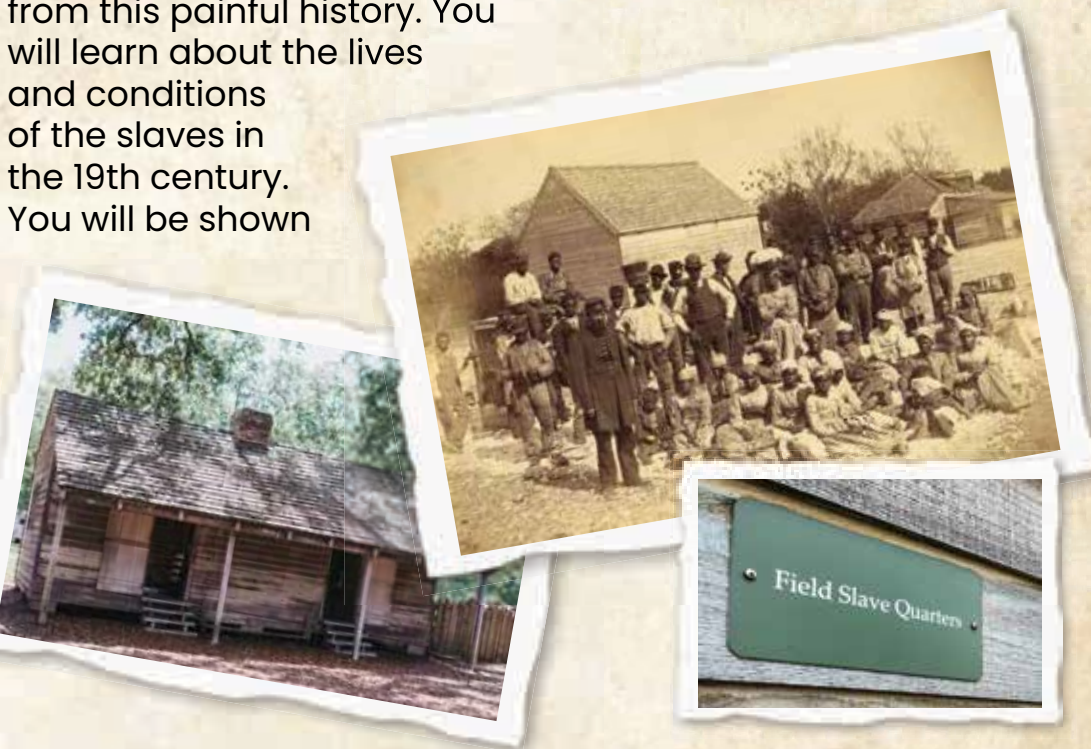
Bookings

Contact oakalley@plantationtours.org to **book your tour now!**



LSC

Figurative language – to shy away from something means to avoid it, to not want to talk about it





1. How did the plantation get its name?
It got its name from ...
 2. On this tour you will learn about and see how the plantation owners lived. What else will you learn about?
You will also learn about ...
 3. Would you like to go on this Oak Alley Plantation tour? Why or why not?
I would/ would not like to go on this tour because ...
-



Oak Alley Brochure: Challenge your brain!

1. In your opinion, should tourists have the choice: learn about the plantation owner's house and life, **or** the slaves' lives; **or** should all tourists have to go to both?
In my opinion, tourists should be able to choose / tourists should learn about both, because...
2. Do you think that people should still feel angry about slavery and things that happened hundreds of years ago? Why or why not?
I feel that...

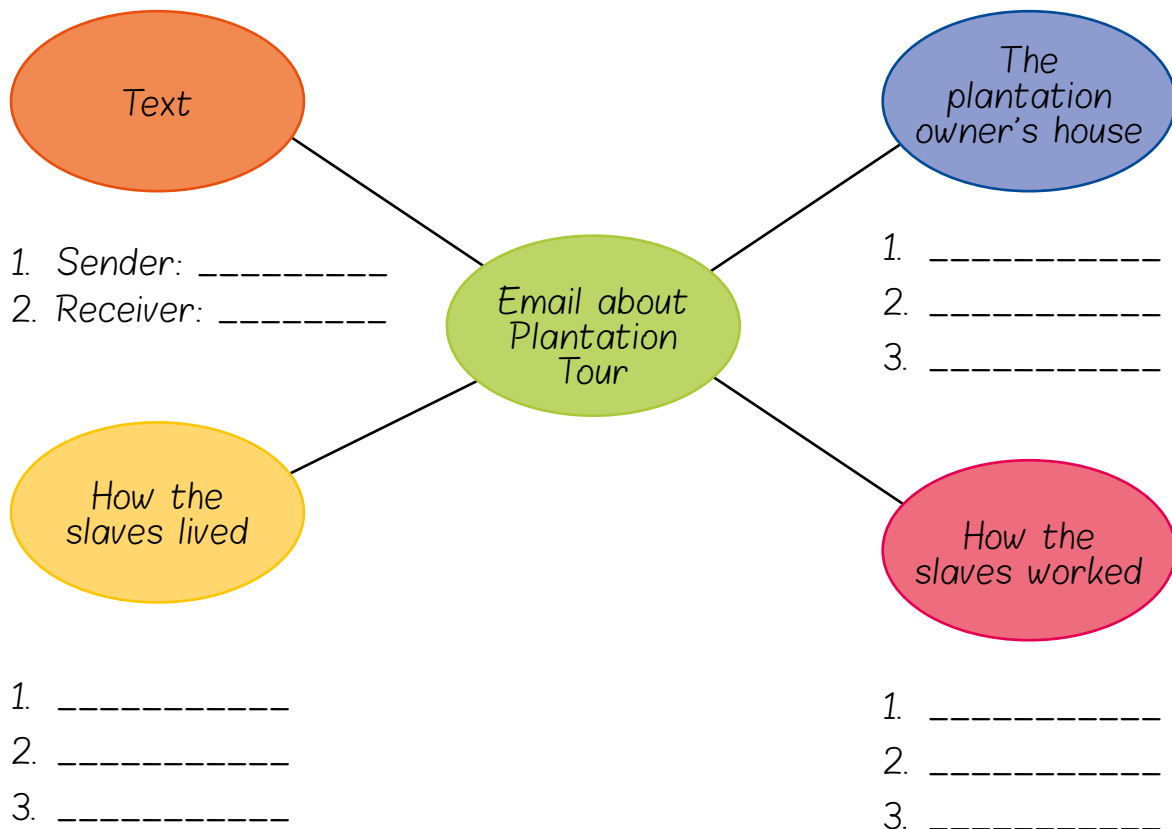


Summary:

This summary is a **mind map**. A mind map is a way of noting down the main points in a text.

- You start with the topic in the centre.
- Then, the main ideas branch off from the centre.
- Each main idea from the text has its own circle. Under the main ideas, you list the points from the text. You don't need to write in full sentences, you may use point form and key words.

Complete the following mind map on: *Email about plantation tour*





Language Structures & Conventions: Practice

Read the Email about plantation tour, then answer the questions that follow.

1. Punctuate the following direct speech correctly:
 - a. I'm so excited to visit the South and see what the sugar plantations look like, said Jermaine.
 - b. He looked at the huge house and said thoughtfully, it's quite crazy how owners and slaves lived so close together, but their lives were so different.
 - c. I'd love to go visit the South, she sighed but I can't afford the ticket.
 - d. What do you mean? he said with a gasp.

The main clause in a sentence has a finite verb and is independent (can stand alone).

The **dependent (subordinate) clause** has a finite verb, but it is **dependent** on the main clause (it can't stand on its own).

Example: Siphso emailed his family because he was missing them while he was away.

- Siphso emailed his family – main clause: This makes sense and can stand alone.
- **because** he was missing them while he was away – dependent clause: This cannot stand on its own. The conjunction (joining word) 'because' shows that something is missing.

2. Underline the main clause and circle the conjunction and the dependent clause. (NOTE: sometimes the conjunction and the dependent clause are at the beginning of the sentence!)
 - a. I want to go for a walk, but now it's raining.
 - b. We always have special food whenever they come to visit.
 - c. You mustn't buy it unless you are sure you love it!
 - d. Those are the people who live in the new house.
 - e. While I was asleep, the storm blew my washing away.



Synonyms are words with **similar meanings**.

Example:

big, huge, enormous

3. Write down a synonym for each word from the 3rd paragraph of: *Email from a plantation tour*:
- difficult
 - disease
 - beaten

Antonyms are words with **opposite meanings**.

Examples:

big – small

kind – mean

4. Write down an antonym for each word from the 2nd paragraph of: *Email from a plantation tour*
- ugly
 - new
 - inexpensive

An **idiom** is an expression or saying where the **words don't mean exactly what they say**. There is an **extra, hidden meaning**. An idiom is **figurative** language.

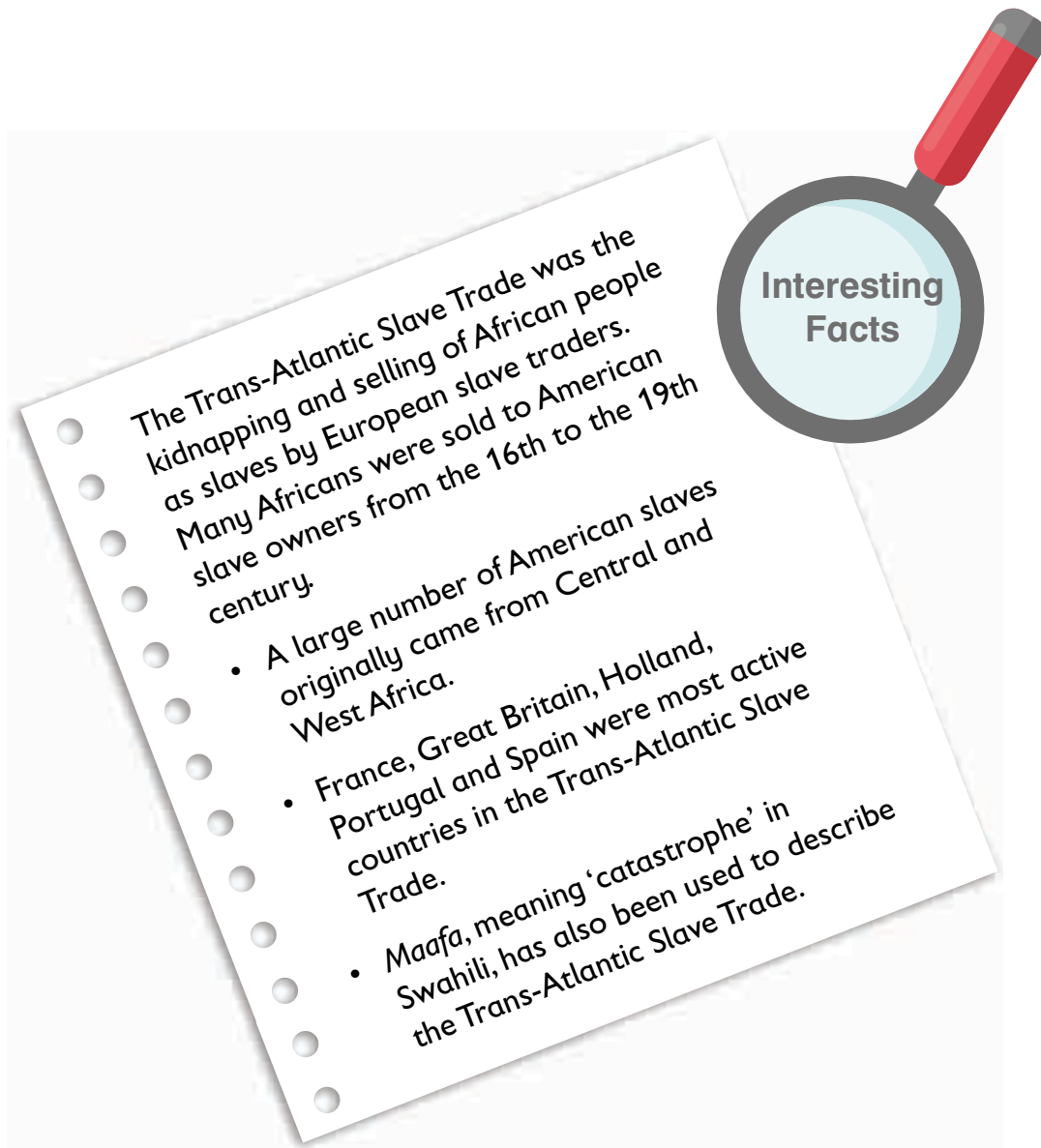
Example:

Let's call it a day. (finish what we are doing)



5. Match the idioms from Column A to their meanings in Column B. Write them in your exercise book.

Column A	Column B
a. They worked their <u>fingers to the bone</u> to get the job done in time.	a clumsy person
b. I am such a <u>butter fingers</u> I'm sure I'd break that valuable vase.	immediately
c. They decided <u>then and there</u> to travel and explore the country!	agree
d. Even though she's old and he's young, they always <u>see eye to eye</u> .	work very hard



THEME

Changing World Changing Jobs

Term 2

Weeks 3 & 4 | Cycle 2



<https://youtu.be/ad79nYk2keg> – Simplilearn is a YouTube channel that explains complicated 21st century-related technological innovations in a simple and visually pleasing manner.

https://kids.kiddle.co/Artificial_intelligence – Kiddle is an interesting multimedia website for kids that explains a wide range of topics, including technology, in a simple way.

<https://www.kidscodecs.com/what-is-artificial-intelligence/> – Beanz Magazine is an informative website developed by teachers, technologists and writers to present technology to learners in accessible and engaging language.



Future World

Somewhere in a Grade 7 classroom in South Africa 2023

Class, let's talk careers. What are you thinking of doing after Matric? What are your plans and dreams in terms of careers?

I want to own a business, and earn big bucks! Maybe I'll own a fleet of buses and taxis!

Me! Me! I want to be a doctor!

I want to stay right here and be a cattle farmer!

I'm interested in Civil Engineering, building roads and bridges and stuff.



LSC

those jobs:
demonstrative
adjective –
plural, far



CS

Visualisation
Can you
visualise Mpho
singing in front
of her mirror,
pretending
to hold a
microphone? Is
she dancing as
well? What's the
expression on
her face?

What? Really? But...**those jobs** are from now. Come on guys, by the time you start your careers, the world will be different. Let your imaginations run wild. What are your dreams?

I dream of winning South Africa's Got Talent!

Ha, ha, you need to be talented for that, Mpho! That's not a dream, that's a fantasy!



LSC

this topic:
demonstrative
adjective –
singular, near



Vocab

portable –
something that
can be carried
or moved

Enough, Sizwe! **This topic** is serious. I can see you all need some inspiration. Let me share some of the dreams I had when I was your age, just to give you a sense of how the world has changed ...

Picture it....it's a Saturday in 1993 and 13 year - old Itumeleng Morake is hanging out with his friends in Mahikeng, talking about 'the future'.

I bet in the future we will have **portable** phones that we can use anywhere. And I think we will be able to see who we are talking to!

That would be amazing! Imagine, you could chat to someone on the long walk home from school – cool!



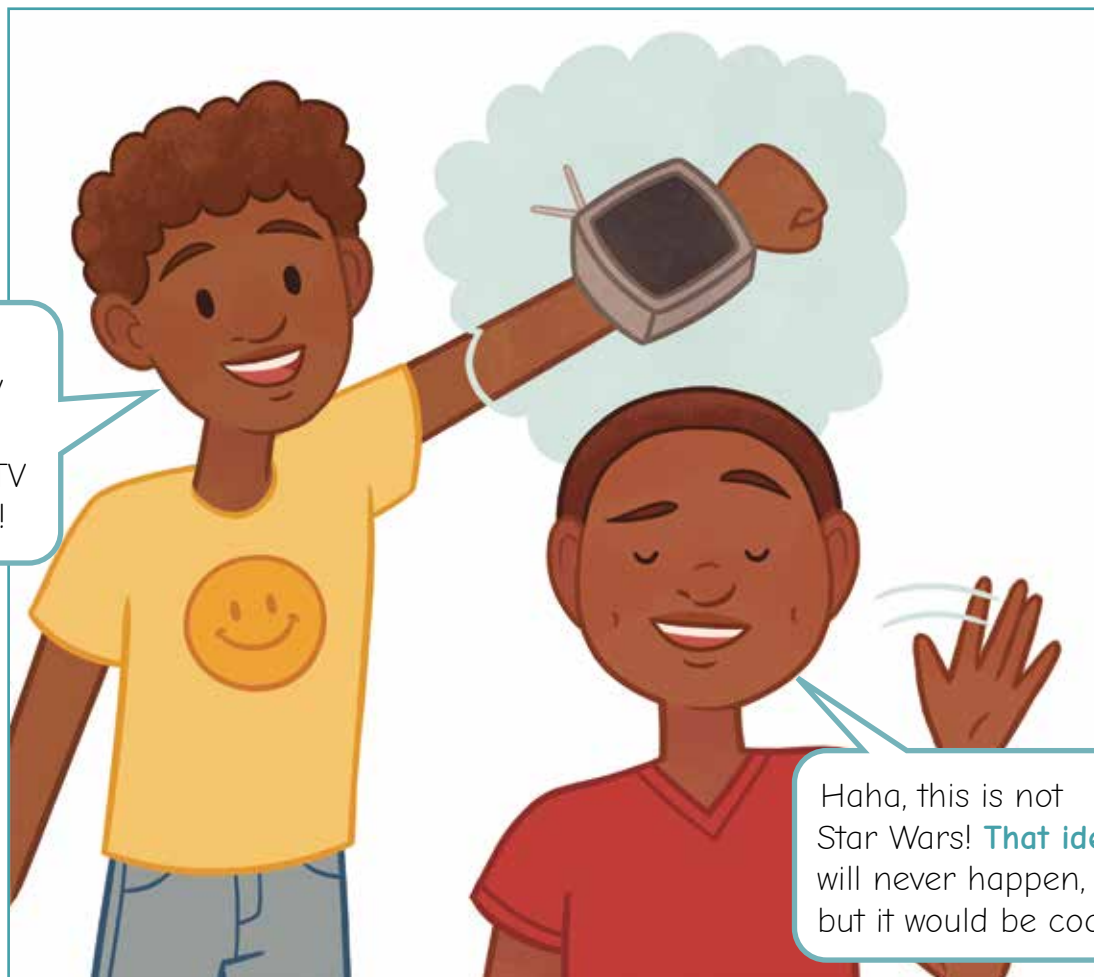


Hey, and what if we could have TV on our watches? We could watch TV whenever we like!



LSC

that idea:
demonstrative
adjective –
singular, far



And wouldn't it be cool if we could get from one place to another without our own cars? If we could tell our phones to send a car for us – imagine!





I'd love to be able to take photos of myself and **INSTANTLY** send them to my cousin in Durban, so she could see what I am doing!

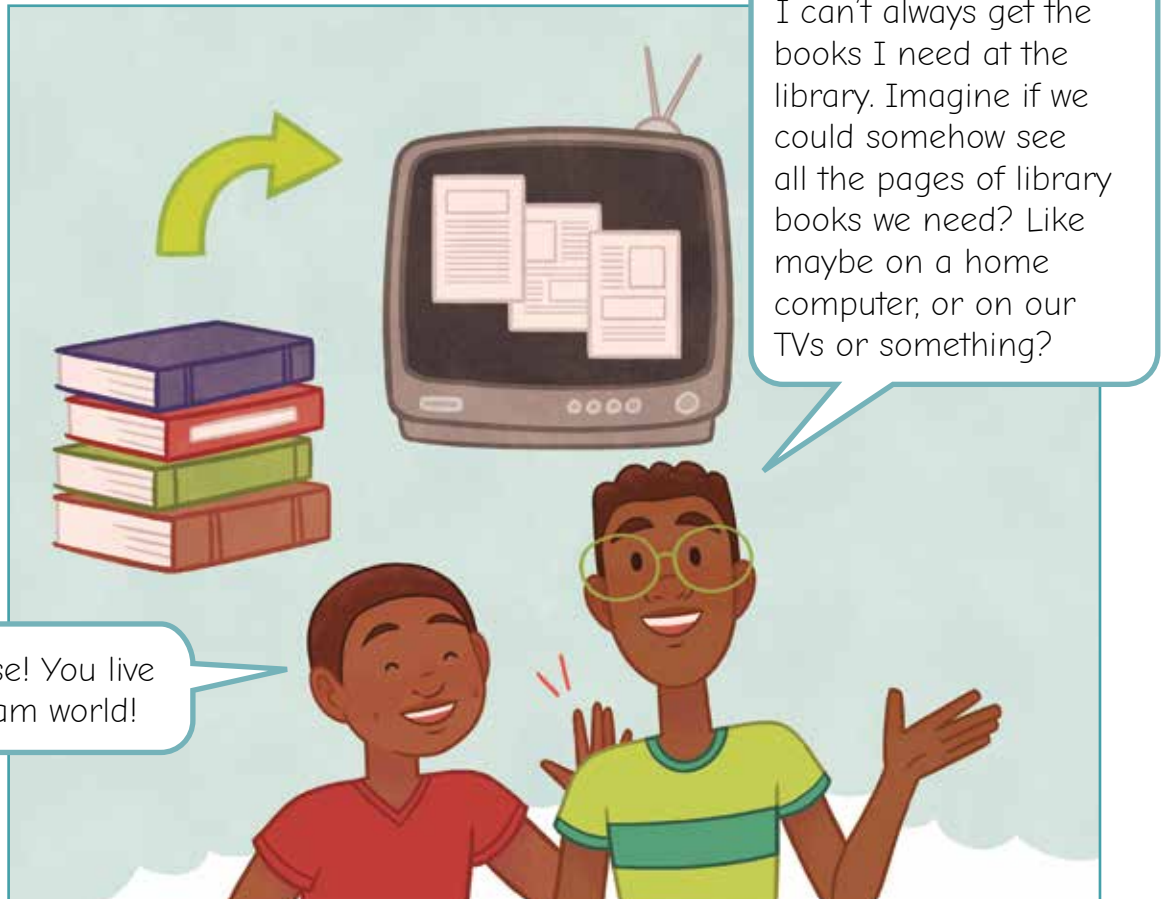


Vocab

instantly – immediately, right now!

No ways! It takes like 3 weeks to have photos developed! Then you have to post them! How could that be done instantly?



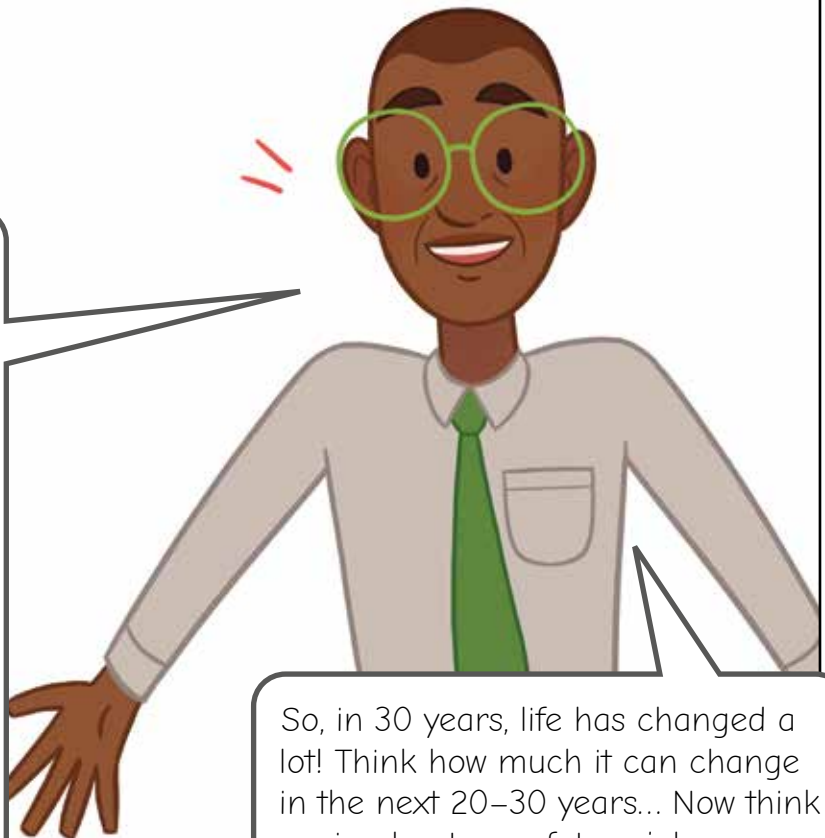


LSC

those things:
demonstrative
adjective –
plural, far

Back in 2023...

We NEVER thought any of **those things** would ever be possible! But look at the world we live in. The internet gives us information on everything under the sun and beyond! Cell phones keep us in touch with everyone all the time. We can take pictures and videos and instantly send them all over the world. We have Uber drivers, internet banking, internet shopping and space travel! I'm telling you class, when I was your age, we never dreamed that life would be like this!

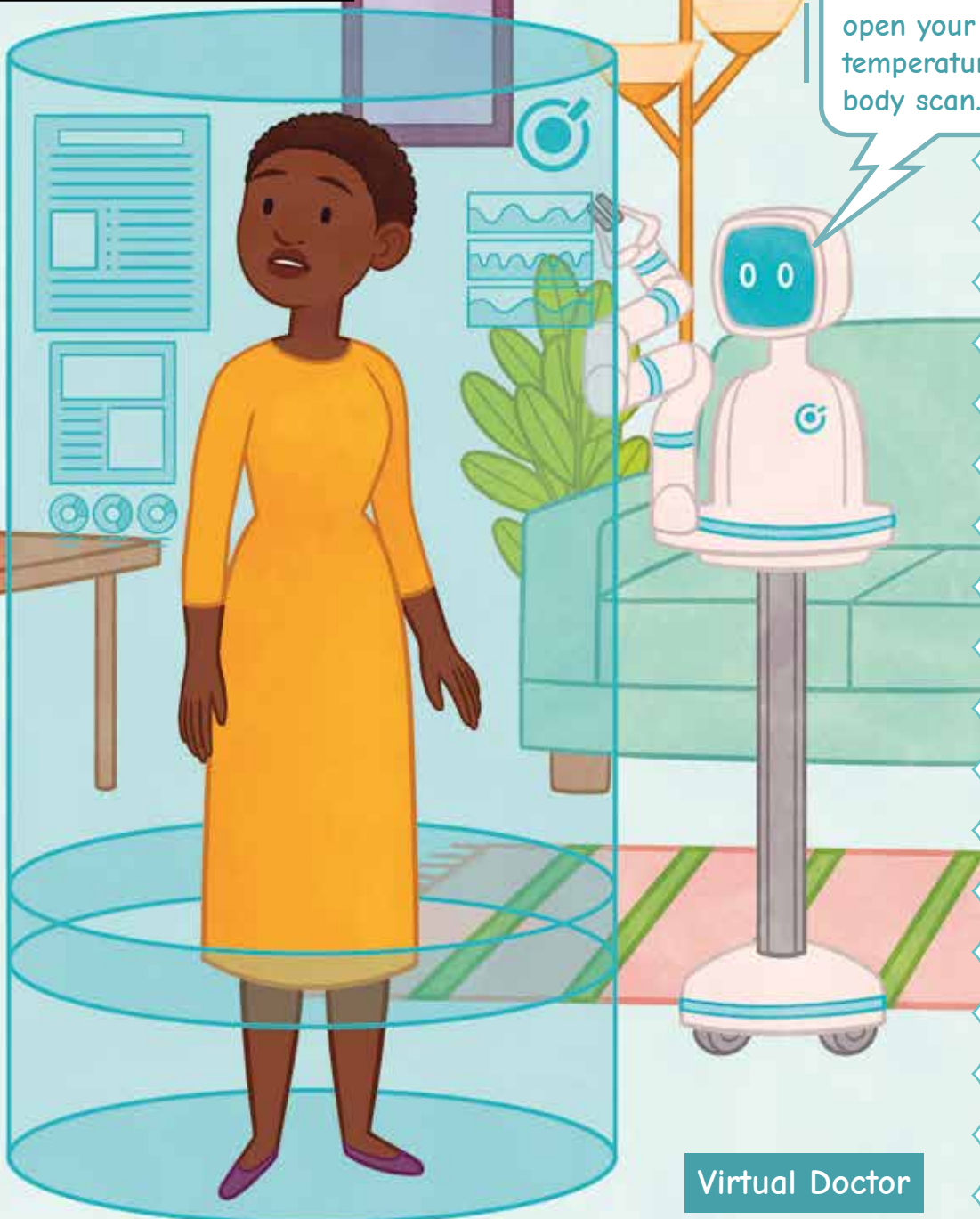


So, in 30 years, life has changed a lot! Think how much it can change in the next 20–30 years... Now think again about your future jobs ...



Hmm, I want to be a doctor, but I guess this will be different in the future. I imagine that people won't go out to see a doctor anymore - a consultation will be done **virtually**, in their homes!

Please lift your arms and open your mouth for the temperature reading and body scan. Thank you.



Virtual Doctor



Vocab

virtually – not face-to-face, something that is done from another place using technology



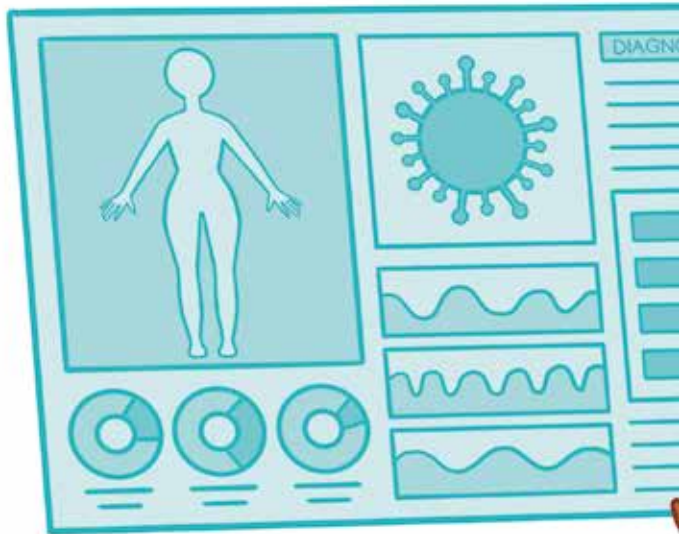
CS

Can you visualise having your body scanned virtually in your own home, instead of going to the doctor?



LSC

these pills:
demonstrative
adjective –
plural, close



Hmm, this is that new virus again. Luckily we have medicine to treat it. I'll send a drone delivery to drop off **these pills**. She should feel better soon.



Vocab

concerns
– worries,
questions



So these are the anti-virus tablets that need to be taken daily. Now, for the first few days you might feel quite tired. But you will start to have more energy by the end of the week. Please remember, if you have any **concerns**, just buzz the Medical Helpline and I'll project into your house for another consultation.

Virtual Home Visitor



Okay, maybe I need to dream bigger than being a Civil Engineer. I think I would like to design and build modern cities. I will call them '15-minute cities'. Everything that residents need will be within a 15-minute walk. No more traffic, no more long drives to school or work. Clean air, friendly neighbours, no more rushing and waiting.



15 Minute City Planner



CS

Visualisation
Can you visualise these 15 minute cities? What do they look like?



I guess cattle farming may not be such a good dream, because of global warming! But it may be cool to grow amazing fruit and vegetables right where people are, in the cities!



CS

Visualisation
Can you visualise being a farmer in a city, and growing plants up the sides of buildings?



Vertical Garden Farmer



Forget buses and taxis! I am going to have a business that provides amazing forms of transport for people! And it will all use **clean energy**!



Uh-oh, Underground Network running 4 minutes behind schedule. What's the problem there? **Hyperloop** loaded with passengers and ready for next loop around the city. Hey, watch that jet pack, It looks out of control!



Modern Transport System Owner



Vocab

clean energy
– using wind, water and the sun to produce energy, not causing harmful carbon emissions



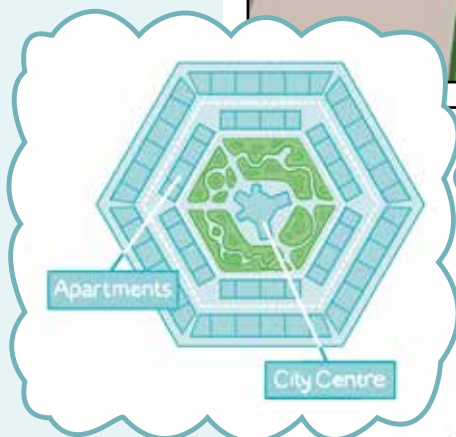
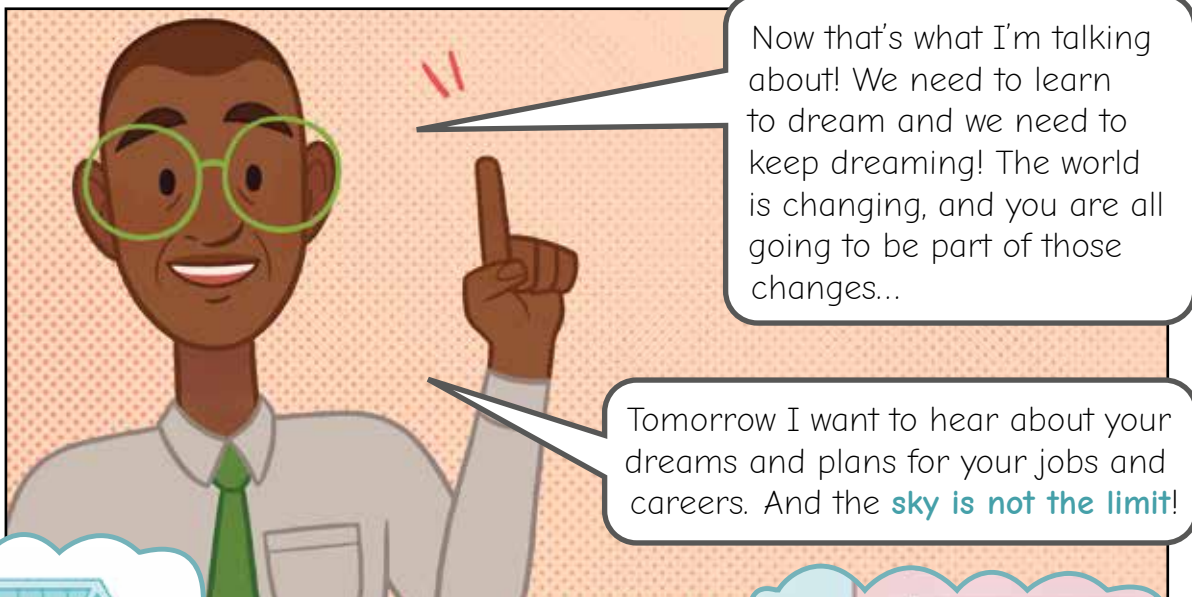
CS

Visualisation
Can you visualise what a hyperloop may look like and how it works? Can you visualise other transport systems of the future?



LSC

Idiom – ‘the sky is the limit’ means that you must not limit your goals to the earth.





Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

train trust trail bird first dirt

Word find

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

ai	ch	n	ir
sh	tr	f	t
s	ar	u	bl

Sight or high frequency words

Learn to read these words by sight:

how things found I've another
career future imagine world changing

Theme Vocabulary

Learn to read these words by sight:

stylish	images	footage	international	contesting
predicted	career	imagination	inspiration	body scan
drone	vertical	consultation	pedestrian	



Decodable Text

A train journey

The children go on a train. Children go on a train journey. Where do the children go? They go on a train journey. On the train they see a bird. On the train they see a new bird. On the new bird there is some dirt. There is dirt on the new bird. This is the first dirt on the new bird. This is the first dirt on the new bird on the train. What is on the new bird? The first dirt is on the new bird on the train.

The children find some water. 'I've found some water!' one said. The children find some water for the new bird. What did the children find? The children found some water for the new bird. The bird can trust the children. The bird can trust the children in the future. When can the bird trust the children? The bird can trust the children in the future. The children can imagine the future. The children can imagine the future of the bird. What can the children imagine? The children can imagine the future of the bird.

In the future the world is changing. In the future things are changing. What is changing in the future? In the future the world and things are changing. The bird must trust the children. The bird must trust the children to be safe. The bird must trust the children to be safe in the changing world. Another future can be found. Another future can be found for the bird. Another future can be found for the children.

In the future there could be new careers. In the future there could be new trails. What could there be in the future? In the future there could be new careers and new trails. Imagine! The bird and the children dream. The bird and the children on the train dream of the future.





The world is changing

I can see how things are changing. I can see how things in the world are changing.

What can I see in the world?

I can see how things in the world are changing. Many things in the world are changing. Many things in the world are changing, so I must

imagine. I must imagine how the future will be. What must I imagine? I must imagine how the future will be.



I can't stop the future! I can never return from the future. What can't I stop? I can't stop the future. What can I never return from? I can't return from the future. How will my home be changing? How will my home be changing in the future? I must imagine how my home will be changing in the future.

How will my career be changing? How will my career be changing in the future? I must imagine how my career will be changing in the future. I've found another career! I've found another career in the future! I can imagine my new career in the future. It is new. It is a new career. It is a new career in the future. It is my first new career in the future!

I must explore my new career. I must dream of my new career. What must I do? I must explore and dream about my new career in the future. My new career will help. My new career will help everyone. My new career will help everyone in the future. What will my new career do? My new career will help everyone in the future. I can trust. I can trust that I will have a new career in the future. What can I trust? I can trust that I will have a new career in the future.

I can see things. I can see how things are changing. I can see how things are changing in the world. So, I must imagine. I must imagine my new career for the future!

1. What are two things that may change in the future?
Two things that may change in the future are my ... and my ...
2. What new thing has the person in this story found in the future?
The person in this story has found a new ... in the future.
3. What will this new career be about?
This new career is about...



Independent Reading Skills

Non-Fiction Text: Jobs of the future



Vocab

take for granted – when we don't think about something, we just accept that it is there

virtually – not face-to-face, something that is done from another place, using technology

diagnosis – deciding what is wrong with the patient

prescribe – recommend or say which medication is best

Society is changing very fast. We are living in a world where many of the things we **take for granted**, were just a dream 30 years ago. In the future, there will be new ways of living and new technology. There will also be new jobs to meet the needs of a changing society. Here are some ideas of what these new jobs might be:

1. Virtual doctor

- Patients will be **virtually** scanned and have blood tests.
- All the information will be recorded on a computer.
- The computer will make a first **diagnosis**.
- Then, a virtual doctor will examine all the evidence.
- The virtual doctor will then say if the computer's diagnosis is correct.
- If the diagnosis is correct, the virtual doctor will work out a treatment plan and will **prescribe** medication.



Vocab

drone – a small flying aircraft without a human pilot but controlled remotely by someone on the ground. Can deliver small parcels and take pictures.

co-ordinator – someone who manages and controls

confirm – to agree with, to say that the decision is correct

vertical – going upwards

- The medicine will be delivered to the patient by a **drone**.
 - If it is a difficult or serious illness, the virtual doctor will send a virtual home visitor to speak to the patient.
2. Virtual home visitor
- The virtual home visitor will beam into the patients' homes to speak to them.
 - The patients do not have to leave their beds or homes.
 - The patient can ask questions about their treatment and speak about any concerns.
 - The virtual home visitor can offer emotional support.
3. Transport systems **co-ordinator**
- Cities will have many types of transport, each with their own system.
 - Computers will control all the systems, but a co-ordinator has to **confirm** decisions made by the computers.
 - The transport systems co-ordinator checks decisions about all the different types of transport, on land, water and in the air.
4. **Vertical** garden farmer
- Cities will produce their own food. (This is to stop the destruction of huge natural areas of land for crop and stock farming. It is also to reduce the packaging and the transport from the farms to the urban centres.)
 - Urban farmers will use urban spaces to plant and grow the fruit and vegetables for the people in the city.
 - Some of these spaces will be vertical, i.e.: growing up along the walls of tall buildings.
 - They need to understand what crops grow best in which weather conditions, and with what quantities of soil, water and sunlight.
 - Urban farmers need to work with the local markets to get the fresh produce to the people.



1. What does a virtual doctor do with the diagnosis (information about the patient's medical condition) from the computer scan?

First the virtual doctor ... then ...

2. How does a virtual home visitor speak to patients?

The virtual home visitor...

3. What is the job of a transport systems co-ordinator?

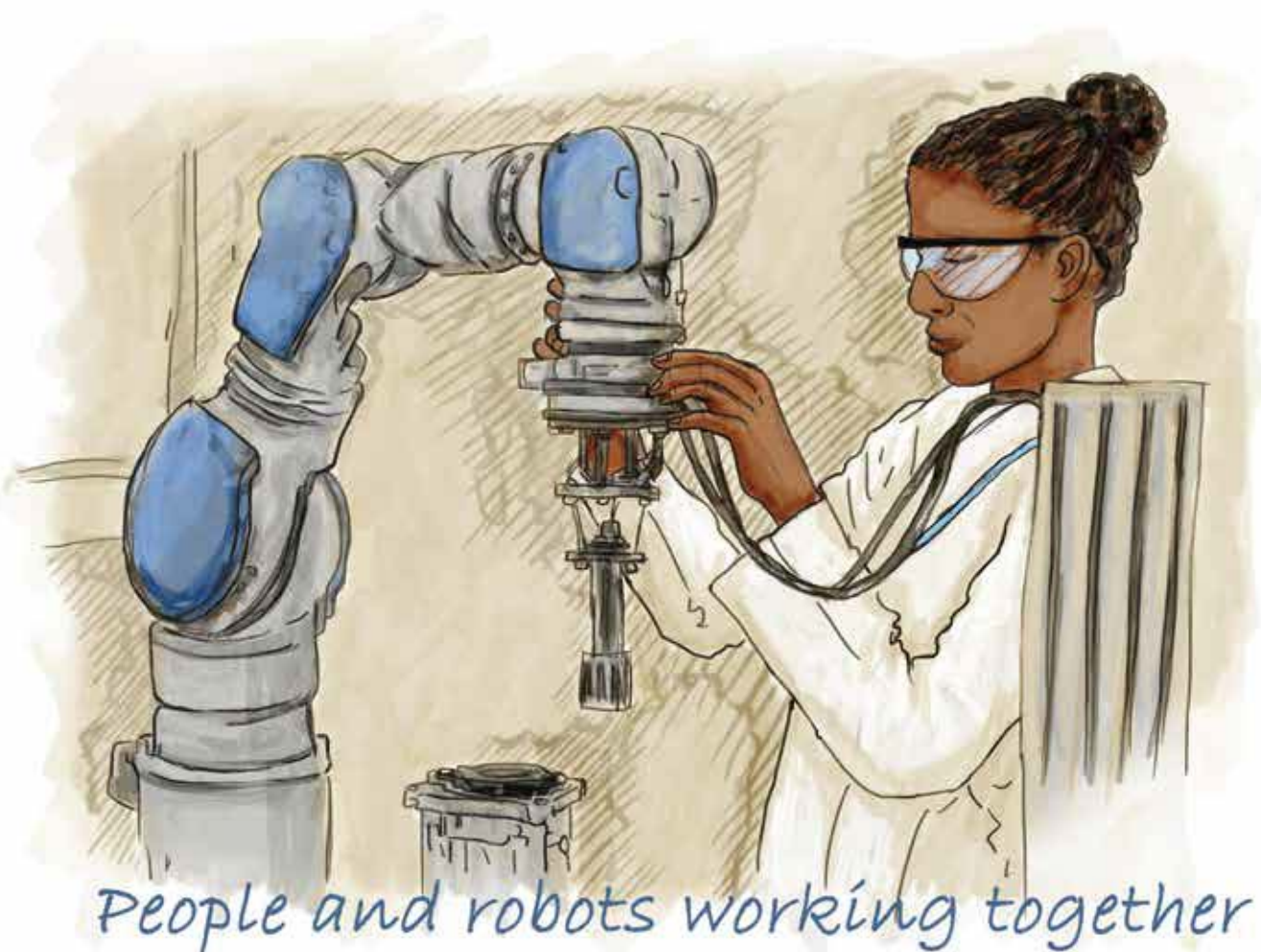
A transport systems operator has to ... and check...

4. Why will some fruit and vegetables be grown up the side of buildings (vertically)?

Some plants will be grown vertically because...

5. Which of these jobs would you like to have? Why?

I would like to be a...because...





Visual Text: Job Advertisement in Lwazi Commercial Network

Position: Transport Systems Co-ordinator (TSC)

Job Description: A TSC co-ordinates and controls all the transport systems in the city: bubbles, fly-overs, jet-packs, the Starship Intercontinental, the Whizz-train, Hyperloop, the Underground Network, the Airbus pop-up and so on.

Qualification: The **applicant** must have completed their Engineering in Transport Systems degree. Other qualifications in Science or Structures and Management will be **beneficial**.

Characteristics: The applicant needs to be highly **alert**, must enjoy working under pressure and must be able to co-ordinate and manage many systems at the same time. We are looking for a motivated, energetic, problem-solver who is not afraid of many challenges and lots of responsibility.

Where you will work: We do operate from Central Offices in the CBD, but applicants may work **remotely**.

Experience: At least 5 years' experience is essential in this high-level job.

Salary: **Negotiable**.

Send your Video CV to: Integrated Transport Hub at: inttranshub@thecityworks by the 12th May 2051.

6 · 7 comments

Great opportunity...

I'm interested...

Sharing this...

I'd



Like



Comment



Share



Send



Add a comment...



Vocab

applicant – the person applying for (who wants to get) the job

beneficial – helpful, useful

alert – ready to act, watching and prepared

remotely – from a distance

negotiable – the salary is not set, the applicant and the company can discuss the amount and come to an agreement



1. What is the abbreviation for a transport systems co-ordinator?
The abbreviation is...
2. List three characteristics that a transport systems co-ordinator must have.
A transport systems co-ordinator must be..., ... and
3. Why do you think you need 5 years' experience to get this job?
You need 5 years' experience because...



Job Ad in Lwazi Commercial Network: Challenge your brain!

1. Why do you think a transport systems co-ordinator needs to be able to work under pressure?
A transport systems co-ordinator needs to be able to work under pressure because...
2. To work 'remotely' means to work not in a traditional office with your colleagues. What are the positive things about working remotely and what are the negative things?
The positive things are...
The negative things are...

- 21st Century careers are part of the Fourth Industrial Revolution and some of the skills needed to work in these jobs can be learned at school or online. These are called 21st Century skills.
- Some important skills are called the 'four Cs': communication; collaboration; critical thinking; and, creativity.
- Freelancing, or being self-employed, is becoming a popular way to earn a living in the 21st Century.
- Data Analysis, Digital Marketing, Graphic Design, Robotics and Software Development are some of the most popular 21st Century careers.

Interesting
Facts

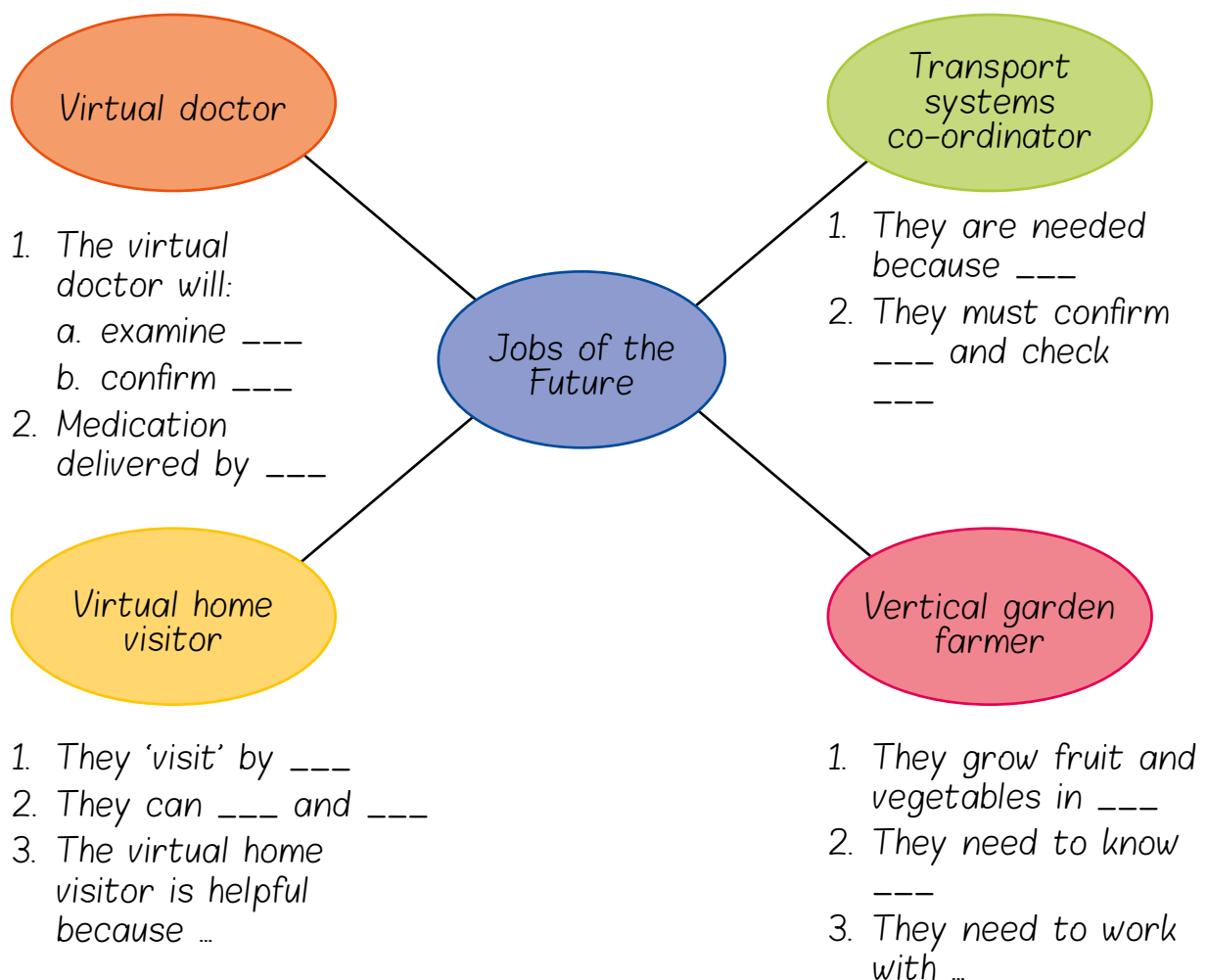


Summary:

This summary is a **mind map**. A mind map is a way of noting down the main points in a text.

- You start with the topic in the centre.
- Then, the main ideas branch off from the centre.
- Each main idea from the text has its own circle. Under the main ideas, you list the points from the text. You don't need to write in full sentences, you may use point form and key words.

Complete the following mind map on the article: *Jobs of the Future*





Language Structures & Conventions: Practice

Read *Jobs of the future* then answer the questions that follow.

A proper noun names a specific person, place, or thing.

Proper nouns always start with a capital letter.

A common noun is the general name for a person, place or thing.

Common noun	Proper noun
city	Polokwane
child	Sizwe
month	November
language	Zulu

1. Copy the following into your exercise book and capitalise the proper nouns.

I was born in the city of bojanala. Not too far away there is a magnificent national park called the pilanesberg national park. My sister, tshanduko, loves reading. Her favourite author is the south african deon meyer.

2. Give the plural form of the following common nouns:

- a. city
- b. society
- c. technology
- d. visitor
- e. person
- f. quantity

A compound sentence is a sentence that has at least two simple sentences joined by a comma, semicolon or conjunction. (A simple sentence has a subject and finite verb and makes sense on its own.)

Example: This phone is too expensive **and** that one is too old.

The conjunctions, commas and semicolons, that join the sentences do more than just join. They add meaning and flow to the sentence. The conjunctions used in a compound sentence are: for, and, nor, but, or, yet, so. (The first letters of these words spell out the word: FANBOYS.)



3. Choose the correct conjunction to join the simple sentences into a compound sentence:
 - a. A virtual doctor will examine the information (but/so) a virtual home visitor will talk to the patient.
 - b. A transport systems co-ordinator must be highly alert (nor/and) she must be able to work under pressure.
 - c. In the future, farms may be vertical (so/yet) they do not take up too much land.

Synonyms are words with similar meanings.

Example:

big, huge, enormous

4. Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
 - a. In the future your illness will be treated by a virtual medical team.
 - b. A medical data analyst will examine all the information.
 - c. A transport systems co-ordinator must enjoy working under pressure.

Demonstrative adjectives

- A demonstrative adjective emphasises a noun or pronoun in a sentence.
- Demonstrative adjectives help to make clear which person or thing you would like to talk about, whether it's near or far, singular or plural.
- The most common demonstrative adjectives are this, that, these and those.

5. Fill in the correct demonstrative adjective: this, that, these or those:
 - a. Come and watch _____ news item on farming in the future! It's really interesting!
 - b. Can you hear _____ drone in the distance? I think I heard it yesterday too.
 - c. Our teacher predicted _____ things when he was young.
 - d. I would love to have _____ stylish career, but I need to study first.
 - e. _____ images of the Hyperloop are inspiring!



An **idiom** or a **figurative expression** is a saying where the **words don't mean exactly what they say**. There is an **extra, hidden meaning**.

Example:

They're on the ball. (doing a good job)

6. Match column A with Column B so that the figurative expressions make sense:

Column A	Column B
a. We never even think about cell phones, we just	the sky's the limit for future careers.
b. Don't let today's technology stop your imagination,	keep in touch.
c. She is doing so well in her career, her ideas for the virtual body scan are really	take them for granted.
d. We know how our family is, even if they live far away. Because of all our technology, we can always	up and coming.

THEME

Designers and Developers

Term 2

Weeks 5 & 6 | Cycle 3



<https://youtu.be/wbNeln3vVKM> – National Geographic has many interesting videos on science and technology.

<https://youtu.be/5UhnuddcAsE> – Great Big Story is a YouTube channel that showcases interesting and unique man-made structures all over the world.



Non-fiction Text: Mapungubwe Interpretation Centre – Brochure



CS

Inference
What inference can you make about the Mapungubwe Interpretation Centre if it won an award?



Vocab

prestigious – respected and admired

MAPUNGUBWE INTERPRETATION CENTRE

2009

Winner of the
prestigious
World
Architectural
Building of the
Year Award

WELCOME TO
THE WONDERS OF THE
MAPUNGUBWE
INTERPRETATION
CENTRE!

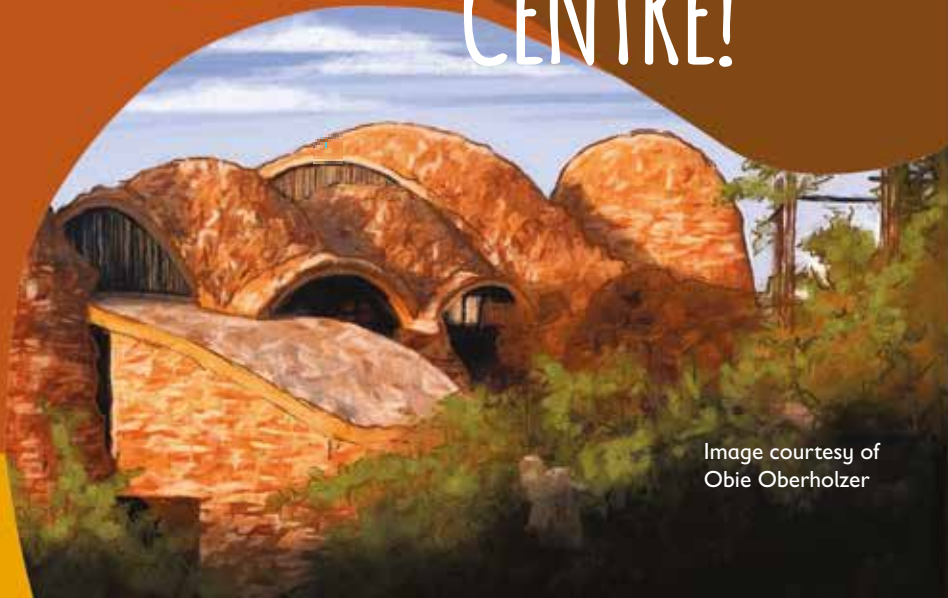


Image courtesy of
Obie Oberholzer

The Mapungubwe Interpretation Centre is a building that celebrates and honours the site of a great ancient civilization.

It is situated where the Limpopo and Shashe Rivers meet, on South Africa's northern border with Zimbabwe and Botswana.





THEN

One thousand years ago, Mapungubwe (meaning 'hill of the jackal' or 'stone monuments') was the centre of a great kingdom.

- This civilization was a successful trading centre from around 1200 to 1300 **CE**, trading gold and ivory with China, India and Egypt.
- **The Kingdom of Mapungubwe was one of the first places that produced gold** and had a class-based social system.
- In addition to the **cultural heritage**, Mapungubwe is also home to a rich ecosystem.
- This includes ancient Baobab trees that are over one thousand years old.
- It also includes an impressive variety of animal life, including elephant, giraffe, white rhino, antelopes and over 400 species of birds.

Today, Mapungubwe is a UNESCO World Heritage Site.

Beads made from molten gold.

Image courtesy of University of Pretoria Museums



Vocab

CE – Common Era. This is a way of showing that an event happened in history after the year 0. E.g. South Africa became a democratic country in 1994 CE.



CS

Inference
What can you infer about a society that mined and produced gold?



Vocab

cultural heritage – a society's traditions

UNESCO – United Nations Educational, Scientific and Cultural Organization
UNESCO's aim is to build a culture of peace, remove poverty, and grow sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.



LSC

Passive Voice
'Kingdom of Mapungubwe was formed by Bantu-speaking peoples' (object does the verb)



Vocab

plateau – an area of high level ground



LSC

Active Voice
'Archaeologists have found pottery remains' (subject does the verb)



Vocab

artefact – an object made by people long ago

KINGDOM

The **Kingdom of Mapungubwe** was formed by Bantu-speaking peoples who farmed cattle and crops. At the centre of the Kingdom was a large sandstone **plateau**, which protected the Kingdom from attackers.

SOCIETY

The King of Mapungubwe was the wealthiest person in the society. The king and his advisors lived in stone buildings, which were built on the highest level of the area, a natural sandstone hill.

POPULATION

At its peak, in the mid-13th century CE, the total population of Mapungubwe was around 5,000 people.

ARTEFACTS

Archaeologists have found **pottery remains** of bowls, copper, ivory and gold jewellery, and other objects. These **artefacts** show a skilled and advanced society.

The natural sandstone hill in Mapungubwe that was home to the king and his court.

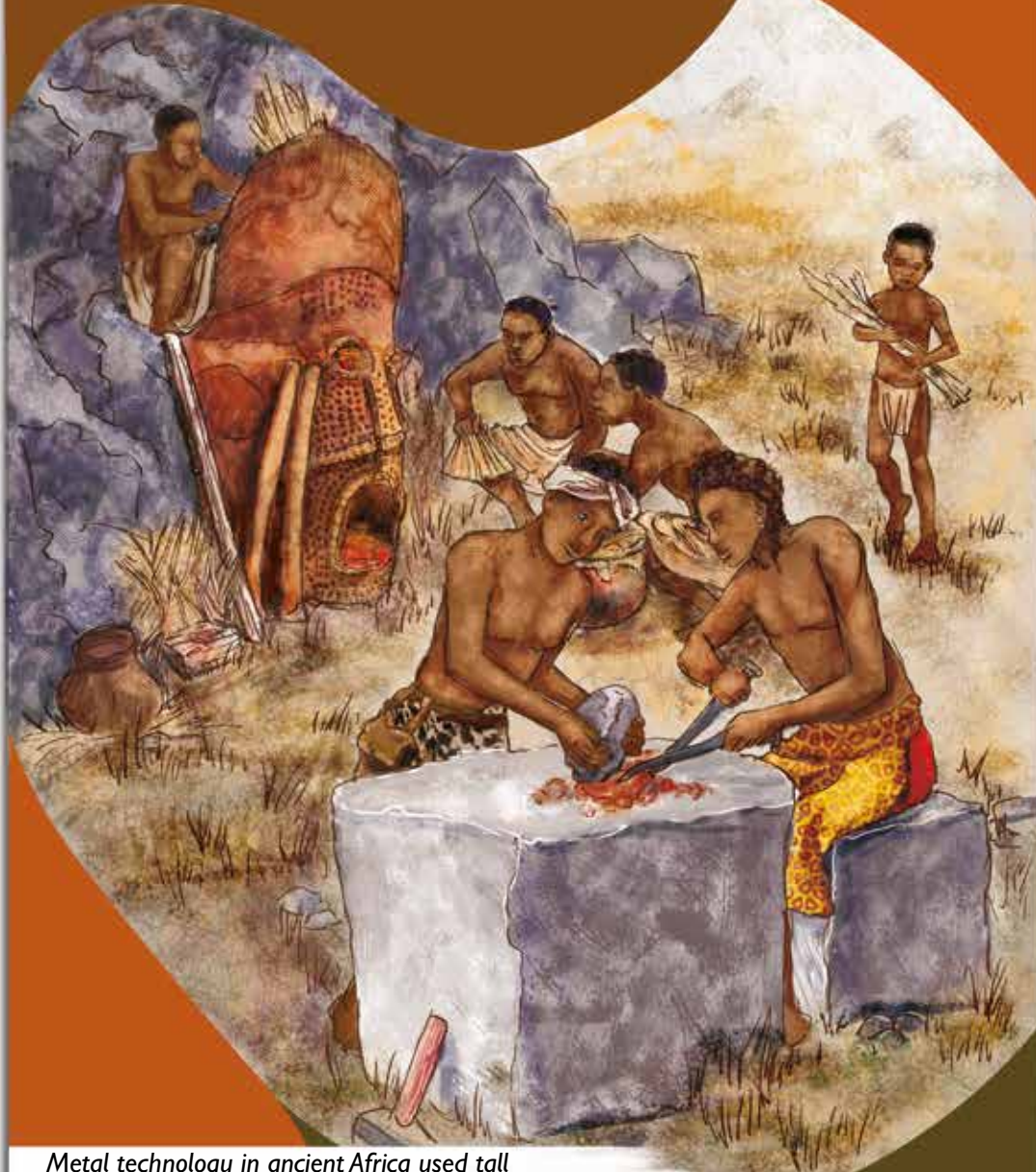
Image courtesy of University of Pretoria Museums

Intact pottery bowls found in burial sites during the archaeological excavations



DISCOVERY

When the ruins of Mapungubwe were **excavated** in the 19th century CE, many **Europeans** could not believe that it was built by Black people. Archaeology, however, has since proved that it was indeed built by indigenous peoples.



Metal technology in ancient Africa used tall clay structures as furnaces for the smelting of different metals like copper, iron and gold.



Vocab

excavated
– carefully dug up by archaeologists



CS

What can you infer about these Europeans?



NOW

The Mapungubwe Interpretation Centre now tells the story of this civilisation's incredible history.

The highlight for many is the **Golden Rhino.**

Image courtesy of
University of Pretoria Museums

- The Centre has been designed very thoughtfully by architect Peter Rich.
- The first thing visitors will see are the dome shapes that blend into the landscape.
- These have a natural shape and look like massive caves rising out of the earth. They are manufactured structures, but are built to look like natural structures.
- The stone-walling technique used in the building of the centre was adopted from a traditional building method used in the Mapungubwe area.



Image courtesy of
Obie Oberholzer



TRADITION

The traditions of the ancient society and the natural **materials** of the area were important to the designers and architects.

INNOVATION

Only local materials and labour were used in the production. Usually **steel is used** in construction, but steel is expensive, and the project had a tight budget. This led the designers and architect to choose local materials and ancient design methods.



CONNECTION

Materials that are cheap and easy to find were used in simple but clever ways. Most of the materials come from the local rocky environment. This connects the new building with the ancient structures that existed before.



Vocab

materials – what is used to make other things (e.g. wood, stone, bricks, etc)



LSC

Passive Voice
'steel is used'
– object does the verb (no subject)



MATERIALS

Local people made three important parts of the building:

1. **Adobe bricks** were made for the walls.
2. **Stones** were cut into special shapes to cover the domed roofs.
3. **Reeds** were made into roof covers for the semi-open spaces, to provide shade for the hot climate.

Reeds are used for roofing in traditional dwellings in the Limpopo district.

SUSTAINABLE

The Interpretation Centre is an excellent model of sustainable development.

*Images courtesy of
Obie Oberholzer*

Firstly, **the designers and architect trained unemployed local people** to work on the buildings. This gave the local workers skills and experience for other employment. And secondly, the choice of materials and design had a low impact on the environment.

*Interior view of a domed space
in the Interpretation Centre*



LSC

Active voice
'the designers
and architects
trained
unemployed
local people'
(subject does
the verb)



WALKWAYS

Numerous walkways take visitors through the Centre. These walkways follow different levels and gently climb the hill to the highest point on the site. Here the visitor can experience magnificent views of Mapungubwe. Visitors also get a sense of the social structure of the society – the wealthy people lived at the top of the hill, and the ordinary people lived lower down.

CULTURE

The Centre's aim is to present the history of the area, and to show the importance of the precious ecology as well. The Mapungubwe Interpretation Centre shows how human culture can develop **hand-in-hand** with its environment.

For bookings go to
www.sanparks.org

Tel: 015 534 7924



YouTube

Walkways in the Centre were constructed from a variety of materials, such as local stone, concrete and timber.

Image courtesy of Obie Oberholzer



Vocab

hand-in-hand – closely connected



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

third with thud stay clay day

Word find

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

s	ir	i	-th
d	th-	-ay	a
tr	e	n	p

Sight or high frequency words

Learn to read these words by sight:

think need more way let's
live about buildings environment develop

Theme vocabulary

Learn to read these words by sight:

architect	structure	residential	construction techniques
materials	innovative	thrive	design (designer)
artefacts	affordable	dome	employment
archaeology (archaeologist)			sustainable development



Decodable Texts

Sustainable buildings

There are so many buildings. There are so many buildings on this earth. Some buildings are homes. Some buildings are houses. We all need a home. Rich people need homes. Poor people need homes. All people need a building that is a home.

But we need to think about the future. We need to think about the ways that we build our homes in the future. We need to think about where we stay. We need to think about where we will stay in the future. If we do not change, we will be sad and mad. We will be sad and mad about the pain of the earth. We need to change so that we can gain a better earth.

Designers must respect our earth. Designers must respect our environment. Designers must respect our earth and environment. Designers must think about where we stay in the future. They must not design buildings for the pay. They must design buildings for the future. These buildings must respect our earth and environment. These buildings must be sustainable.

Some designers have found a way. Some designers have found a way to design sustainable buildings. Some buildings are built from clay. Some homes where we stay are built from clay. Clay comes from the earth. Clay comes from the environment. Clay is sustainable.

We will thrive if we imagine a new future. We will thrive if we think about sustainable buildings. We will thrive if we develop new ways to build. Let's save the environment. Let's save the earth. Let's design sustainable homes and houses.





Thinking about design and technology

Designers need to think. Designers need to think all day. Designers need to think all day about a way to develop technology. What do they need to think about all day? They need to think about a way to develop technology.



We need more technology. We need more technology to save the day. Why do we need more technology? We need more technology to save the day. Designers can't choose what they want. They can't choose to work only for pay. We must pray that they do more. We must trust them to do more. We must train and trust designers to do more. All designers must come. All designers must come and design new technology. We must trust designers to develop technology to save the earth. They must design technology to save the day.

First, designers must think of technology. Second, designers must imagine the future. Third, designers must imagine technology for the future. They must imagine technology that is more sustainable. What must the new technology be? It must be more sustainable.

This new technology could be for the environment. The new technology could be for buildings. The new technology could be for the environment and buildings of the future. So, the designers need to think. The designers need to think all day about a way to develop sustainable technology. The designers need to think all day about a way to develop sustainable technology to save the day.

1. What do designers need to think about?

Designers need to think about...

2. What do we need to save the day?

We need...

3. Why must designers develop sustainable technology?

Designers must develop sustainable technology because...



Independent Reading Skills

Fiction Text with Instructions: How to Make Adobe Bricks

Anele happily returned home from school. She found her grandfather sitting outside in the garden, enjoying the sun.

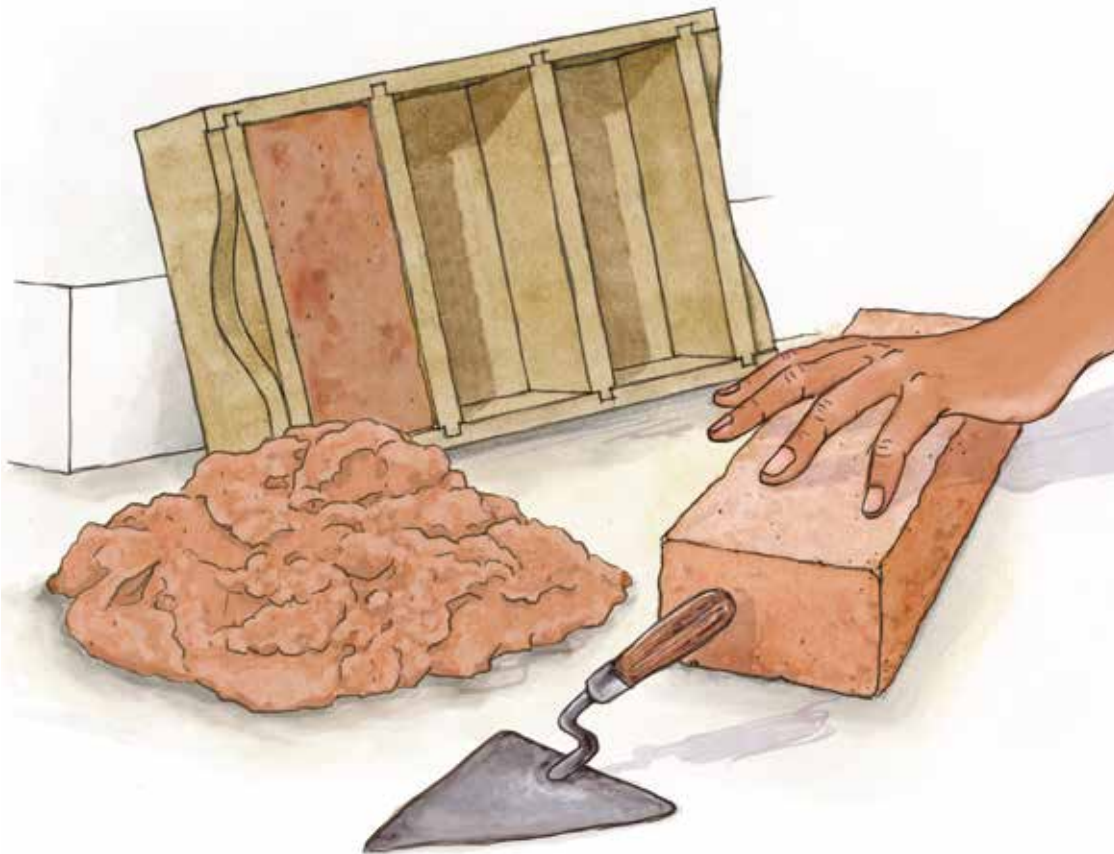
‘Hi, Umkhulu!’ she shouted, giving him a hug.

‘Hello granddaughter! How was school?’ her grandfather asked.

Anele moved towards the bench and sat down. ‘Oh, Technology was really interesting! Ms Makwetla taught us about structures and about how some buildings are made from natural materials. She even taught us how to make bricks from soil.’

‘Hmm, tell me more about these bricks and how they are made?’ Umkhulu sat up slowly.

‘Bricks made from soil are called Adobe Bricks. These bricks have been used to build in Africa for thousands of years,’ said Anele.





Vocab

encouragingly
– warmly and
supporting her
to continue

Her grandfather smiled **encouragingly** and asked, 'Can you tell me about some of these buildings?'

'The city of Timbuktu in Mali has many buildings made from Adobe Bricks. Even some of the **pyramids** in Egypt were made from Adobe,' Anele said proudly.

Her grandfather clapped his hands happily. 'Very good! And can you tell me what Adobe Bricks are made from?' he continued.

Anele thought back to what Ms Makwetla had told the class. 'The best kind of **soil** for making Adobe Bricks is clay soil. Clay soil is pretty easy to find, if you look on the top or side of a natural hill.' Anele continued her explanation, 'These days, most people use a brick hand press to make them at home.'

Then Anele took a deep breath and asked her grandfather, 'Can we buy one?'

Her grandfather considered her question and said, 'I will only buy you one if you can correctly tell me how the bricks are made!'

'I can do better!' Anele laughed. 'I made notes that I can show you!' Anele took out her notes and passed them to her grandfather.

'That's a great explanation,' Anele's grandfather said. 'Let's go and buy that brick hand press!'



Vocab

pyramids –
huge ancient
structures in
the shape of
triangular
prisms in the
desert in Egypt

soil – earth or
ground

ingredients – all
the different
things you
need to make
something

How to make Adobe Bricks

First step: Collect some clay soil and water.

Second step: Mix the **ingredients** into a stiff mud paste. If the mixture is too runny, add some straw to help stiffen the paste.

Third step: Put the mixture into the brick hand press.

Fourth step: Press out any air bubbles and use a spade to level off the mixture.

Fifth step: Leave the bricks to dry in the hand press for 2 to 4 days.

Sixth step: Once the brick is hard, remove it from the hand press and leave in the sun for 7 to 14 days.



Anele jumped up excitedly. 'Thank you, Grandfather, I can't wait to tell Ms Makwetla!'

1. What did Anele learn about in Technology?

Anele learnt about...

2. Where are two places in Africa where Adobe bricks are used in buildings?

Adobe bricks are used in... and

3. What is the best kind of soil to make Adobe bricks and where can you find it?

The best kind of soil is...

You can find it...

4. Why do you think it's important that the bricks do not have any air bubbles in them (fourth step)?

The bricks should not have any air bubbles because...

5. Would you like to have a brick hand press? Why or why not?

I would/wouldn't like to have a brick hand press because...

6. What kind of relationship do Anele and her grandfather have?

I can infer that Anele and her grandfather...



CS

Text features:

Table

This table shows four different architectural styles:

1. Ndebele houses
2. Mid-Century Modern
3. Zulu Beehive (iQukwane)
4. Victorian

For each different architectural style, there are 3 different kinds of information in three rows:

- Images – pictures of the buildings
- Style - a description of the style
- Materials - a list of materials used



Vocab

futuristic – very modern and innovative

Visual Text: Table of architectural styles

Images	Ndebele houses	Mid-Century Modern
	  	  
Style	These houses are built around a courtyard, where people do their daily tasks. The main house is divided into a front and back. The houses are designed to protect people from the weather. The thick courtyard walls offer protection from wind and sun. The symbols painted on the walls were used for communication between groups of the Ndebele people. These wall paintings are done by the women.	This was a popular style from the 1930s to the 1960s. Mid-century buildings were designed to be practical with a futuristic feel. They were usually flat buildings with straight lines, and not much decoration or colour. A key feature of the Mid-Century Modern house is to bring in nature. There were often large windows, to let in lots of light.



Materials	Cow dung, mud and clay soil are used to make the structures. The houses are painted in a white limewash. These days latex paint is used for the vivid, bright coloured patterns on the walls.	Glass, steel, and concrete were used.
Images	Zulu Beehive (iQukwane) 	Victorian 
Style	The traditional indlu is built in a beehive shape. The frame of the hut is made of poles placed in a circle, bent inwards and tied together. Thatch covers these poles. The hut is very stable, warm in winter and cool in summer.	Victorian architecture is named after Queen Victoria of Great Britain. Victorian-era architecture is very decorative style. The buildings are usually two or three storeys high. The roofs are usually pointed. There is often a porch around the building and bay windows. Some buildings have stained glass windows. The bricks and iron railings are often colourfully painted.


Vocab

vivid – strong, intense


Vocab

stable – steady and firm



Materials	Sapling poles are used. Grass is then used to make a thatch covering. The floor of the hut is made from a mixture of anthill clay and cow-dung.	In Victorian building, mostly stone, metal and wood are used. The floors inside were usually wooden. The indoor walls often had wooden panelling which was covered in patterned wallpaper or sometimes silk.
-----------	---	--

1. What are the 3 main building materials used in Ndebele houses?
The 3 main building materials used are...
2. True or False: Victorian style is very plain and simple. Explain your answer.
True/False, Victorian style buildings have...
3. How does Mid-Century style bring nature into its buildings?
Mid-Century style brings nature into its buildings by...
4. Which of these styles of architecture do you prefer (like best)? Why?
I prefer...style because...



Table of architectural styles: Challenge your brain!

1. The Zulu hut has the same dome shape we saw in the structures at Mapungubwe. This is a traditional design. How do think this design helps to keep houses at a regular temperature?
I think the style regulates the temperature because...
2. Which of these designs do you think is best for sustainable development? Why?
I think the...style is best for sustainable development, because...

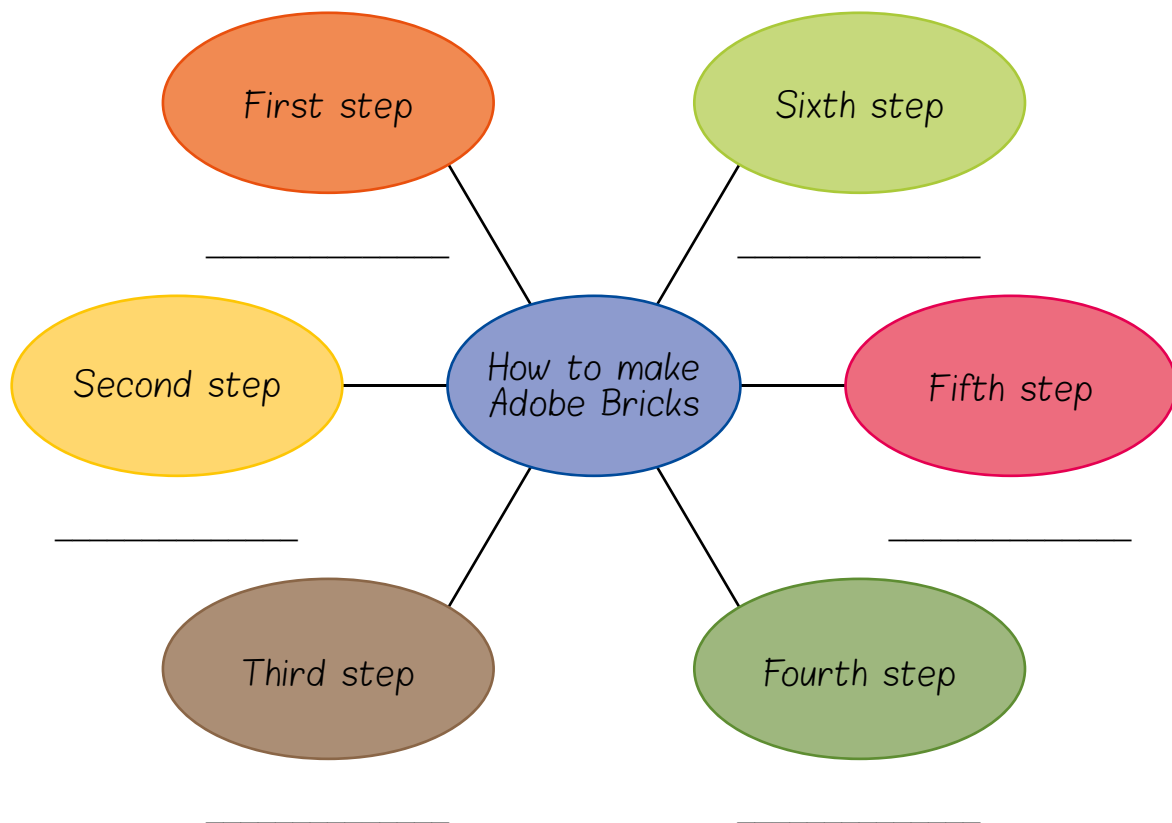


Summary:

This summary is a **mind map**. A mind map is a way of noting down the main points in a text.

- You start with the topic in the centre.
- Then, the steps branch off from the centre.
- Each step from the text has its own circle. Under each step, write down what to do. You don't need to write in full sentences, you may use point form and key words. You can also draw pictures to illustrate each step.

Complete the following mind map on the instructions: *How to make Adobe Bricks*





Language Structures & Conventions: Practice

Read *How to make adobe bricks* then answer the questions that follow.

Adverbs

Adverbs tell us more about verbs. They make our writing more interesting.

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

For example: The athlete ran quickly. 'Quickly' tells us **how** the athlete ran.

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.

If the adjective ends in 'ic', add **-ally**. Examples: dynamic – dynamically; historic – historically.

Adverbs of place tell us where something happened/is happening/will happen.

For example: The visitors went **inside**. Other examples of adverbs of place are: there, here, forwards, nearby.

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

1. Write down 3 adverbs of **manner** from the text *How to make adobe bricks*. (Hint, look for words ending in **-ly**)
 - a. ...
 - b. ...
 - c. ...
2. Underline the adverbs of **place** in the following sentences:
 - a. 'As Anele happily returned home from school, she found her grandfather sitting outside in the garden, enjoying the sun.'
 - b. 'Anele moved towards the bench and sat down.'
 - c. 'These days, most people use a brick hand press to make them at home.'
3. Choose from the following adverbs of time to complete the sentences:



monthly / earlier / constantly / immediately / sometimes / regularly / never

- a. You must go there...or it will be too late!
- b. The art students meet every four weeks. It's a ... class.
- c. If you exercise...you stay healthy and fit.
- d. ...I dream about building my own house.
- e. The sun rises...in the summer and I can't sleep late.

Active and Passive Voice

- The active voice describes sentences where the subject performs the action on the object.
- The passive voice describes sentences where the object and subject change places in the sentence. So now, the subject in the beginning is NOT the thing doing the action.

1. Change the following instruction into the passive voice.

Note, these instructions in the active voice do not have a subject, so you can fill in your own, or leave it out in your passive voice sentences.

e.g. **Active:** Collect some clay soil and water.

Passive: Clay soil and water must be collected. / Clay soil and water must be collected by you.

- a. Mix the ingredients into a stiff mud paste.
- b. Put the mixture into the brick hand press.
- c. Press out any air bubbles and use a spade to level off the mixture.
- d. Leave the bricks to dry in the hand press for 2 to 4 days.

2. Change the following into the active voice:

Note, these sentences do not say who does the action, so you can make up your subject in the active voice.

e.g. **Passive:** Glass, steel, and concrete were used.

Active: The architects used glass, steel and concrete.

- a. Sapling poles are used.
- b. Grass is then used to make a thatch covering.
- c. The floor of the hut is made from a mixture of anthill clay and cow-dung.



Numeral adjectives

These can be **numbers** (cardinal) or **numerical orders** (ordinal), describing the number of nouns or the order of the noun being described.

For example:

He built **five** new buildings this year.

The Victorian house had **three** storeys and **two** towers.

The **first** step is to collect the clay and the **second** step is to mix the ingredients.

1. Fill in the missing numerical adjectives so that the instructions make sense

First / Second / Third / Fourth

- a. _____, when the frame is complete, it is thatched with grass.
- b. _____, the floor of the hut is made from a mixture of anthill clay and cow-dung.
- c. _____, the frame of the hut is made of sapling poles placed in a circle, bent inwards and lashed together.
- d. _____, once dry, the floor is covered with cattle-fat.

Apostrophe

The apostrophe has 2 functions: **possession** and **contraction**.

Possession: The apostrophe shows that something belongs to someone (the 'possessor'), for example: The child's book is missing. (The book that belongs to the child is missing.) The possessive apostrophe also shows that something belongs to something else (e.g. the car's windows).

There are different rules about where the possessive apostrophe must go:

- a. If the possessor is a **singular noun** (there is just one owner), then add an apostrophe and 's', for example: the house of Siya = Siya's house; the door of the building = the building's door
- b. 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 design that Jonas created = Jonas's design.



- c. If the possessor is a **plural noun** and it does end in 's', then just add the possessive apostrophe, for example: the girls' soccer team, and this is the buildings' owners
- d. 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.

Contraction: The apostrophe is used to show a letter or letters are missing. The apostrophe is placed where the missing letter should be.

e.g. it's – it is or it has; we'll – we will; they've – they have; can't – cannot; he'd – he would or he had

1. Fill in the apostrophe in the correct place:
 - a. The children helped to clean the old ladys house.
 - b. My uncles friend redesigned the building.
 - c. You shouldnt play in unused buildings. Theyre dangerous places.
 - d. That trees leaves are starting to fall.
 - e. Im thinking of ways to make my house more practical.
 - f. The cities decisions were the same: all decided to follow the aims of sustainable development.
 - g. Its a beautiful day!
 - h. Architects ideas have changed peoples lives.



• **Manufactured** structures are built by people and are not found in nature. These structures can be built by using natural or manufactured materials.

- The most famous of these structures in the world are landmarks like the Pyramids of Giza in Egypt, the Eiffel Tower in Paris, France and the Great Wall of China.
- The Burj Khalifa in Dubai is currently the tallest structure in the world.

• **Natural** structures are not built by people but naturally exist in the world around us. An example of a natural structure is a mountain.

- The world's tallest natural structure, Mount Everest, is as tall as eleven Burj Khalifas stacked on top of each other!
- Natural animal structures include beehives, bird nests, termite hills, rabbit tunnels and even tortoise shells.

Interesting
Facts

THEME

Staying Safe

Term 2

Weeks 7 & 8 | Cycle 4



<https://www.savethechildren.org> – Save the Children is a worldwide organisation that encourages families to learn more about issues that are uniquely related to children.



LSC

Figurative language on top of the world – meaning to be very happy



CS

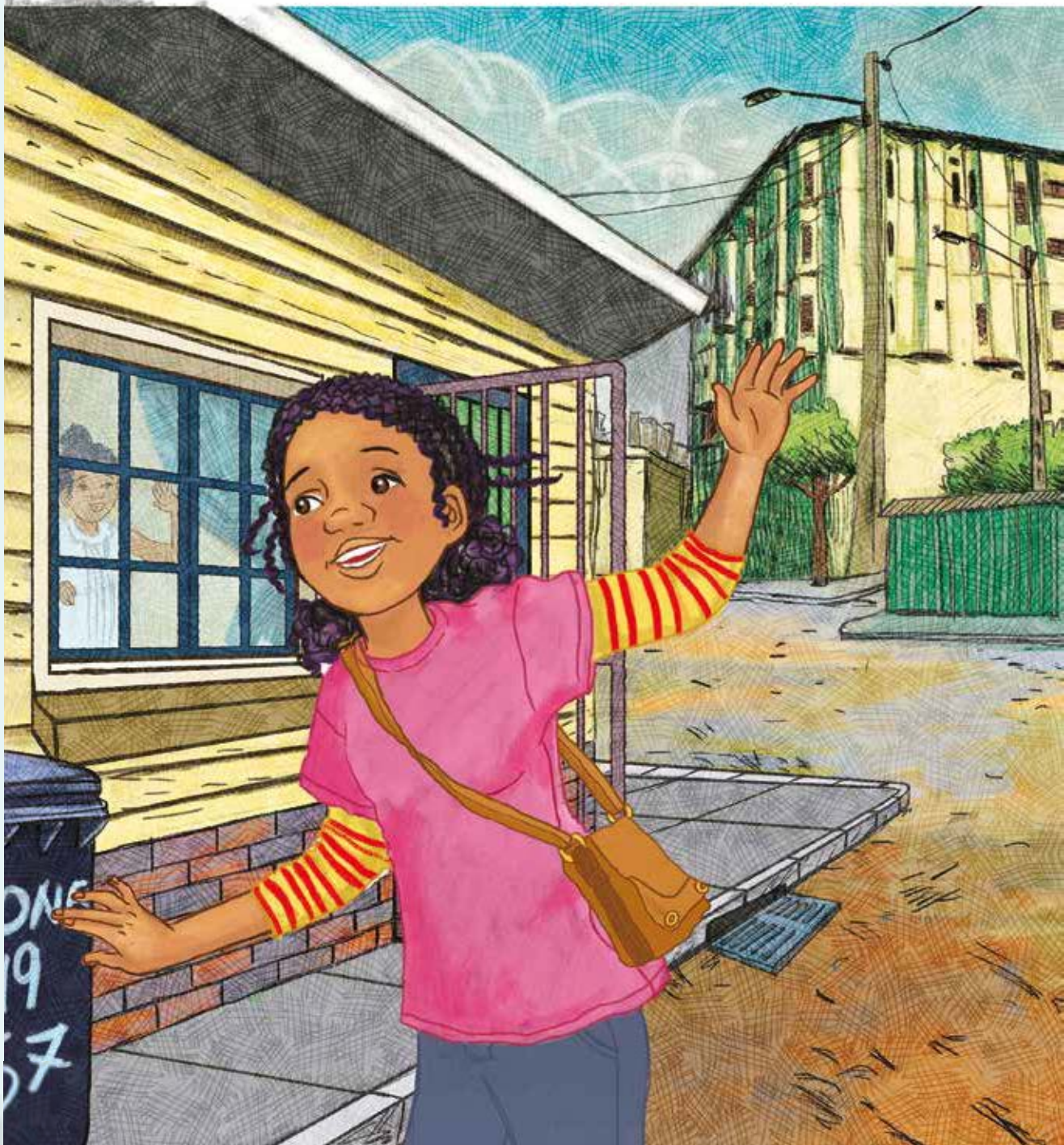
Can you connect to Debbie wanting to earn some money and getting a job?

Fiction Text: On a knife's edge

Debbie was feeling **on top of the world**. It was a sunny Saturday morning in Bloemfontein, and she was off to her job at the mall. **Every Saturday she worked at the book shop and she was slowly managing to save some money. She wished she could earn more, but for now, while she was still at school, this seemed to be the only way.**

‘Bye Mom,’ she yelled, closing the door.

‘Bye, honey!’ her mom called back. ‘Have a good day. See you later.’





At the mall, Debbie greeted the security guard, Jake. She'd got to know him as she'd seen him every Saturday for nearly a year.

'Morning Jake,' she waved. He nodded and smiled in response.

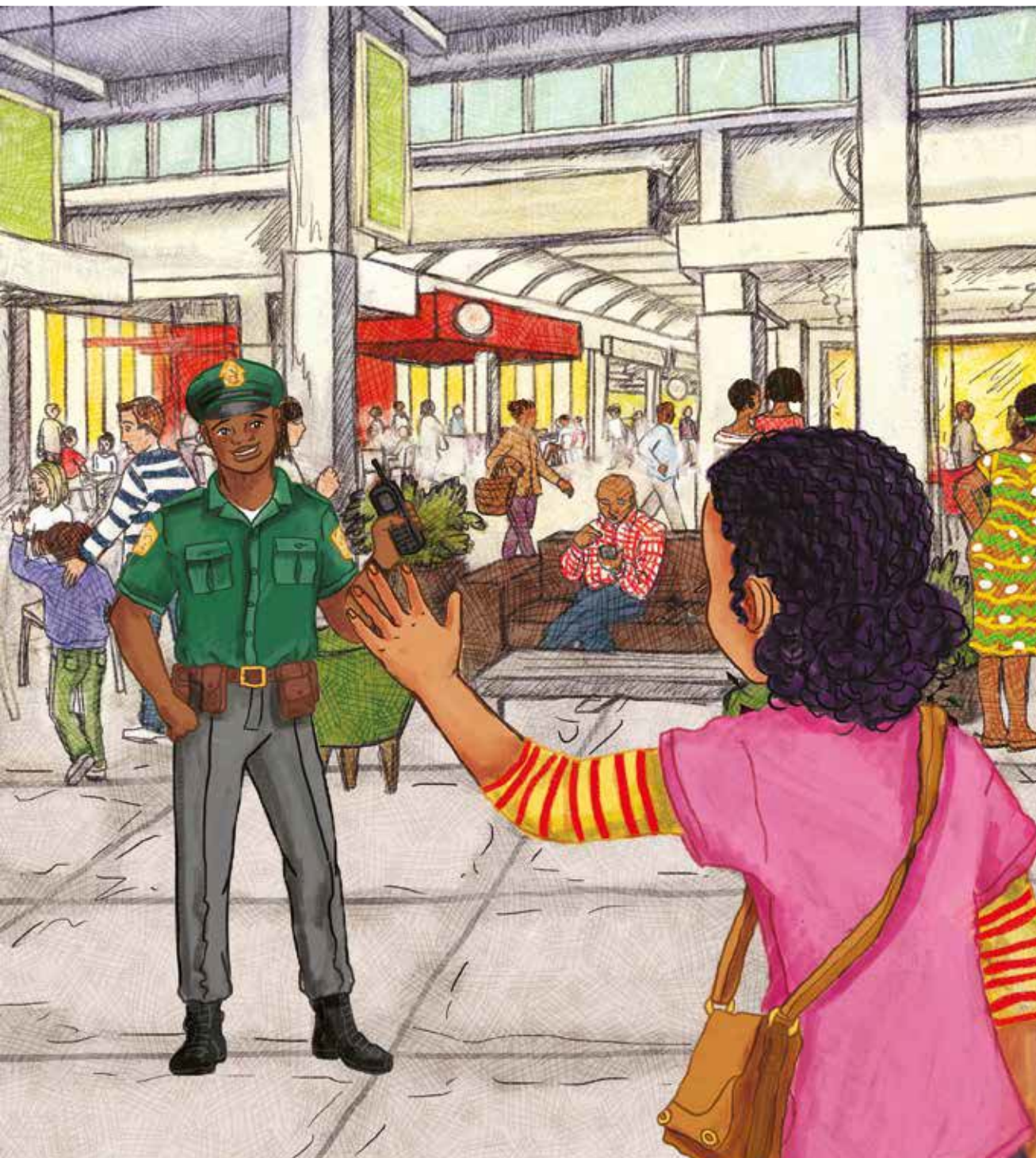
It was a busy day at the mall. It seemed everyone wanted to buy books and Debbie was occupied with customers for three hours until her break. Just then her phone beeped, and she saw a message from her friend, Lisebo.

'Hey, how RU? Come meet for coffee at our **fave** place. I'm here with a surprise!'



LSC

Colloquial
language
fave: short for
favourite

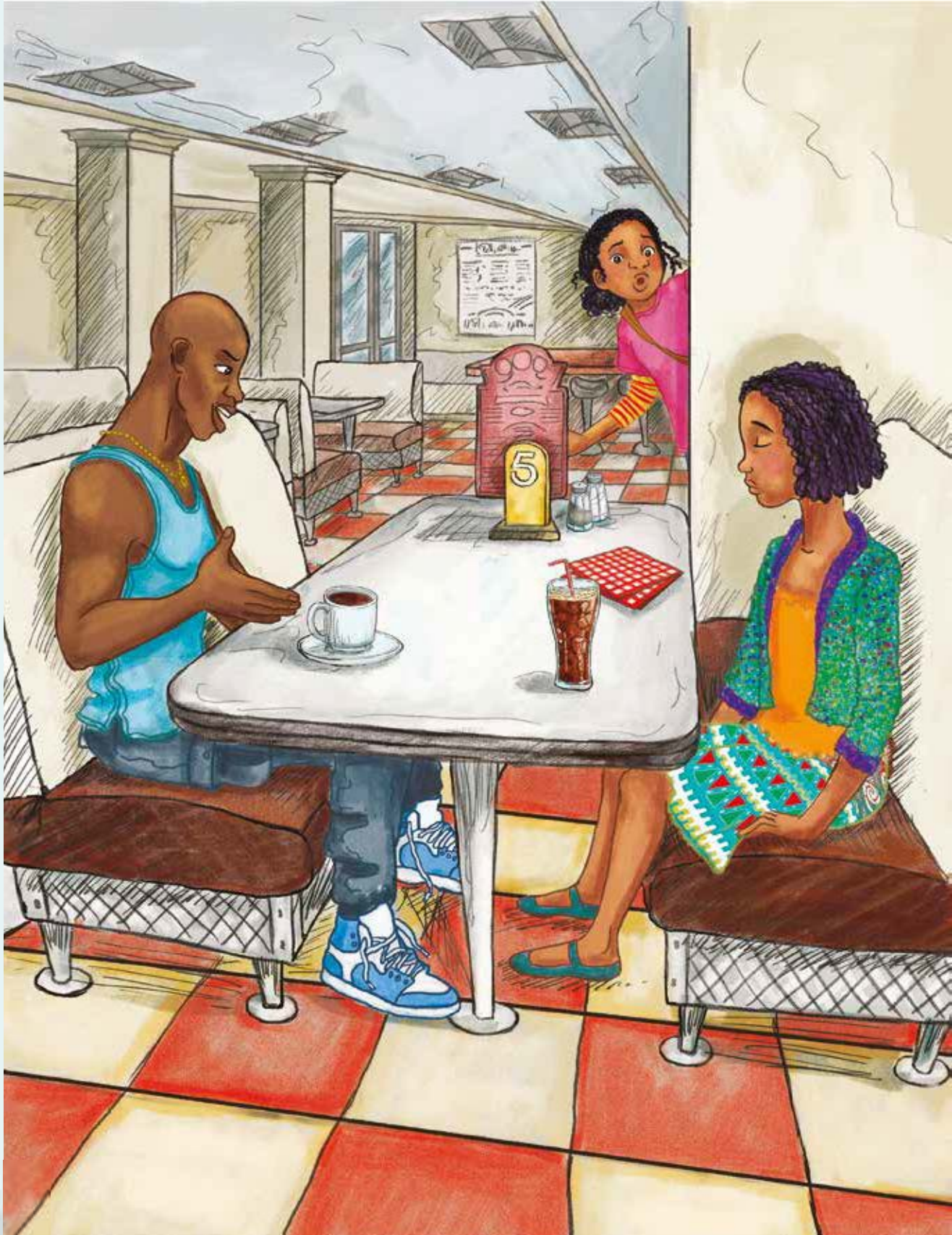




LSC

Figurative
language
heart lifted:
meaning to feel
joy, relief

Debbie's **heart lifted** when she saw the message from Lisebo. She hadn't been at school for two days and she hadn't replied to any messages. Debbie walked through the mall and saw her sitting at a booth. But Lisebo wasn't alone. She was sitting with a boy. No, actually, a man!





'Hi!' said Debbie, sitting down. 'So good to see you, Lis!' she said. And then turning to the stranger, 'Hi, I'm Debbie.'

'And you're just as beautiful as your friend said you would be,' the man said looking her up and down. 'I'm Alan.'

Debbie didn't know what to say. She felt very uncomfortable. She looked at her friend, but Lisebo wouldn't **make eye contact** with her. She seemed very sleepy and **out of it**. She noticed a beautiful shiny bracelet on her friend's wrist.



LSC

Figurative language wouldn't make eye contact: –meaning wouldn't look into her eyes

Figurative language out of it – meaning sleepy, not focused or concentrating

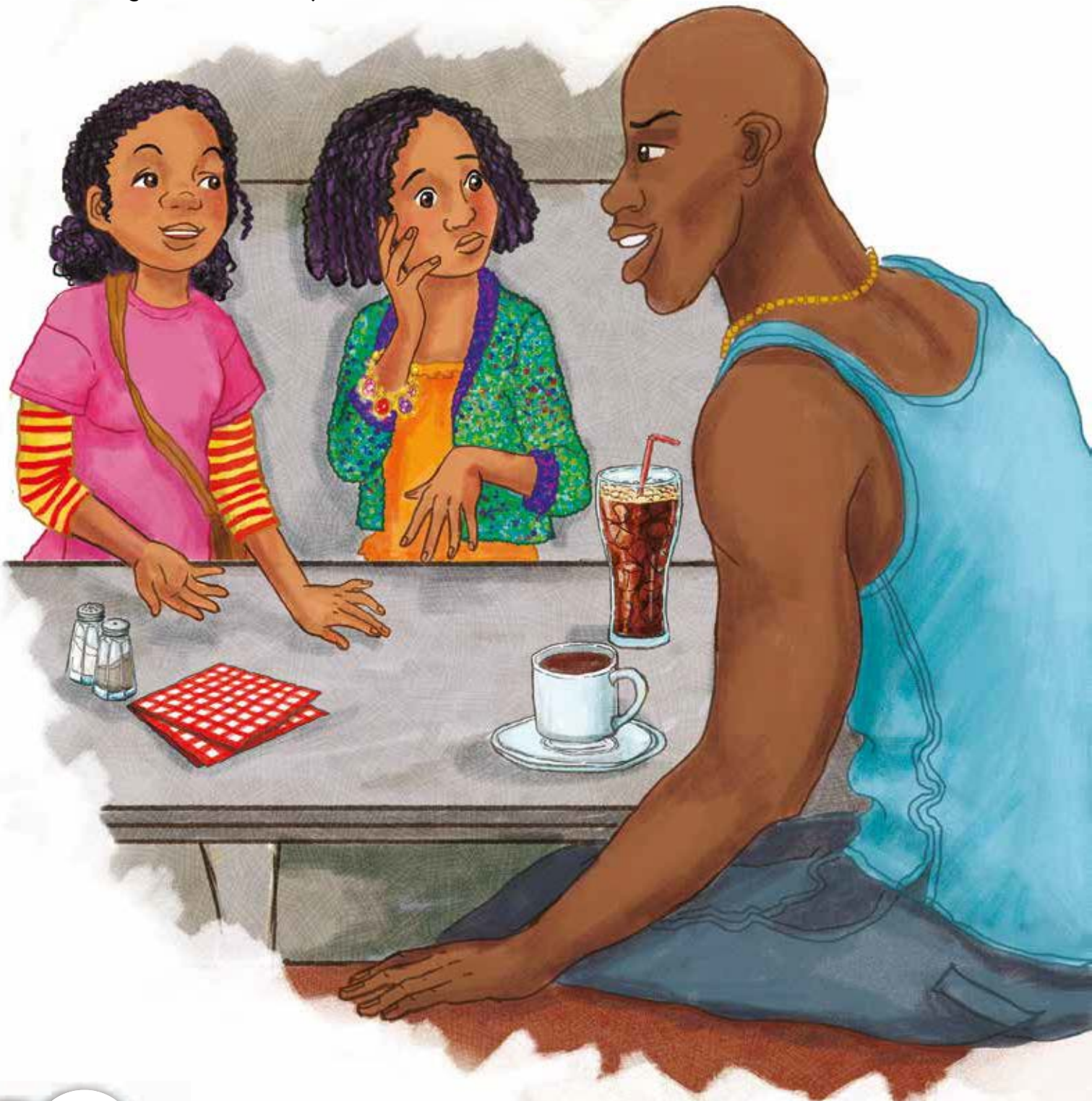




‘Hey, nice jewellery. And is that a new jacket? I approve!’ Debbie smiled at her friend.

‘Oh, Alan got this stuff for me,’ Lisebo shrugged. She glanced at Alan and he nodded at her. ‘So Debbie, would you also like to get some new stuff? And make some money?’ she asked.

‘Of course! It’s not like I’m earning big bucks slogging away here!’ Debbie laughed. ‘What’s the job?’





CS

Can you connect to Debbie's feeling in her stomach 'telling' her something is wrong, and she is in danger? Have you ever felt that feeling in your stomach?



LSC

Figurative language
small talk
– polite talk about unimportant things



CS

Can you connect Alan's behaviour to anything else you've read or heard about?

'Well sweetie, it's so easy. You can come with us and we can start right now,' Alan said starting to get up. He took Lisebo's hand and as he pulled her, her sleeve went up and Debbie saw a dark purple bruise on her arm.

What's that, Lisebo? Debbie asked, getting a twisty feeling in her stomach. 'And why haven't you been at school? And why didn't you answer my messages?'

'Come on, kids. I've had enough **small talk!**' Alan pulled Lisebo roughly to her feet and then grabbed Debbie's arm too and pulled her. 'You want to start earning! Let's go!'





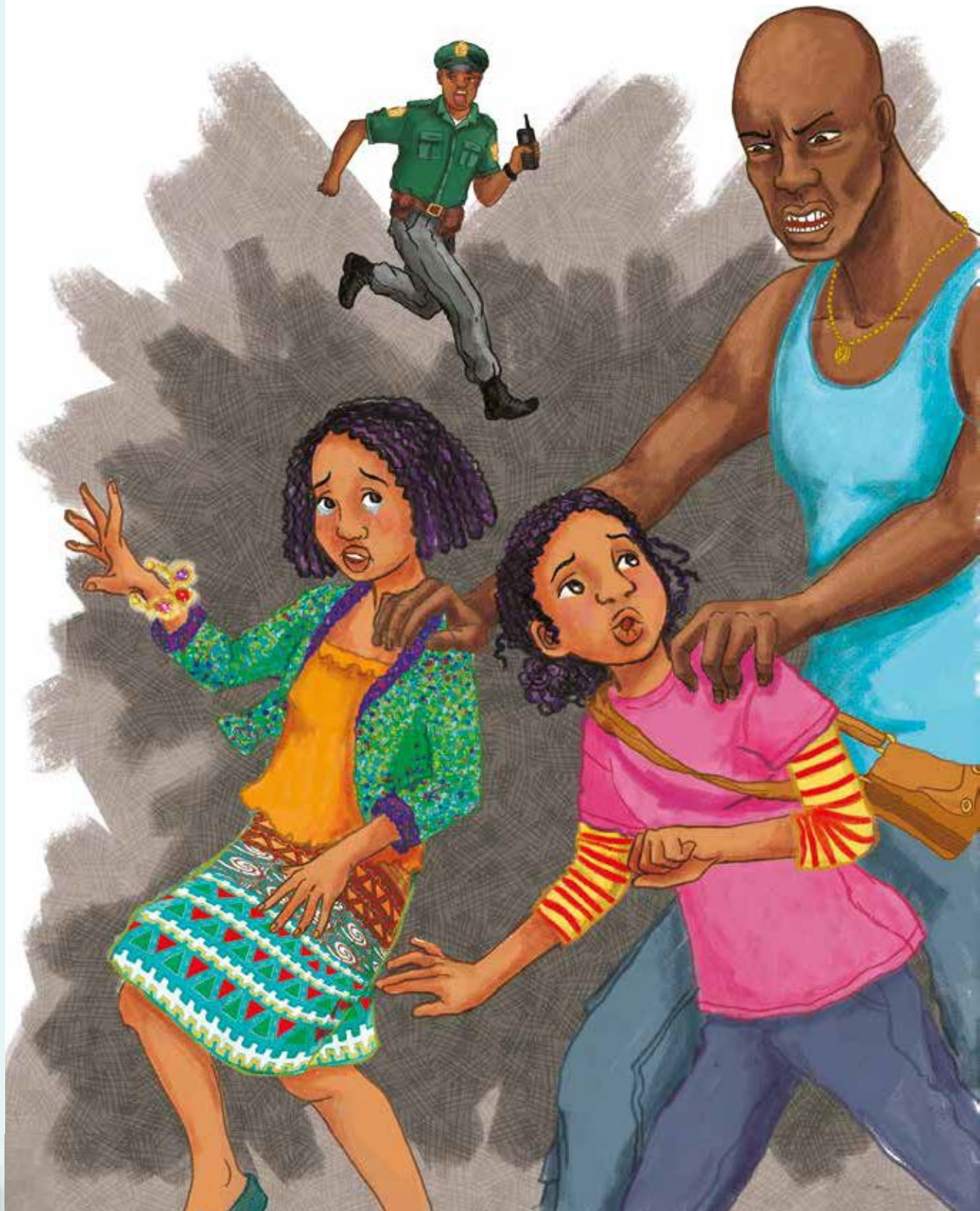
LSC

Figurative language
mindless – meaning the shoppers do have minds, but they are not aware of what's going on, they are just going with the crowds in the mall

Debbie was terrified. What was going on? This couldn't be real. Why couldn't she scream?

Alan pushed them through the **mindless** shoppers, gripping their arms painfully. They were just about to go out into the car park when Jake appeared in front of them.

'Everything okay here, Debbie?' he asked with concern.





LSC

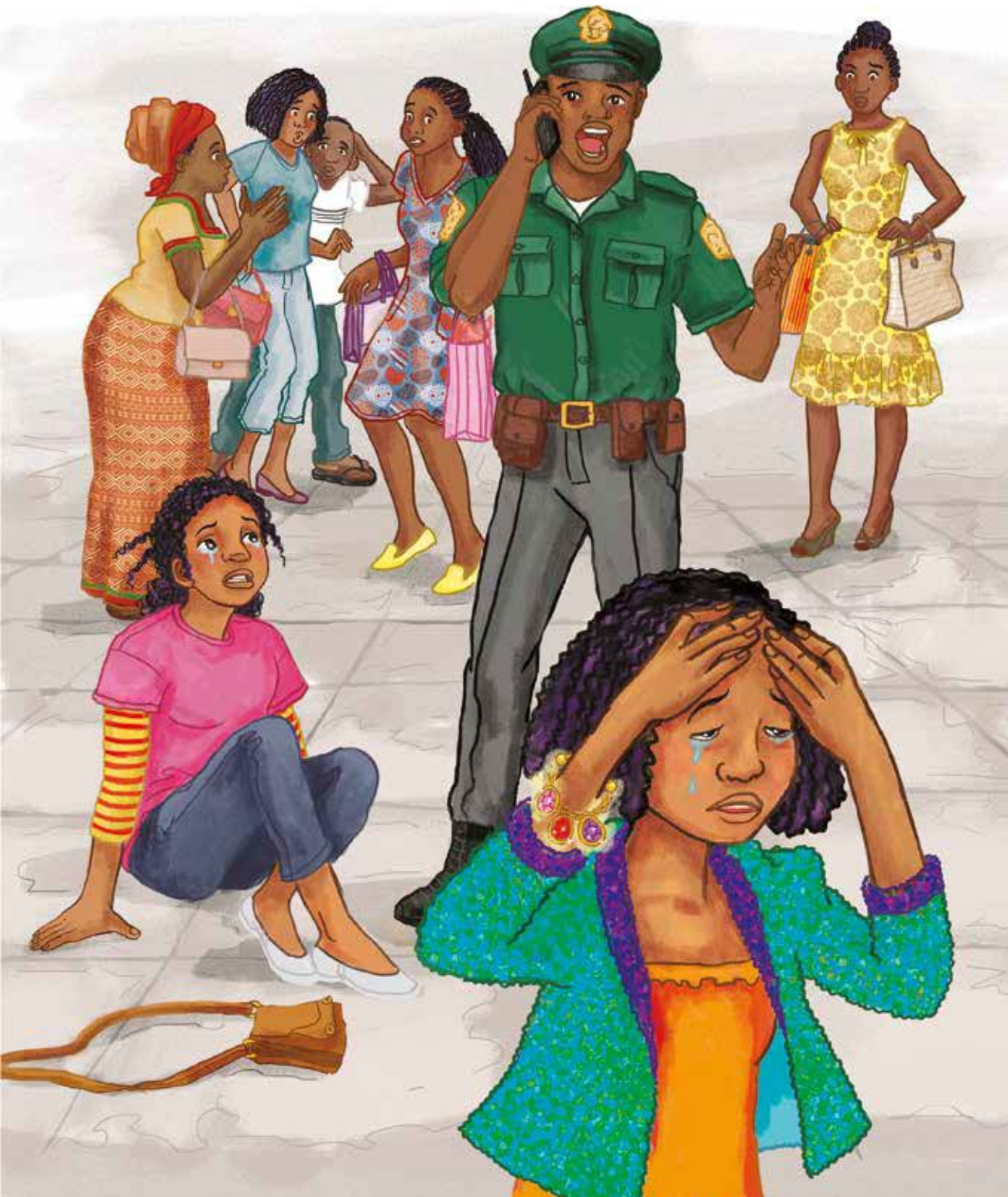
Figurative language
found her voice – meaning to be able to talk again after not being able to

Figurative language
melted – meaning that he disappeared amongst the people as though he'd melted like ice in water

Debbie finally **found her voice**. 'No!' she shouted! 'He's kidnapping us! Look what he did to my friend!' she pointed to Lisebo's arm.

Jake was radioing for help, but Alan seemed to have slipped into the crowds and **melted** away.

Debbie fell to the floor in relief and shock. She'd heard about this, and how quickly it happened, but she never, ever thought she'd nearly be a victim herself. She looked at up Jake and started to cry.





Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

bring brave brain thing song wing

Word Find

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

s	w	i	-th
d	th-	ay	a
br	e	ng	n

Sight or High Frequency Words

Learn to read these words by sight:

school live after thought learn
rights hurt adults alert teenagers

Theme Vocabulary

Learn to read these words by sight:

opportunities	vulnerable	neglect	gripping	citizenship
protection	earn	occupied	jewellery	bruise
exploitation	kidnap	shock	victim	



Decodable Texts

The bird that was hurt

A bird had a wing. A bird had a hurt wing. What had the bird hurt? The bird had hurt its wing. The bird was vulnerable. The bird was vulnerable with a hurt wing. How was the bird vulnerable? The bird was vulnerable with a hurt wing.

The teenagers thought they could help. The teenagers thought they could help the bird with the hurt wing. The teenagers thought they could help the bird with the hurt wing after school. 'What can we bring you, bird?' said the teenagers. 'What can we bring you after school?' said the teenagers.

'Bring me a song,' said the bird with the hurt wing. 'Bring me a song after school,' said the bird. The bird asked for a song after school. So, the teenagers went to school. So, the teenagers went to school to learn. At school the teenagers learn from adults. At school the teenagers learn from one another. Who do the teenagers learn from? The teenagers learn from adults and one another.

After school, the teenagers found it. After school, the teenagers found the bird with the hurt wing. The teenagers had a song. The teenagers had a song in their brains. The teenagers had a song in their brains to help the bird. Where was the song for the bird? The song for the bird was in the teenagers' brains.

The song could help the bird to be alert. The song could help the bird to live. How could the song help the bird? The song could help the bird to be alert and to live. What a thing! What a thing was this song! This song could stop the bird's hurt. This song could stop the wing from hurting. This song could stop the bird's wing from hurting. What a thing was this song!





Children's rights

At school I learn. At school I learn about my rights. At school I learn about my rights and we learn about how to protect one another. What do I learn at school? At school I learn about my rights and we learn about how to protect one another.



Children can be vulnerable. Children can be vulnerable and they can be hurt. So, I must be alert. I must be alert and know my rights. I must be alert and know how to protect my rights. What must I be? I must be alert and know how to protect my rights.

Some adults want to hurt children. Some adults want to hurt vulnerable children. Who do some adults want to hurt? Some adults want to hurt vulnerable children. There is danger. There is danger in the world. Where is there danger? There is danger in the world. But it is my right to be safe. But it is my right to be treated with kindness. What are my rights? It is my right to be safe and treated with kindness. I want to live with kindness. I want to live where there is no hurt. How do I want to live? I want to live with kindness and where there is no hurt.

But some adults bring danger. Some adults bring hurt. What do some adults bring? Some adults bring danger and hurt. So, we must be alert. As children, we must be alert. Who must be alert? Children must be alert.

I've thought about a safe world. I've thought about a safe future. I dream about a safe future for all vulnerable children. What do I dream about? I dream about a safe future for all vulnerable children. Here is the thing: after I dream, I think of my rights. After I dream, I learn more about my rights. It is my right to be safe. It is my right to be treated with kindness.

1. What does the person in this story learn about at school?

At school this person learns about and

2. Why must children be alert and know their rights?

Children must be alert and know their rights because...

3. What does the person in the story dream about?

The person in the story dreams about...



Independent Reading Skills

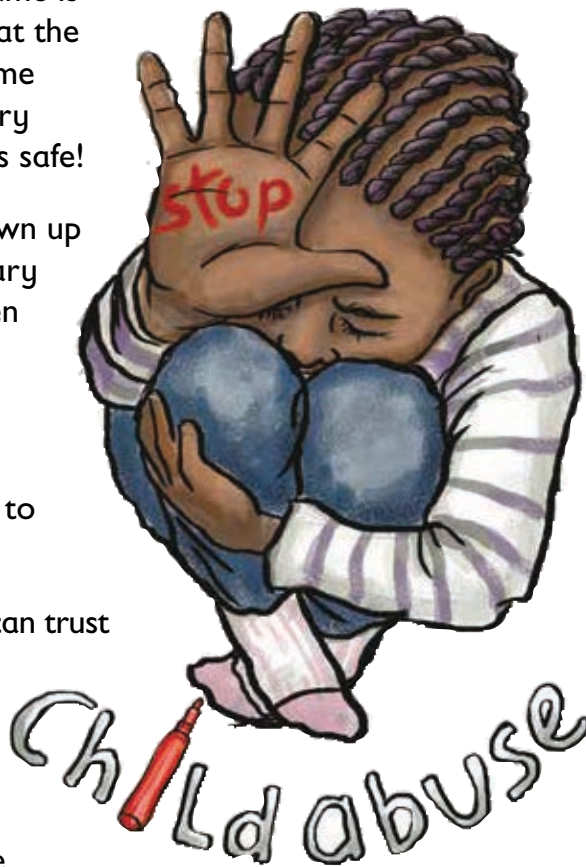
Non-Fiction Text: Speech to the Grade 7s

Good morning, Grade 7s. My name is Sergeant Nandi Masiko. I work at the Child Protection Unit. I have come to talk to you today about a very serious thing: keeping yourselves safe!

Now, I'm sure you feel very grown up and you're nearly finished primary school...but you are still children and you are still **vulnerable** to abuse and even to **child traffickers**.

Here are some things you need to know:

1. Think of an adult whom you can trust and talk to. If you are being abused or feel unsafe in any way, you must tell someone.
2. Abusers and traffickers can be people you know. They can live in your community and be well-dressed. If you feel unsafe with someone, do not ever be alone with that person, even if you know them.
3. Be aware in a public place. Don't accept money, presents or a lift from anyone you don't know well.
4. If someone grabs you, scream! Two children go missing every day in South Africa, possibly more. 23% of those children are never found.
5. The Internet is great for many things, but it's also extremely dangerous. Never accept friend requests from strangers. Never give out your personal information (where you live, where you go to school, who your friends are, and so on). Never agree to meet anyone that you've met online.
6. Look out for your friends and classmates. Has this person's behaviour changed? Is the person fearful? Are they depressed and **anxious**? Does the person have bruises?



Vocab

vulnerable – unsafe, at risk, could be hurt, physically or emotionally

child traffickers – People who take children from their homes and make them work when they are underage like slaves.



Vocab

anxious – nervous or worried



Vocab

Figurative language
go with your gut – meaning to trust your instincts, your natural feeling. Often our stomach (our gut) will ‘tell’ us when something feels unsafe or wrong.

Figurative language
the eye doesn’t see what the mind doesn’t know – meaning if you know what the danger signs are, you are more likely to see danger, and to protect yourself

7. If you feel worried or uncomfortable, **go with your gut** and get out of the situation or tell an adult you trust in authority.

Grade 7s, I wish I didn’t have to talk about this, but information is protection. You need to educate yourselves and be aware. Abuse and child trafficking are all around and you need to know the dangers. The eye doesn’t see what the mind doesn’t know. There are people who are there to help. You are not alone.

And now, are there any questions?

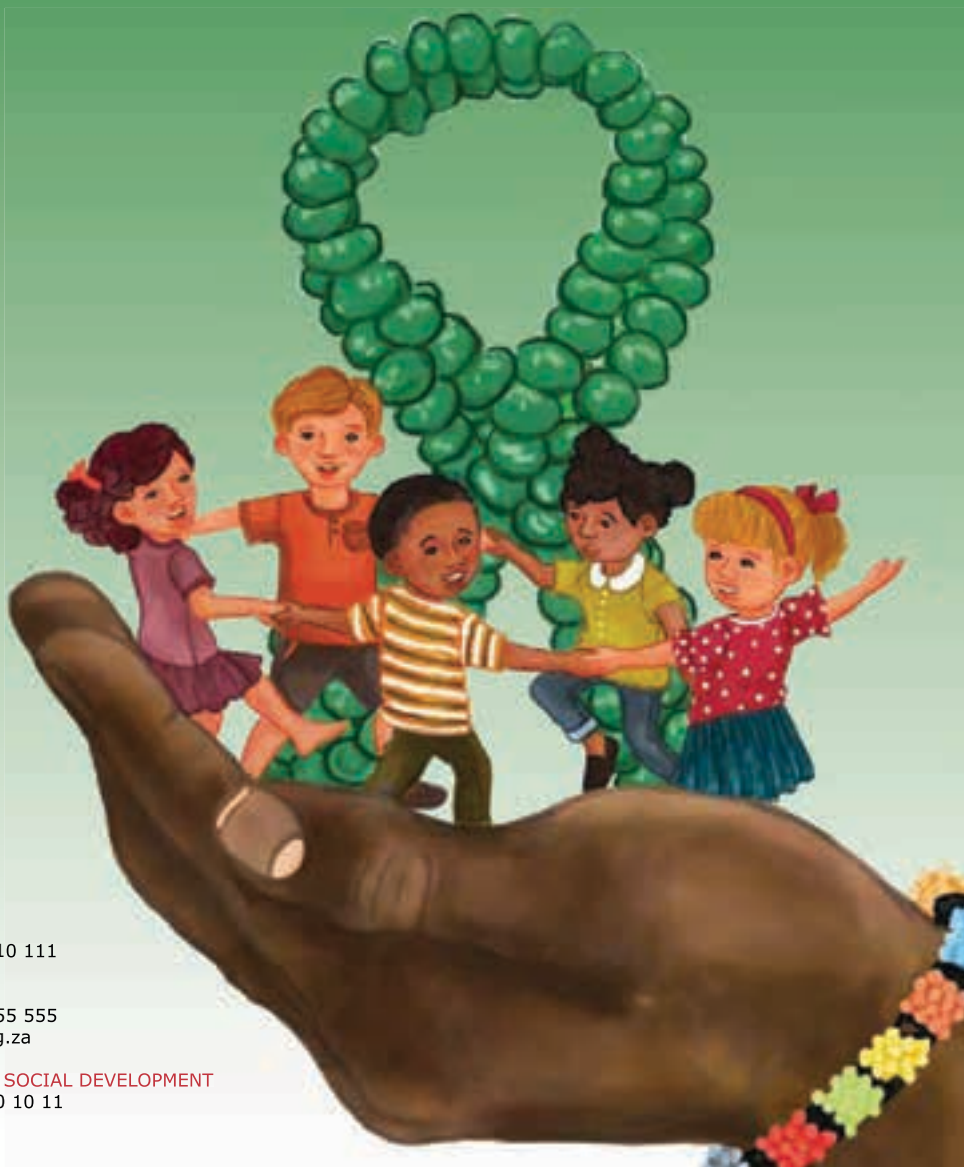
-
1. Who has come to speak to the Grade 7s? What is she speaking about?
...has come and she is speaking about ...
 2. True or false: Abusers will always be bad, scary people.
Explain your answer
The statement is true/false, because...
 3. How many children go missing in South Africa every day? Why do you think this happens?
...go missing every day. I think this happens because
 4. List 3 things you should never do when you’re online.
You should never..., ..., or ...
 5. Your stomach will feel funny if you are uncomfortable or scared.
Quote the expression that shows you must trust your stomach and leave a bad situation.
The expression is:
 6. Sergeant Masiko said ‘information is protection’. What do you think you need to know to protect yourself from abuse?
To protect myself from abuse, I think I must know...



Visual Text: RSA Social Development Poster

LET US ALL PROTECT CHILDREN DURING COVID 19 AND BEYOND

**Report child abuse, neglect
and exploitation**



CRIME STOP
Toll free: 08600 10 111

CHILDLINE
Toll free: 0800 055 555
www.childline.org.za

DEPARTMENT OF SOCIAL DEVELOPMENT
Toll free: 0800 60 10 11
www.dsd.gov.za

Building a Caring Society Together.



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA





Organisations listed on the poster:

Department of Social Development

NDA – National Development Agency

SASSA – South African Social Security Agency

-
1. What is this poster giving information about?

This poster is...

2. What is the Crime Stop toll-free number and the Childline toll-free number you can call if you need to report abuse?

The Crime Stop number is...

The Childline number is...

3. In the picture, an adult hand is holding the children. What message / idea is this picture trying to share?

The message that the picture is trying to share is ...



Social Development poster: Challenge your brain!

1. What does your eye first focus on when you look at this poster? Why do you think it was designed this way?

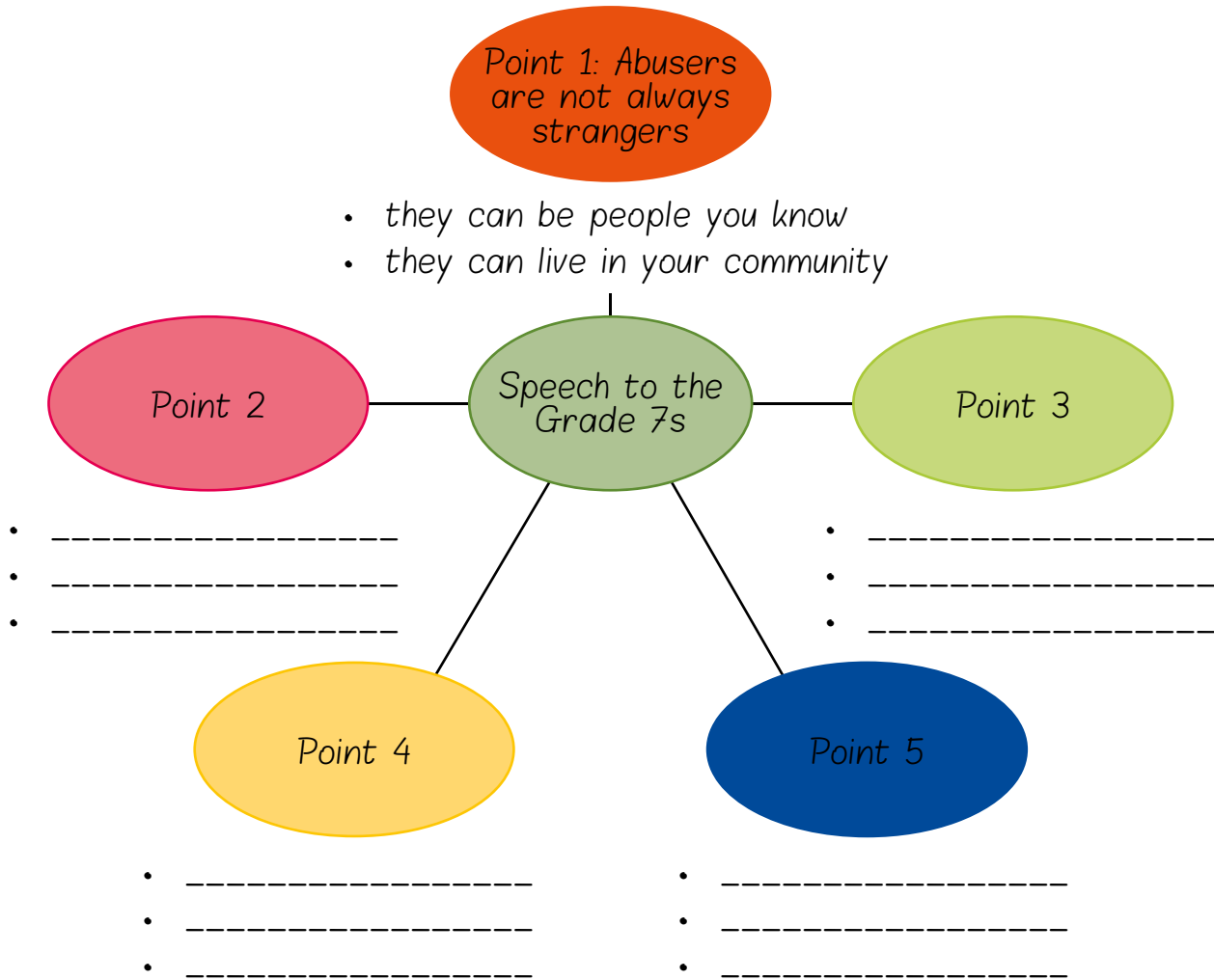
My eye first focuses on the I think it was designed this way so that...

2. Read all the words and look at the picture. How does the picture support what the words are saying ('Working together to protect children')?

The picture and the words are all....



Complete the following mind map on: **Speech to the Grade 7s**



- Human trafficking is a terrible crime where the most vulnerable women, men and children are abducted and then enslaved against their wishes. Human trafficking is also called 'Modern-day slavery'.
- It is estimated that there are between 20 and 40 million people that are victims of human trafficking today.
- In the USA, it has been estimated that more than 50 000 people are trafficked in from Mexico.
- South Africans can call the National Human Trafficking Hotline (0800 222 777) for help or to report anyone involved in human trafficking.

Interesting Facts



Language Structures & Conventions: Practice

Read *Speech to the Grade 7s* then answer the questions that follow.

An imperative verb

- This verb gives an instruction or command. It tells **someone to do something**.
- It is usually at the beginning of the sentence, but not always.
- Sometimes there is no subject before the verb, but we understand who the subject is because of the sentence.
- Imperative verbs can be in the negative.

For example, 'Wash the dishes!'

'Don't make a mess!'

1. Read the following warnings from Sergeant Masiko and write down the imperative verb. (Remember they can be in the negative.)
 - a. Know an adult whom you can trust and talk to.
 - b. Be aware in a public place.
 - c. Don't accept money or presents or a lift from anyone you don't know well.
 - d. If someone grabs you, scream!
 - e. Never accept friend requests from strangers.
 - f. Never agree to meet anyone that you've met online.
 - g. Look out for your friends and classmates
2. Now, imagine you are telling a child how to protect herself. **Write an instruction starting with an imperative verb.**



Colons and semicolons are two types of punctuation.

- **Colons (:)** are used in sentences to show that something is following, like a quotation, explanation, or list.
For example, Nelson Mandela said: 'Education is the most powerful weapon you can use to change the world.'
She could only focus on one thing: her exams.
I need to get the following from the shop: milk, bread, oranges, and soap.
- **Semicolons (;)** are used to join two related independent clauses, instead of using a full stop or a conjunction.
E.g.: My older sister is a doctor; my younger sister is a dancer.

3. Punctuate the following sentences, filling in the necessary colons or semicolons.
 - a. Every holiday we do the following sleep late, see our friends and watch movies.
 - b. I love reading novels and stories my cousin prefers nonfiction about our planet.
 - c. She marched into the room and said 'I am ready! Let's go!'
 - d. I looked around before I went out I needed to make sure everything was okay.
 - e. South Africa is filled with great things to visit game parks, beaches, mountains, and museums.
4. Change the following sentences into the present progressive tense.
 - a. They walk to school despite the weather.
 - b. Bongji talks to her friends about the soccer game.
 - c. Even though Olwethu laughs, he feels sad inside.
 - d. They cook the best food.
 - e. Don't disturb me while I read.
5. Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
 - a. Are you ready to leave? I've been waiting for half an hour! she said impatiently.
 - b. Yusuf whispered, I'm really scared. This doesn't feel safe.



Antonyms are words with opposite meanings.

Examples: big – small
kind – mean

6. Connect the adjective in Column A with its antonym in Column B.

Column A	Column B
a. public	dangerous
b. depressed	private
c. safe	scruffy
d. vulnerable	harm
e. protect	resilient
f. well-dressed	cheerful

An idiom is an expression or saying where the **words don't mean exactly what they say**. There is an **extra, hidden meaning**.

Example: I jumped out of my skin! (got a big fright and was very scared)

7. Use the following figurative expressions in your own sentence

- a. go with your gut
 - b. out of it
 - c. found her/his voice
-

