

Grade 7

ENGLISH

First Additional Language

Terms 3 & 4 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

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Icon Key



Teacher Guidelines



Summary



Independent
Reading Skills



LSC

Language Structures
& Conventions



Challenge Your
Brain



CS

Comprehension
Strategies



LSC Practice



Vocab

Vocabulary

THEME

Moving Populations

Term 3

Weeks 1 & 2 | Cycle 1



Teaching about Refugees
United Nations High Commissioner for Refugees
<https://www.unhcr.org> › ... › Education

How to talk to kids about refugees
World Vision
<https://www.worldvision.org> › News and Stories



LSC

Remember: This means the a-e are separated in the word. The e goes at the end, to make the a sound long. For example: rate, fame

When -ing is added to a word that ends in e, the e is removed, like: fake = faking save = saving shake = shaking

Decoding Skills

Phonic sounds

Learn to read these sounds:

fl

a-e

-ing

Phonic words

Practice sounding out and reading these words:

flee float fly case race brave flickering talking packing

Word find

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

fl	a-e	b	k
l	o	ing	m
p	a	t	s

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

night urgent awake knew where
would could boat themselves
ourselves soldiers refugees

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

urgent	complain	immigrant communities	hardships	perseverance
inspires	heritage	discrimination	overcame	unacceptable
apologise	civil war	double shifts	festivals	



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

A move to the Cape

Last night my dad came home with news. He came home with news about a move.

He said, "Family, we are going to make an urgent move. We are going to make an urgent move to the Cape. We are moving to Cape Town."

I lay awake all night. I lay awake with a flicker of fear in my tummy. I lay awake with my sister, talking.

"Why are we moving to the Cape?" I asked. "Why is it urgent? I hope this is not a mistake. I hope dad is not making a mistake," I said.

We had to pack cases and boxes for our move to the Cape. We could not complain. Dad said it was urgent so we could not complain. We needed to race to get our things in a case. So we packed and packed.

This was not our first urgent move. We had packed and fled before. We did not complain. When dad said we must pack and flee, we knew what to do. We must not make the mistake of being slow. We must not make the mistake of being too slow to flee. And we must not complain. So my sister and I finishing packing without complaining. We knew it was time for flying and fleeing. We knew it was time to be brave.

Where would we go to this time? Where would we bravely race to? Where was dad taking us in the Cape? My sister was packed for the urgent move. She was brave. I wanted to see my friends, but there was no time. We had to fly and flee urgently. We could not complain. We had to stay alive.





A race to the lake

Adil and his sister raced to the lake to get a boat. Adil and his sister were refugees. They had overcome many hardships. In their young lives there had been many hardships to overcome. They had had to flee in fear. It was time to flee again. They would take a boat. They would flee by boat. They were going to flee by boat with the other refugees.

It was a race to get to the fleet of boats. It was a race to save themselves. Adil tried to keep pace with his sister. She was not the same age as Adil. She was older. She was walking at a fast pace. Adil tried to keep going. It was a race to get to the fleet of boats.

“Adil, you must be brave,” his sister said. “You must be brave. We must take a boat at the lake. We must float on a boat to save ourselves.”

Adil’s face was pale. His face was pale under the flicker of the moon. They were fleeing in the dark.

Adil knew this was not a game. He knew they were fleeing to save themselves from the soldiers. The soldiers would take him from his sister. The soldiers would take him away. They had to flee to be safe.

“Adil, you are a brave boy. Keep pace with me. We must make it to the lake,” his sister said.

Adil held a small case. He held a small case and kept running. All he could take was his small case and a flag. A flag was something from home. A flag and a small case was all he could take.

“We will take a boat and flee the soldiers. We will take a boat and float away. You are a brave boy, Adil,” his sister said.

They stood with the other refugees, by the lake, under the flickering moon.

1. Who was Adil with?

Adil was with ...

2. Where would they take a boat?

They would take a boat...

3. What could Adil take?

Adil could take a...



Shared Reading Text

Read and discuss this text together with your teacher.

Heritage Day lessons

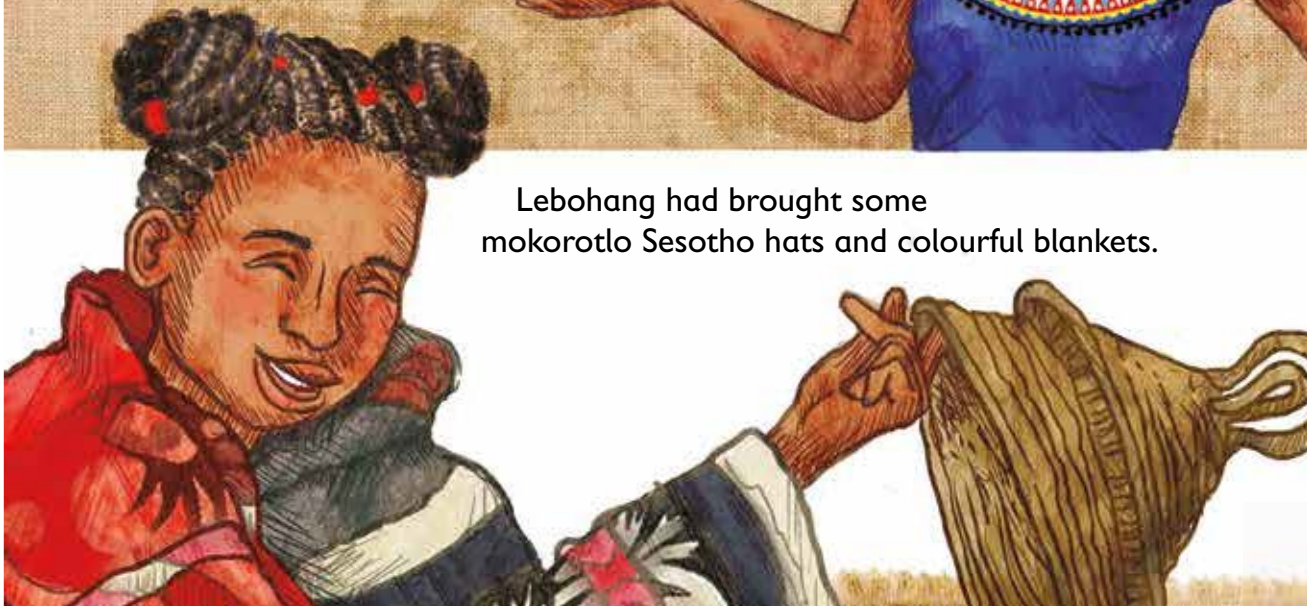
It was a bright spring **September** day in **Johannesburg**. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, **but some learners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

Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song. The clicks were hard, but fun!

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



Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.



LSC

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



CS

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



Vocab

ujeqe – traditional steamed Zulu bread

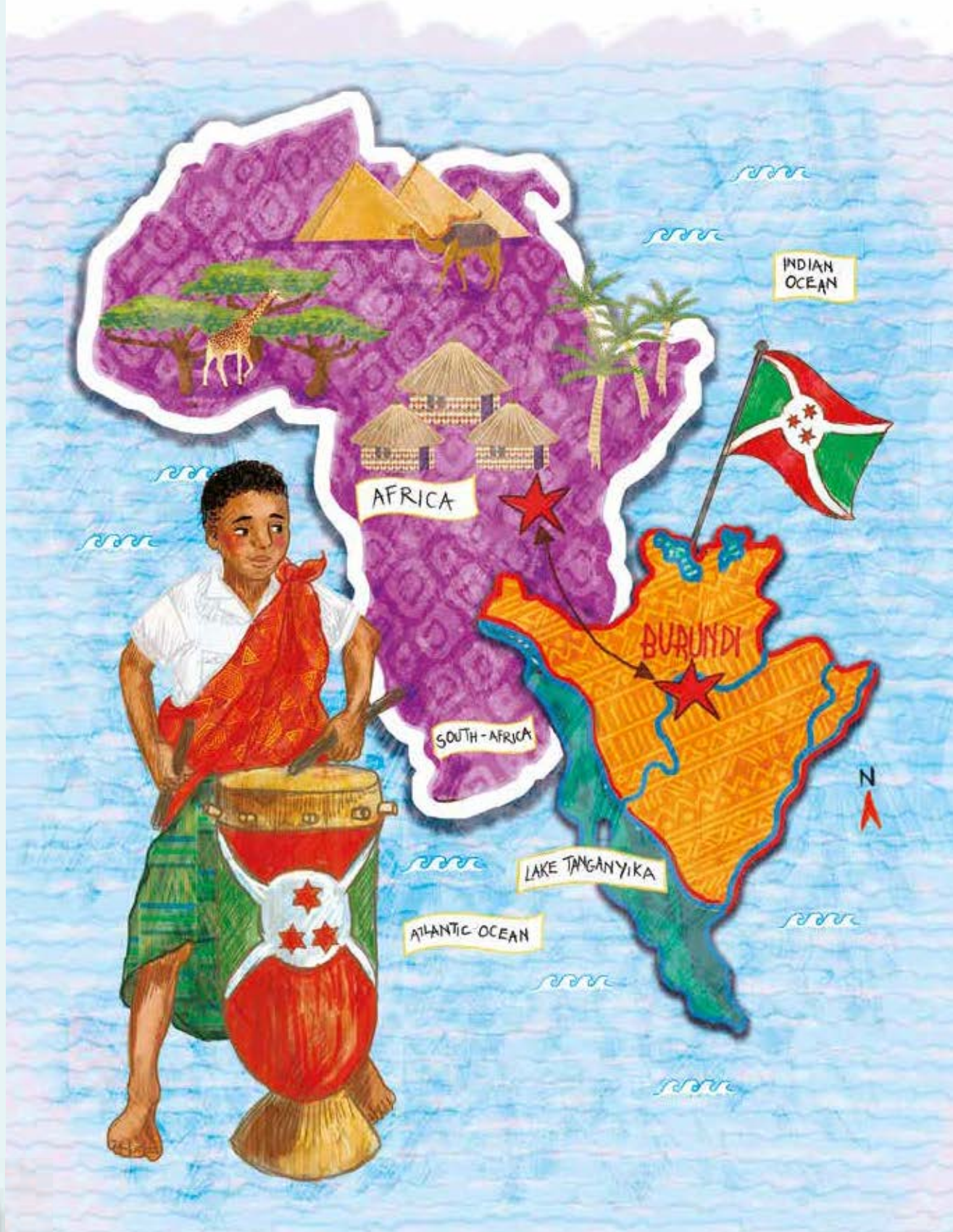


LSC

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

Quotation marks for direct speech.

After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: **'My family is from Burundi. My parents moved here 10 years ago.'**





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

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



LSC

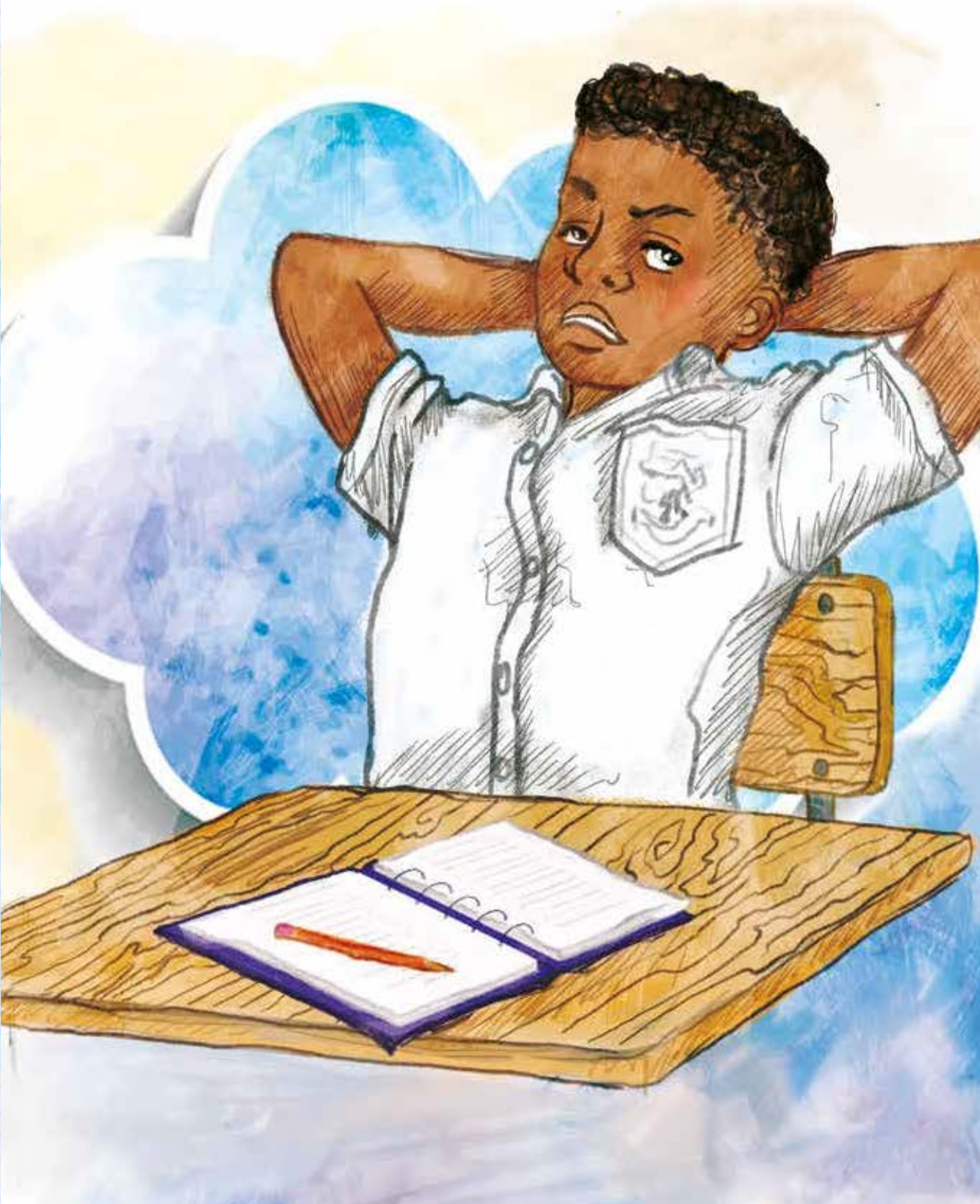
Quotation marks
for direct speech

Question marks
for asking
questions



CS

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





Vocab

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

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

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





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

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



LSC

Capital letter for a person’s title, Principal

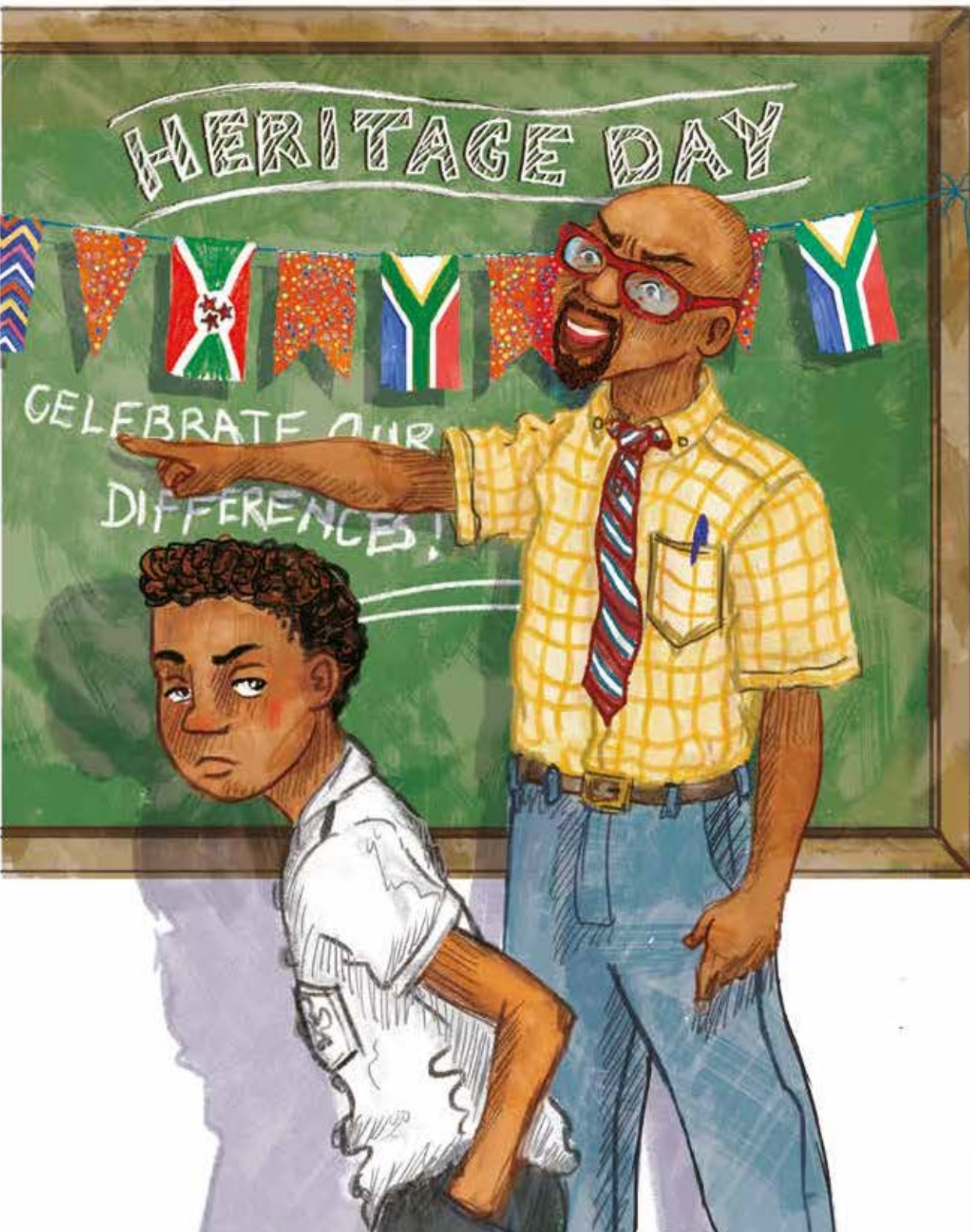
Capital letter for proper noun, Khuboni

Apostrophe to show possession: the office belongs to Principal Khuboni



Vocab

glared – to look at someone in an angry way





LSC

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



CS

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



LSC

Apostrophe to show omission, letter left out:

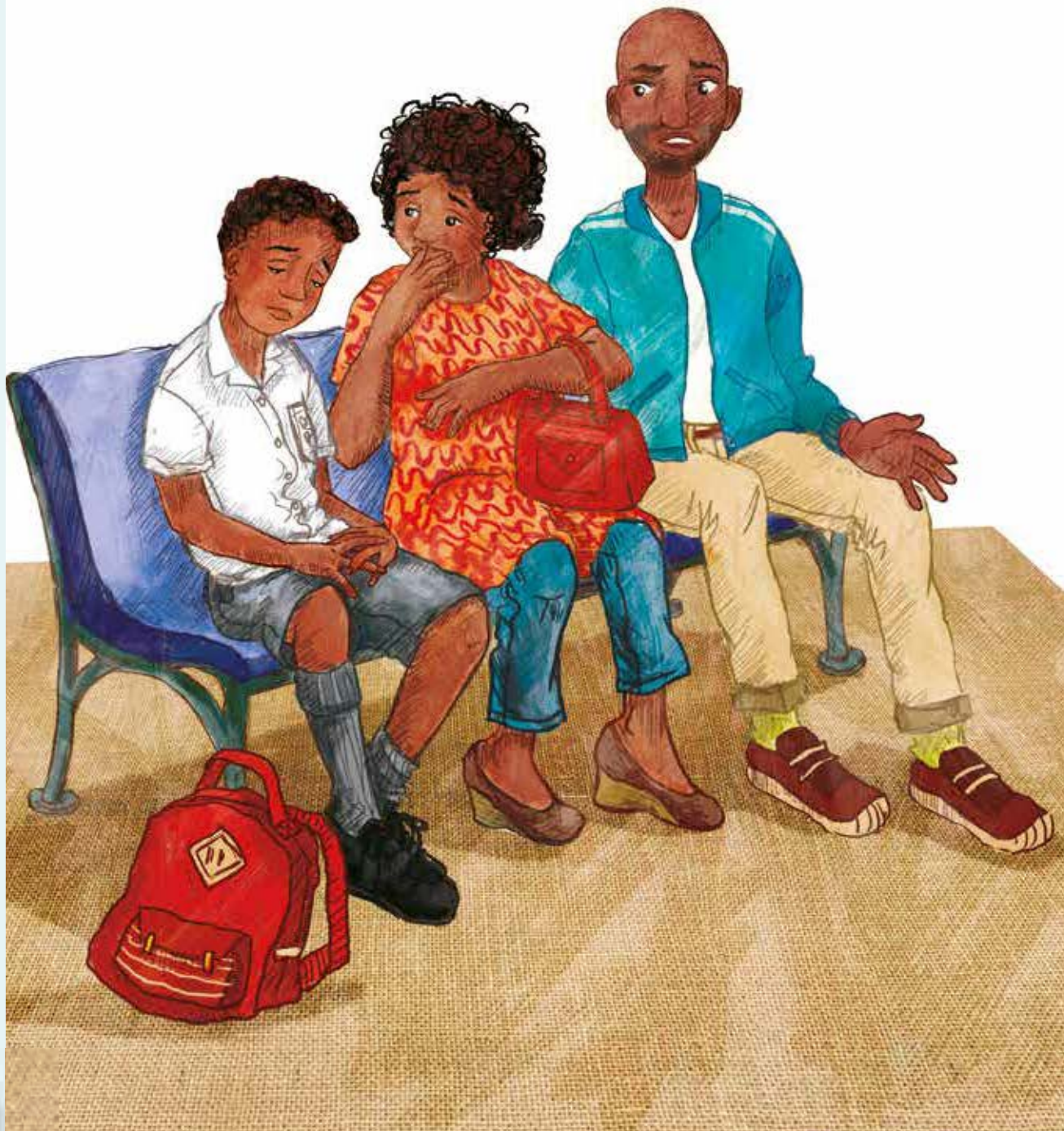
I am afraid...

I'm afraid...

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

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

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





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

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



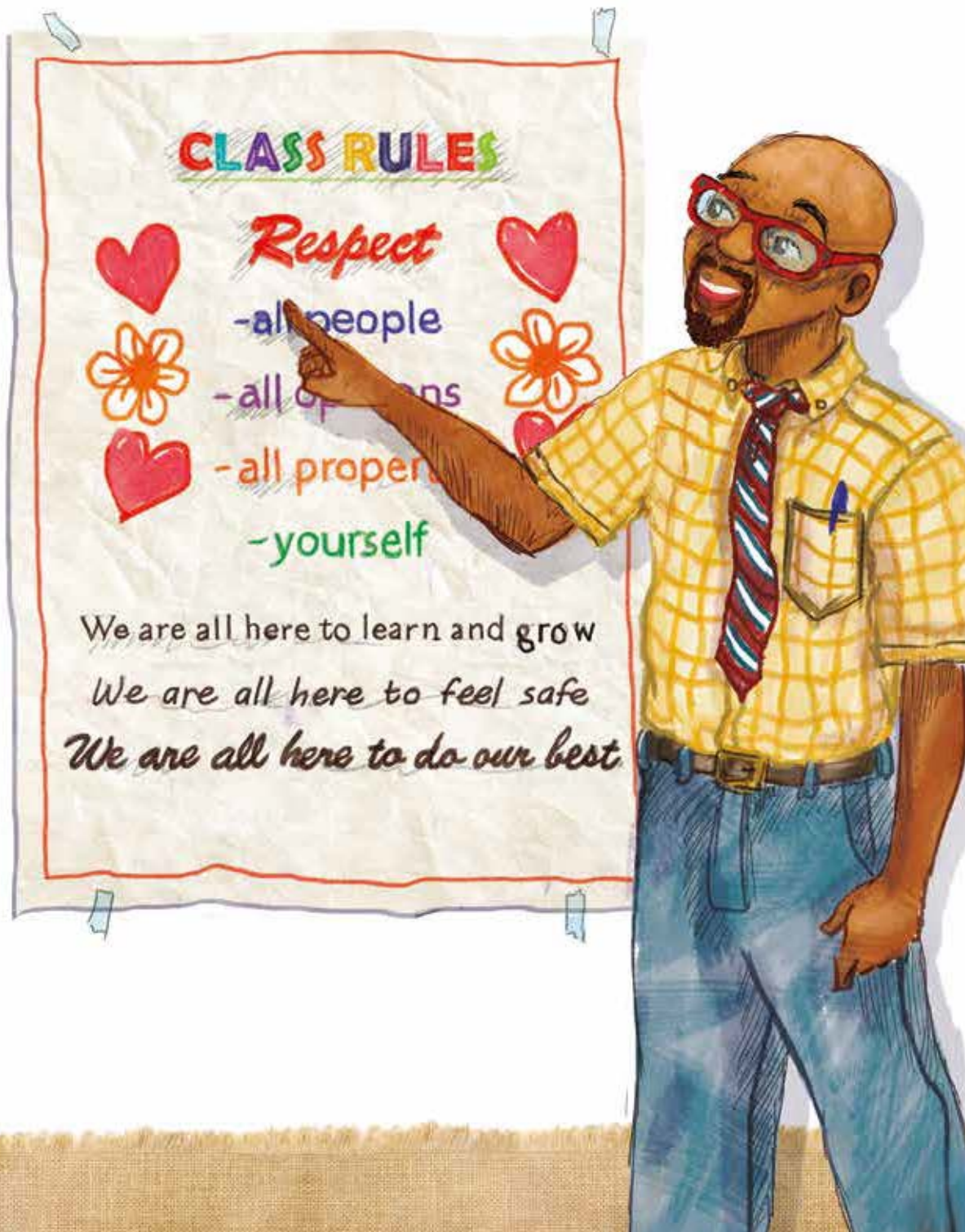
LSC

Apostrophe to show possession



Vocab

xenophobic – showing dislike towards people from another country

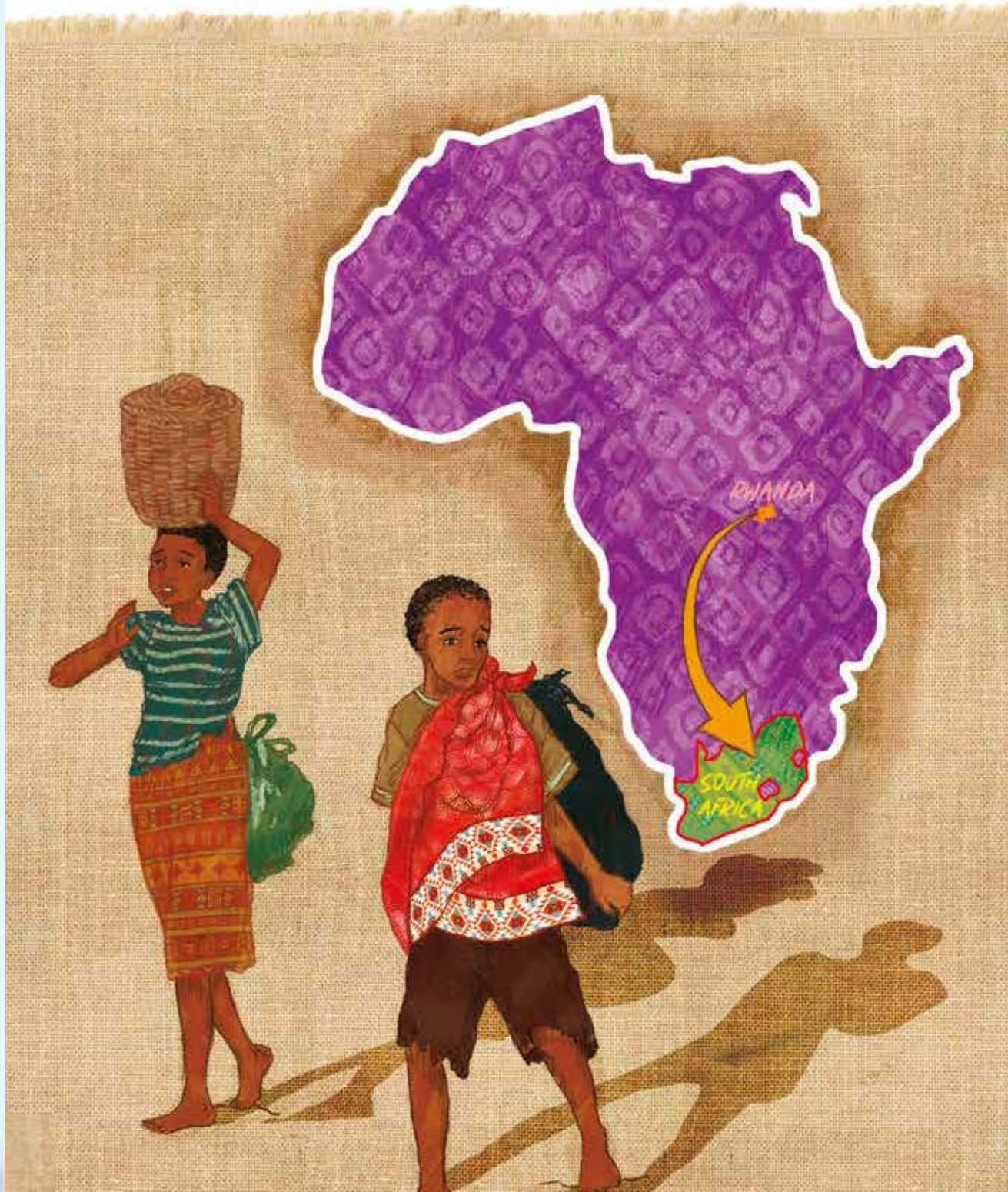




CS

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

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





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

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

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



LSC

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





Vocab

for a laugh –
just for fun

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

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

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

‘And, Mpumemelo? What about your teacher?’ said Principal Khuboni sternly.

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





Independent Reading Texts

Read and discuss these texts with a partner during independent reading time.

Why people move

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

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

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

Refugee

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



Asylum-seeker

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



Vocab

survive – continue to live or stay alive

fled – run away from

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

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



Vocab

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



Vocab

move abroad – leave the country

Migrant

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



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

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

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

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

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

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



- 4 What is the difference between a refugee and an asylum-seeker?
The difference between a refugee and an asylum-seeker is...
- 5 Why do you think people who move to a new country often move close to a community of people who are all from their native country? (For example, a Zimbabwean moving to Gauteng, would try live close to other Zimbabweans and go to the same Church and schools and so on.)
I think people go and live with people from their home country because...
- 6 If you moved to another country, what would you be most excited about and what would you be most anxious about?
I would be most excited about ...
I would be most anxious about...





Visual Text

Read and discuss this text with a partner during independent reading time.

Estimated migration between the provinces from 2016 to 2021

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

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

Glossary:

Out-migrants are people who leave the province.

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

Net migration is the total of migrants in the province.



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



Table showing Inter-Provincial Migration: Challenge your brain!

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



Language Structures & Conventions: Practice

Proper nouns

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

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

KEY:

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

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

Adjectives

- **Positive** adjectives describe one thing
- **Comparative** adjectives compare two things
- **Superlative** adjectives compare three or more things

Rewrite the following sentences, using the correct adjectives.

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



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

Direct and indirect speech

1. Rewrite the following in indirect speech:

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

2. Rewrite the following in direct speech:

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

Punctuation

Rewrite the following filling in all the missing punctuation marks.

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

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

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

Match the following words to where they came from - write down the word and the country.

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



Summary: *Why people move*

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...

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

Interesting
Facts



THEME

Finding out more
about Poetry

Weeks 3 & 4 | Cycle 2



Creative Writing
Project





LSC

Remember: This means the i-e are separated in the word. The e goes at the end, to make the i sound long. For example: hide, ripe

Decoding Skills

Phonic sounds

Learn to say these sounds:

nk

i-e

Phonic words

Practice sounding out and reading these words:

ink think blank line wide invite

Word find

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

nk	a-e	bl
a	b	ck
s	t	i-e
ing	i	w

Sight or high frequency words

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

wise write thoughts questions page
crinkled sometimes decide nice across

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

genre	chant	praise poetry		stanza
rhythm	rhyme	express	lyrics	imagery
gestures	protest or struggle poetry			verse



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

Thinking poems

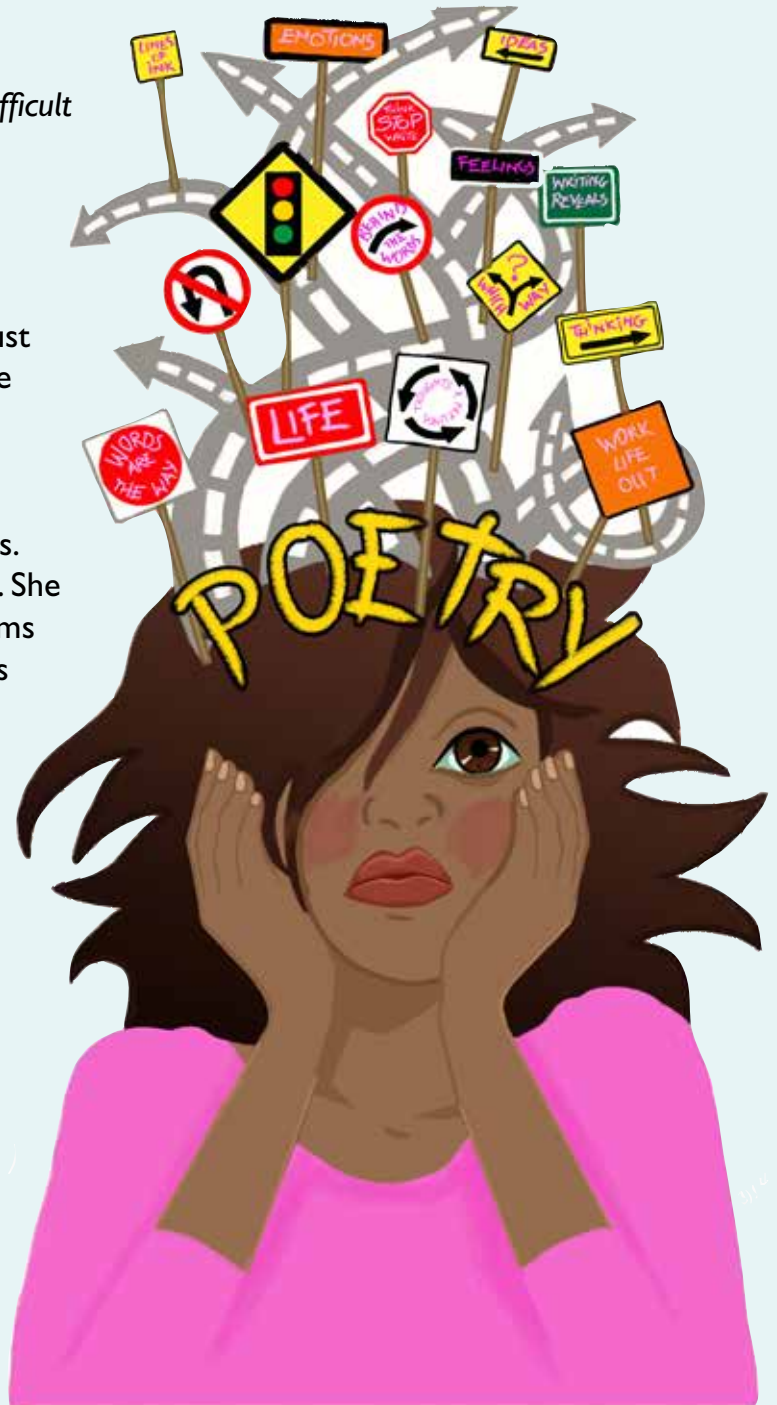
Some poems make us think. They are thinking poems. They are not just nice or silly. They are poems of wise words. They are poems full of lines that are wise. The poet writes her lines to make us think. The poet invites us to think about wise words. She invites us to think about things. She invites us to question. Struggle poems are thinking poems. Struggle poems invite us to think.

A wise poet writes her lines and words so that we sit up and think. We will think about the words in the line. She invites us to dive into her thoughts. She invites us to dive into her thoughts and to think. She invites us to question our thinking. Sometimes we will start to think in a new way. Sometimes we will ask questions.

The poet writes a pile of lines. The piles of lines become poems. The poems are links to her thoughts. They are links to her thoughts about wise things that will make us think.

I like poems that are nice and silly but I like thinking poems best. I like reading and thinking about life. I like reading the lines written in ink. I like to read the poet's thoughts about life and ask questions.

These poems are not always nice to read. The lines hide thoughts. The poet hides thoughts in the imagery she writes. She hides the thoughts to make us think and question. She invites us to think. To think about her lines in ink.





I am a poet

I write a line. I write a line in ink. I write a line in pink ink across the wide, blank page.

I am a poet. I am a poet that write lines in ink. I write lines in ink across wide, blank pages. I flatten the crinkled page. I flatten the crinkled pages and write my poems. I think about the lines I will write. I think about the lines I will write across the wide, blank page. Sometimes the lines will rhyme.

Sometimes they will not rhyme. I will decide if the poem will rhyme. I will decide on the words. I will write the fine words across the wide, blank page. Line after line the words flow. I write poems about life. I write line after line across the wide, blank page.

There are many things for a poet to say about life. There are many thoughts to express in my poems. I will express my thoughts in words and lines and verse. I will decide on the words and lines and verse to write. That is what a poet will do.

I write a line. I write a line in pink ink. I write a line across the wide, blank page. I write another line. I write five lines. The five lines flow from my thoughts and the ink in my pen. I will write another line. This time I write nine lines. Another nine lines flow from my thoughts and the ink in my pen. I am a poet. I write poems about life. I write words that flow from my thoughts and pen. I am a poet. I thrive on words and lines and verse.



1. What do I write my lines in?

I write my lines in...

2. Where do I write the words?

I write the words across...

3. What do I write poems about?

I write poems about...



Research Tasks

TASK 1: WHAT IS POETRY?

Read the text, What is Poetry.

Present your answers in a Mind Map.

- What is the definition of poetry?
- What was the **purpose** of the earliest poetry?
- Why was early African poetry written and how was it performed?
- How is poetry different to other writing genres?
- What are three different kinds of poems?
- What is the structure of a haiku, a free verse poem and rhyming couplets?
- What are examples of figurative language that many poets use?
- Why do many poets use figurative language?



Vocab

purpose - reason

TASK 2: ANALYSE A POEM AND SONG LYRICS

Read the example of a poem (Rejection) and a song (Their hip hop young love).

Present your answers in Mind Maps and a Venn Diagram.

Poem: Rejection

- What do you think the poem is about?
- In the first and second lines, what is rejection compared to?
- One kind of figurative language used in many poems is: personification. Explain personification in your own words.
- Find an example of personification in the poem.
- Why do you think the poet used it?
- In the second stanza, find an example of alliteration. What is the effect of repeating the sound? Why is this suitable for what the speaker in the poem is feeling?
- Have you ever felt rejection?



LSC

A **figurative expression** is an phrase where the words don't actually mean what they say, rather the expression has another meaning.

- h. What colour is rejection?
- i. What is the opposite of rejection?
- j. What colour would that emotion be?

Song: Their hip hop young love

- a. What do you think this hip hop song is about?
- b. Read line 3: '*Got each other's back*' is not a literal expression, but a **figurative expression**. What does it mean?
- c. Read line 8: '*Their love is a colourful, fragile butterfly*'. What figure of speech is this? What do you think the poet is saying about their love by comparing their love to a butterfly?
- d. Look at the bridge: What is the effect of the rhyme? Why do you think the songwriter used rhyme so much?
- e. Read line 24: '*They're each other's world*'. What figure of speech is this? Why do you think the poet compares two teenagers to worlds?
- f. Do you think teenagers know and understand real love or are they too young?
- g. Do you think parents, or the older generation should say who teenagers can date?
- h. Do you think this hip hop song could be read as a poem? Why or why not?

Same or different?

- a. Do you see any differences or similarities between the song and poem?
- b. If so, what?

TASK 3: INTERVIEW

Interview to find out how people of different ages feel about poems and songs. Present your answers in Mind Maps and a Venn Diagram

Ask a peer (someone in Grade 7) and an older person (a family member or neighbour) the following questions and take notes of their answers.



- a. Do you like poetry?
 - If you answered no, please explain why.
 - If you answered yes, please explain why, and say what kinds of poems you enjoy.
- b. Listening to poetry and songs
 - When have you listened to or read poetry?
 - What kind of songs do you like to listen to?
 - When you listen to songs, do you listen to the lyrics?
 - Why or why not?
 - Do you remember the lyrics of songs you listen to?
 - Do you ever learn lyrics off by heart?
- c. Writing songs and poetry
 - Have you ever written your own poem or song?
 - If yes, what was that experience like? What did you write about?
 - If no, would you like to write your own poem or song?
 - What would your song or poem be about?

Same or different?

- a. What **similarities** do you see between your peer and the older person's answers?
- b. What **differences** do you see between your peer and the older person's answers?

TASK 4: OWN RESEARCH

Design your own driving question.

You may use the texts listed as 'Task 4 Texts' to help you.

Or you may use your own resources to complete this task.



Note Making Activity

Famous South African Poets

Protest Poet: Oswald Mtshali

Oswald Mbuyiseni Mtshali is one of South Africa's greatest struggle poets. Mtshali was born on the 17th January 1940, in Vryheid, Kwa-Zulu Natal, South Africa. Once he finished secondary school, he went to Soweto, hoping to study **social work**. The apartheid laws **prevented** him from following that career. He studied via correspondence and achieved a diploma from the Premier School of Journalism and Authorship. He worked as a messenger in Soweto. While he was working, he **observed** life in apartheid Johannesburg. He used these observations of the city to write his poems that became his first collection and **award-winning** book, *Sounds of a Cowhide Drum* (published in 1971). His poems present the **struggle** against apartheid. This collection was one of the first books of poems by a black South African to be popular.

Website: Poetry International, https://www.poetryinternational.com/en/poets-poems/poets/poet/102-23498_Mtshali, Accessed 18 April 2023



Vocab

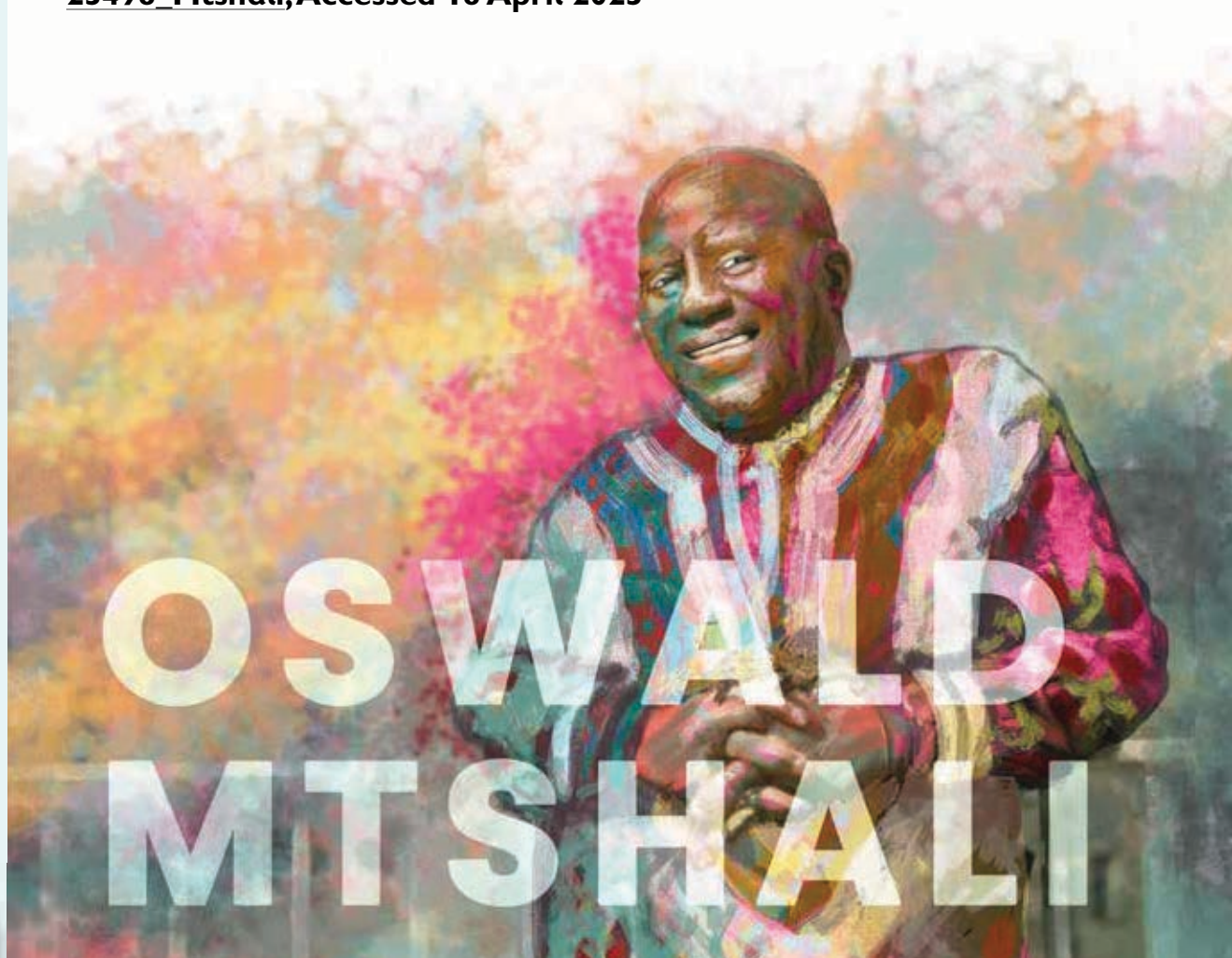
social work - a job where trained professionals help people and communities who have many challenges and who are in need

prevented - stopped, didn't allow

observed - watched and studied

award-winning - the book won prizes and people praised it

struggle - fight

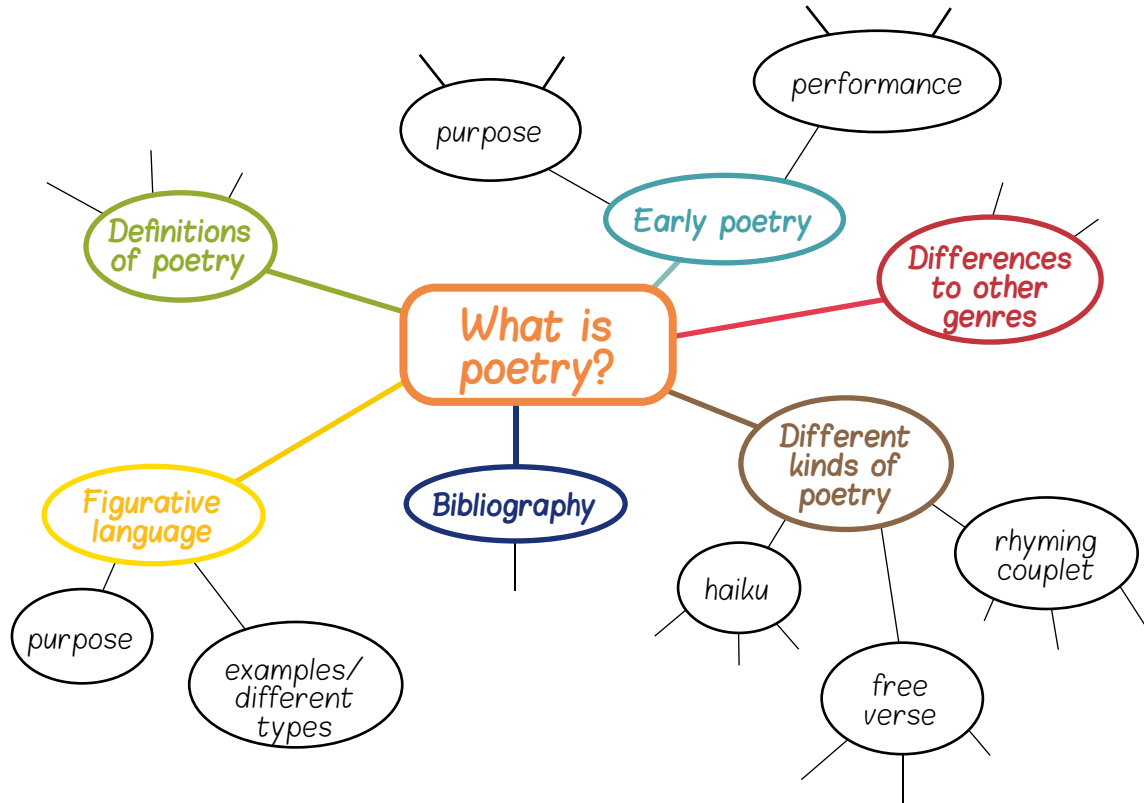




Using Graphic Organisers

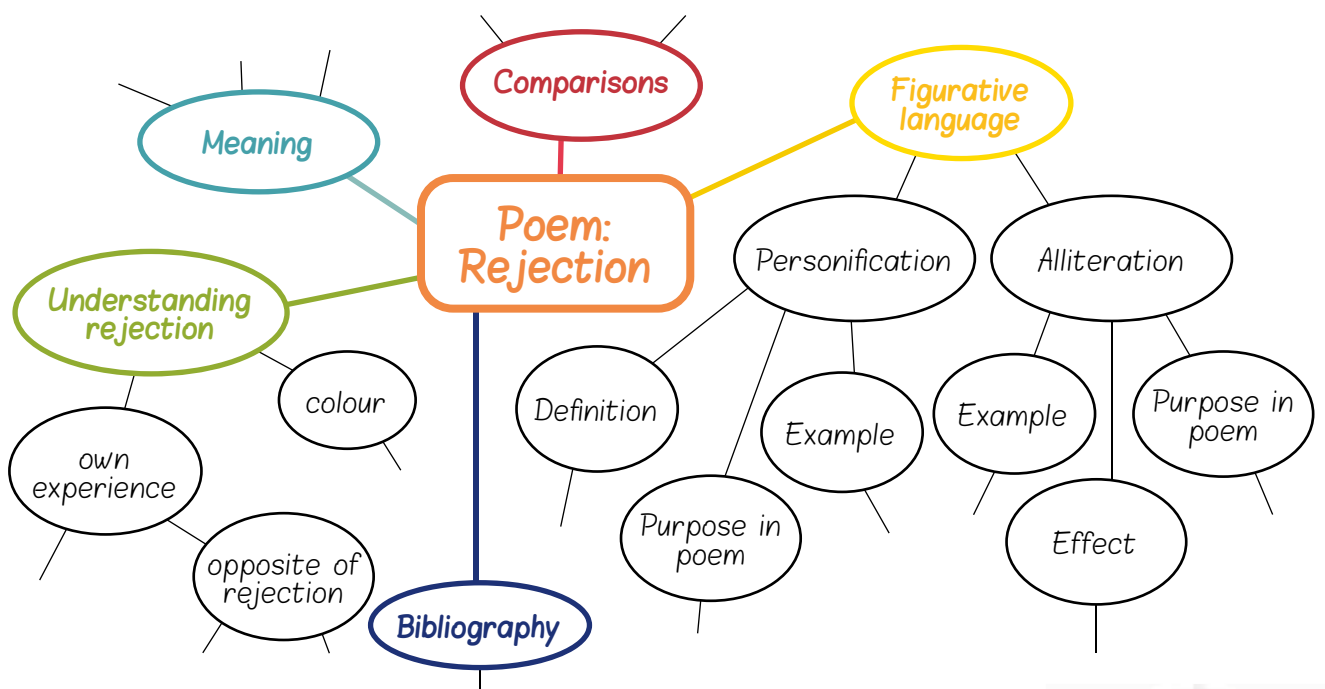
Task 1

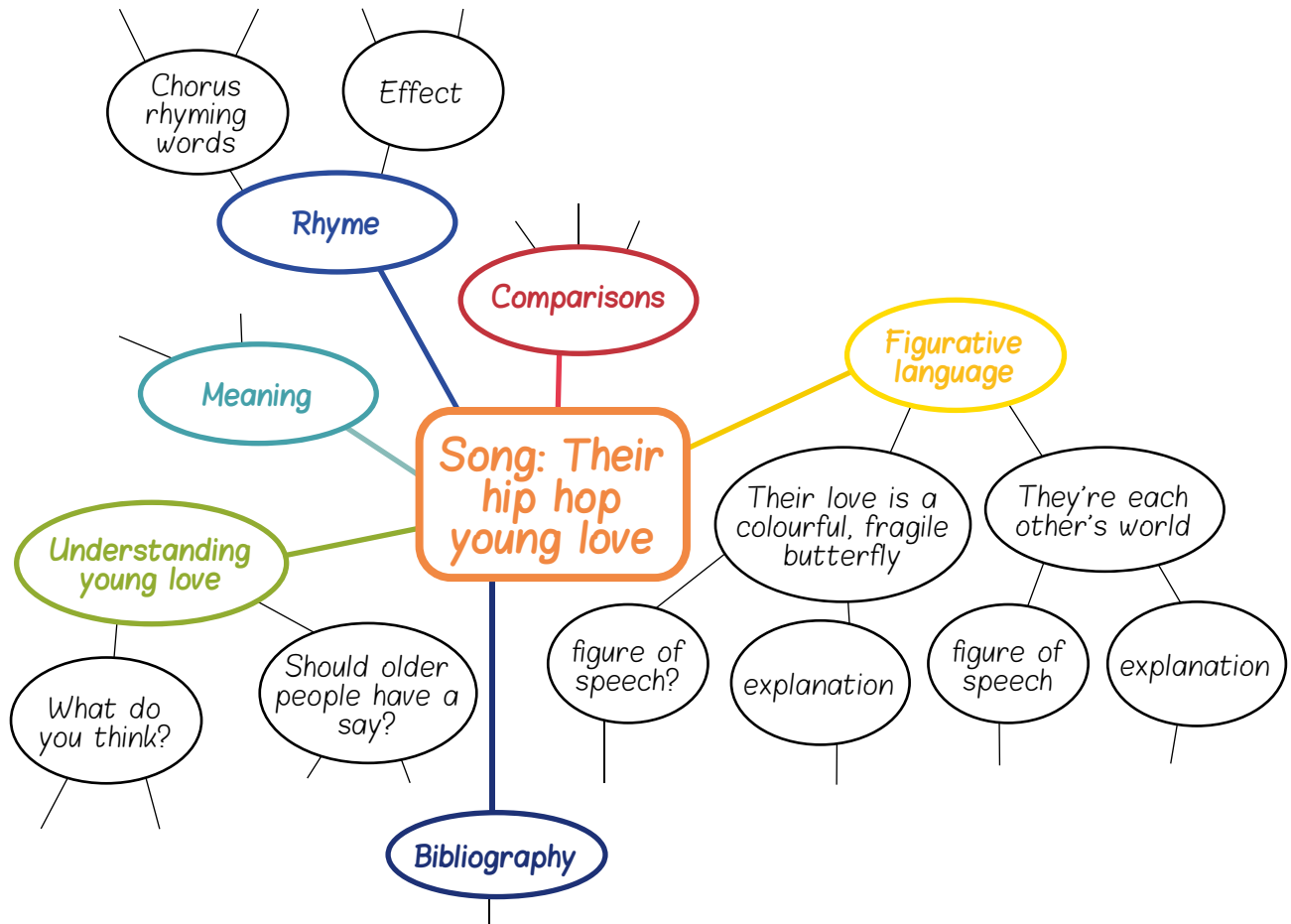
You may want to set out your Mind Map like this:



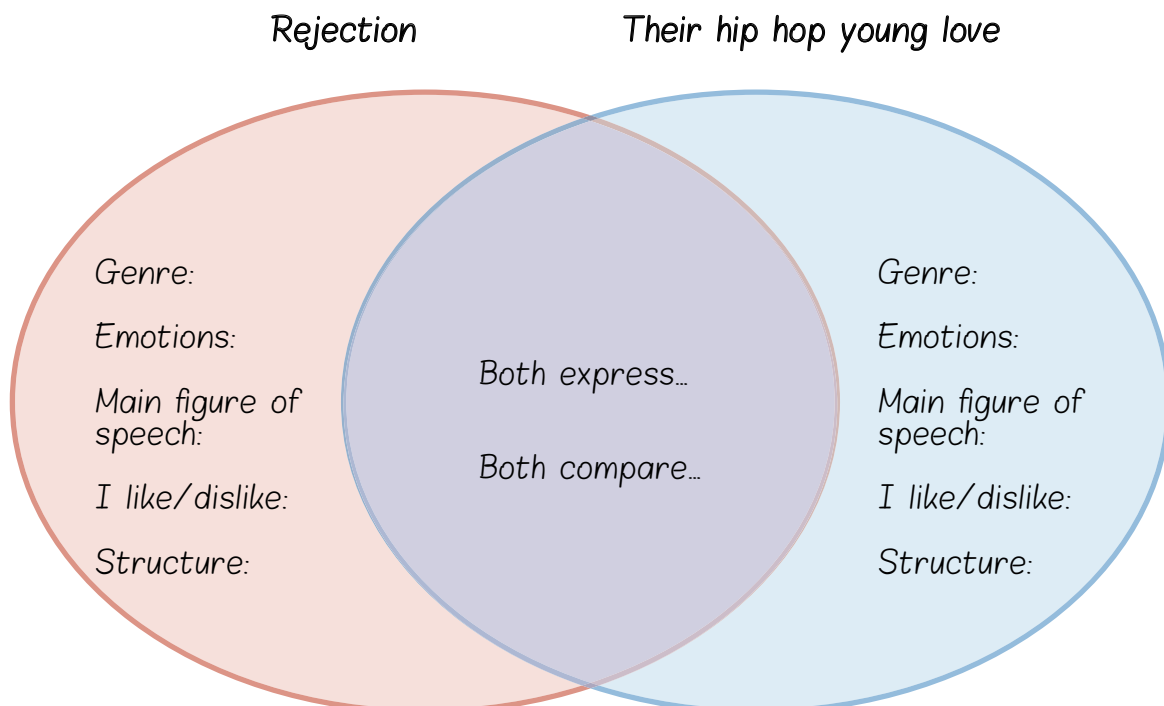
Task 2

You may want to set out your Mind Maps like this:





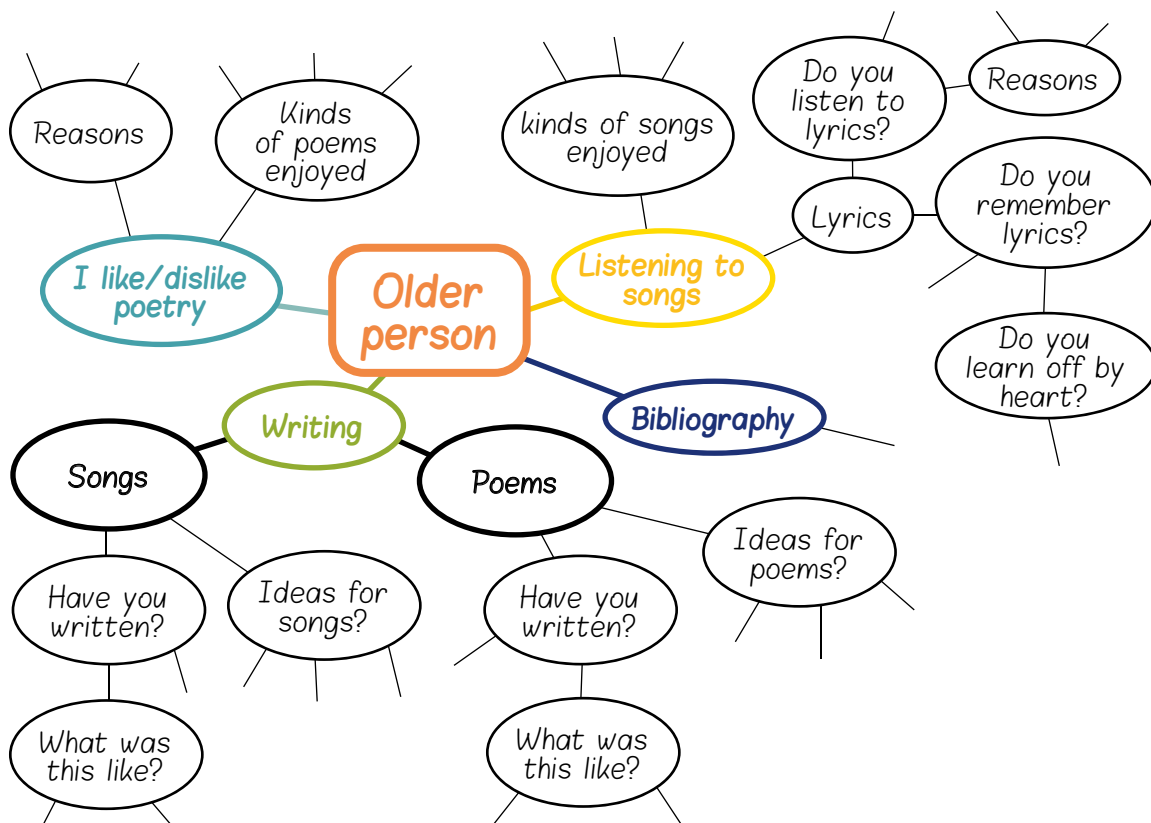
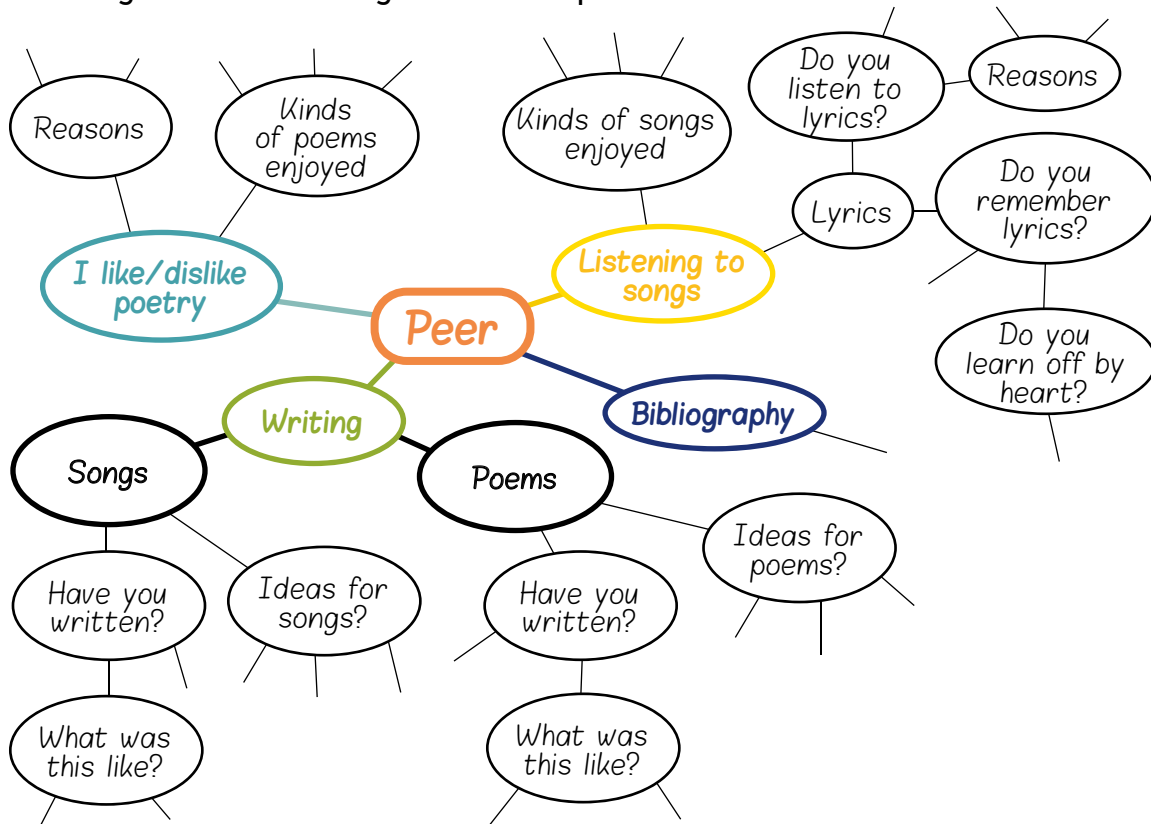
You may want to set out your Venn Diagram like this:





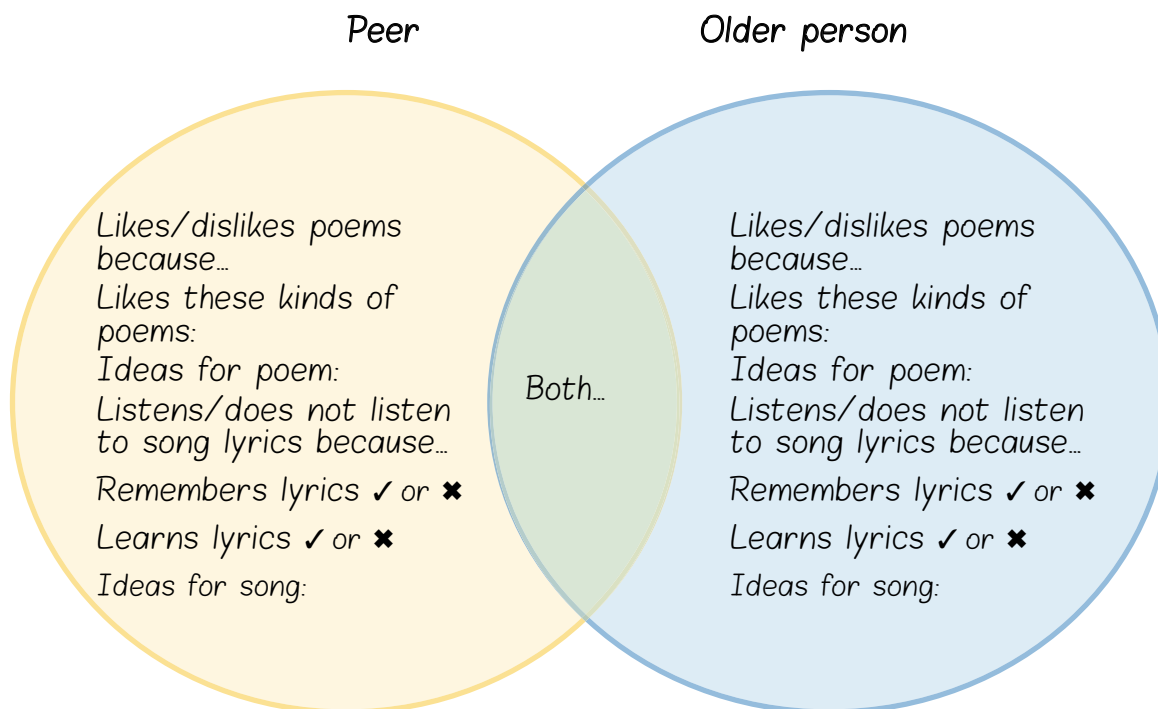
Task 3

You may want to set out your Mind Maps like this:





You may want to set out your Venn Diagram like this:





Using a Bibliography

It is important to properly document the sources of information that you use in your research.

When using **a book** as a source, you must document the following:

- **Author/s** (Surname then first name - the bibliography must be in **alphabetical order from the surnames**)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place** of Publication
- We use commas in between all these pieces of information

For example:

- Ross, Nadia, *Inspiring Stories for Amazing Kids*, 2022, Special Art, Cape Town

When using **an online source**, you must document the following:

- **Name of website**
- **URL link:** [http/...](http://...)
- **Date** accessed/viewed

For example:

South African History Online, <https://www.sahistory.org.za/people/gladys-thomas>, Accessed on the 06/08/2023

When using **an interview** as a source, you must document the following:

- The **titles, names and surnames** of the person or people you interviewed
- The **date** of the interview
- The **name of the place** where the interview took place

For example:

Interview with **Dr Cebisa Ngubane** on the **10 August 2023**,
Butterworth Eastern Cape



TASK 1 TEXTS

What is poetry?

Poetry is a huge subject. It is as old as history and has **numerous** forms. The first poetry came before people could write. The earliest poetry was used as a way of remembering history, family stories and the customs and laws of society.

Poetry is often closely connected to musical traditions. Early poetry was in the forms of **chants** and songs. In Africa, the earliest poetry dated back to **prehistorical times** with hunting poetry and **praise poetry**. Often drums were used when poems were chanted or sung.

The Britannica Kids website defines poetry as:

‘Poetry is a type of literature, or artistic writing, that attempts to awaken a **reader’s imagination or emotions**. The poet does this by carefully choosing and arranging language for its **meaning, sound, and rhythm**.’



Vocab

numerous - many

prehistorical times - before humans could write



The Merriam Webster dictionary defines poetry as:

‘Writing that expresses a **strong imaginative awareness of experience in language chosen and arranged to create a specific emotional response** through meaning, sound, and rhythm.’

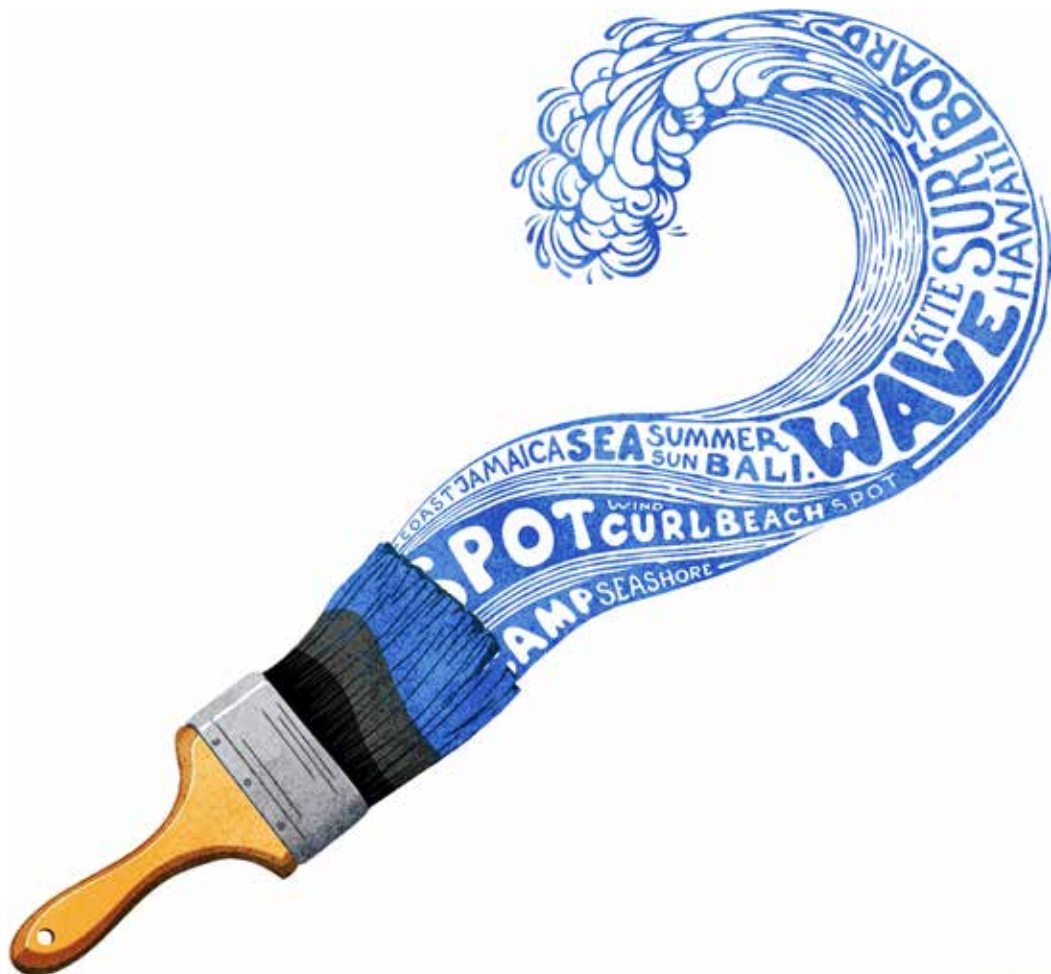
The Oxford Dictionary defines poetry as:

‘A piece of writing **expressing feelings and ideas** that are given intensity (power) by particular attention to **language**.’

So, what does this mean? All three of these definitions mention that poetry can be about experiences, ideas or feelings. And all say how language is very carefully chosen as poets want to make the reader feel something.

How is poetry different from other literature and writing, for example, short stories and novels?

Poetry is about using language very carefully, usually in a short piece of writing, to make the reader feel, imagine or understand something. A poet will choose every word and sound and how the words work together with great care. Some people say poems are painting pictures with words.





One of the ways that poetry is different from other kinds of writing is that poetry looks different on a page to other writing. The way poets write is not the same as in stories. Poets often use the **length of their lines** to add to the meaning of their poem. For example, a poet can put just **one word** on a line to make the reader focus on a specific word or sound.

Another point about poetry is that poets do not have to follow the **grammar rules**. In a poem there is sometimes no punctuation and the sentences do not have to be 'correct' in terms of grammatical rules.

There are special words to describe the structure of poems. Poetry isn't written in paragraphs; poetry is written in **stanzas**. And when we discuss poems, we talk about **lines**, rather than sentences. In poetry, we don't talk about characters, but we refer to the person or narrator as the **speaker** in the poem.

Poets use certain language devices to help 'paint a picture' with words. Many poems use **rhythm, rhyme, metaphors, similes, personification, alliteration and onomatopoeia**. The words and the language used can help the reader imagine and picture in their minds what the poet is writing about. Sometimes the way language is used creates certain feelings in the reader. Not all poems have to use these language devices, but many do.

Forms of poetry

There are some forms of poetry that follow certain rules. For example, **haikus** have 3 lines, and each line has to have a specific number of syllables: line 1 has five syllables, line 2 has seven syllables and line 3 has five syllables. A **sonnet** is a fourteen-line poem that follows a certain structure. A **ballad** is a longer dramatic poem that tells a story with a particular rhyme scheme. **Rhyming couplets** are two-line stanzas where the last words in each set of two lines rhyme. There is also **free verse** poetry where the poet does not have to follow any rules but can just use words and language to express themselves freely.

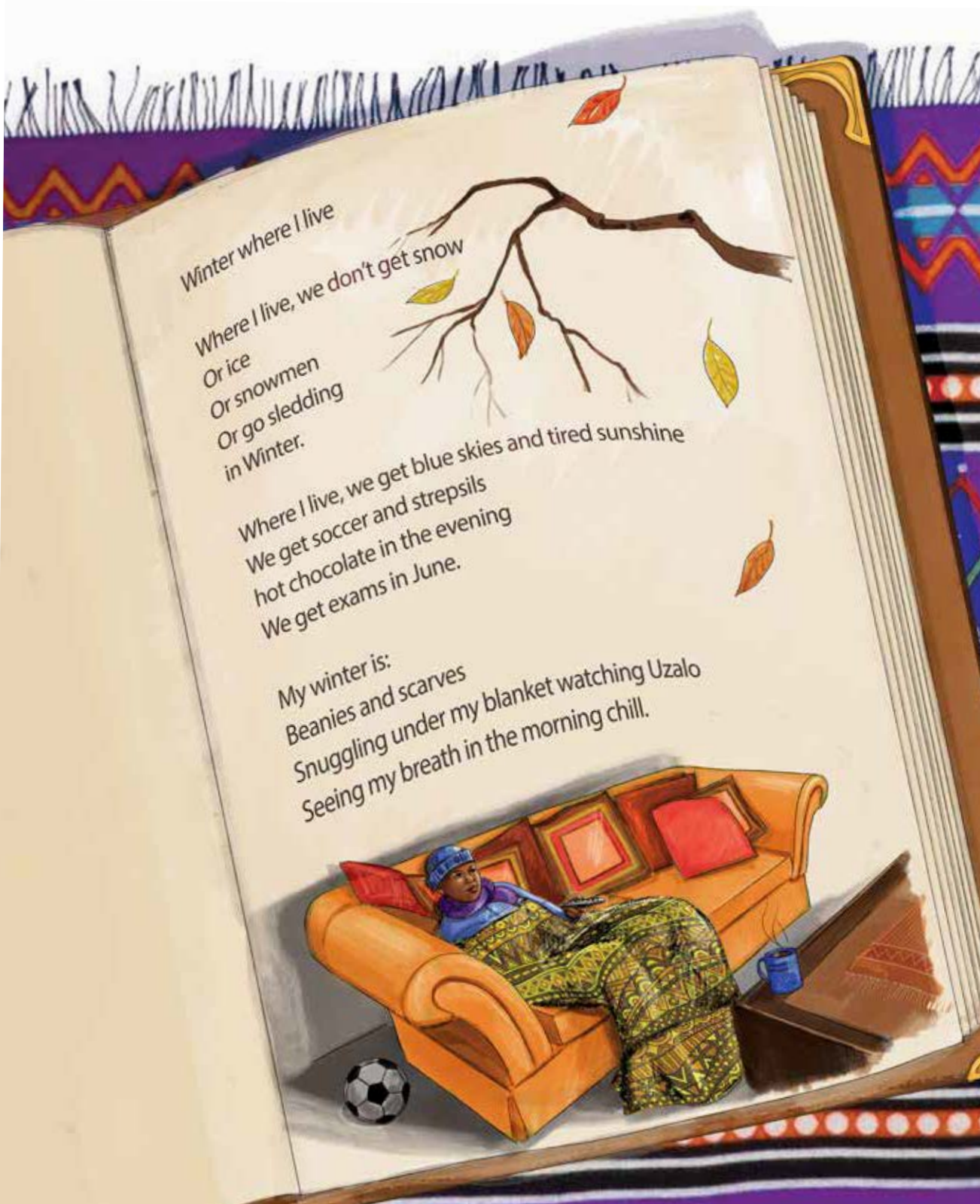


Here are explanations of three different types of poems:

Free verse

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

An example of free verse:



LSC

Tired sunshine
- personification,
the sun is given
the human ability
to feel tired,
but actually it's
Winter and so the
temperature is not
very hot

**Soccer and
strepsils** -
alliteration,
repetition of the 's'
sound



Rhyming couplet

In a rhyming couplet, the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of **syllables**.

An example of a rhyming couplet:

Growing up

I'm not a baby, don't tell me what to **do**,
I'm tired of being told things when I know what is **true**.
I'm nearly thirteen, that seems very **old**,
Do I have to know everything and always be **bold**?
Maybe it's okay to be young for a longer **while**...
I think I'll stay a kid 'til I find my own **style**!



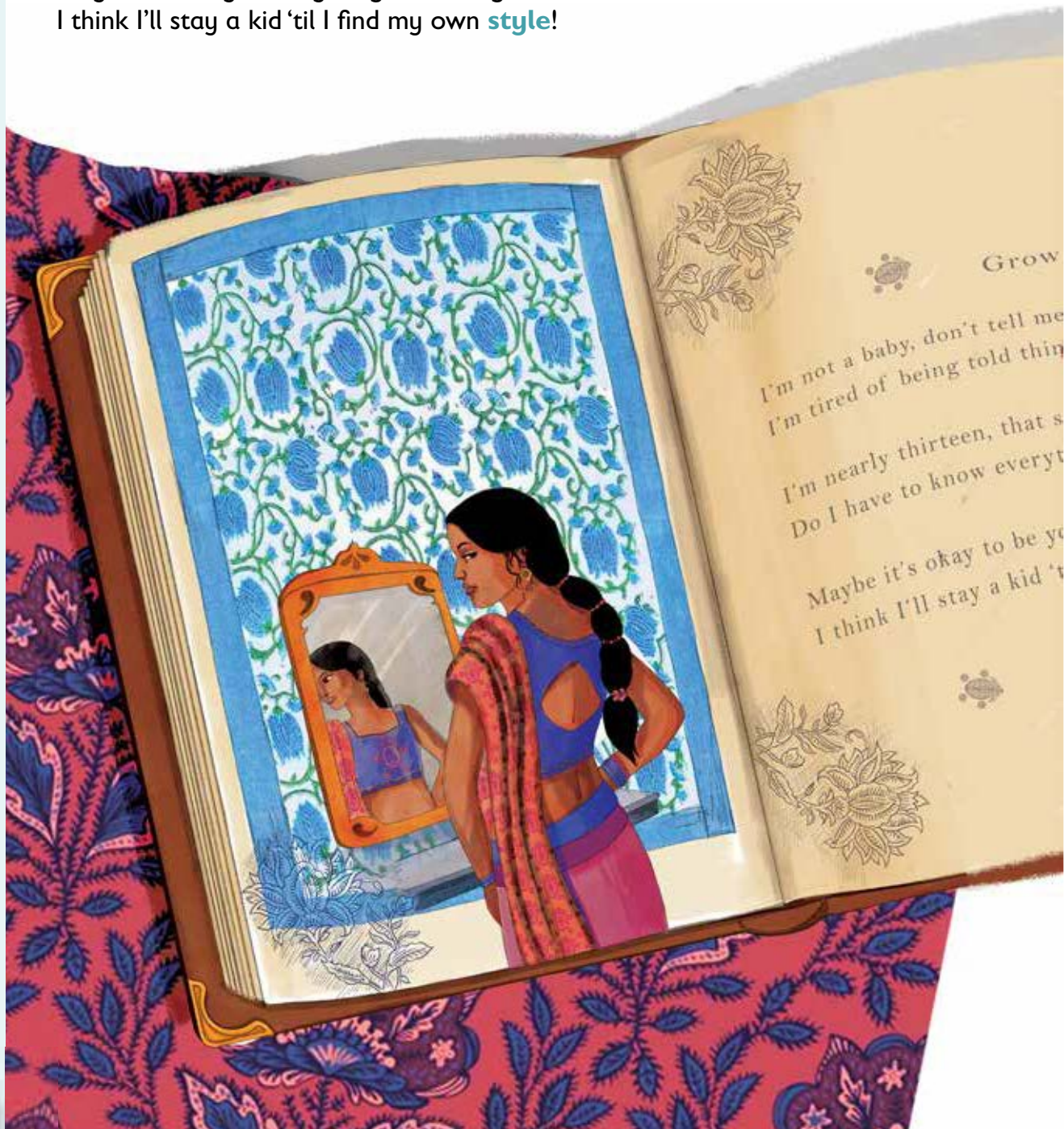
LSC

do/true; old/
bold; while/style
Every two lines
has a rhyme at
the end.



Vocab

bold - brave,
confident





Haiku

A haiku is a Japanese style of poetry. Traditionally, Haikus were about nature. Haikus can be written to describe a thing, an event or a moment in time. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.

Examples of haiku:

creating

Poet's mind at work

Words appear and disappear

The haiku arrives.

Exams, the answer

My mind has gone blank!

I learnt all this yesterday...

And then – it comes back!

**Williams, Janet, Poetry, 1998,
Macmillan Publishers, London**



LSC

The haiku arrives -
personification,
the poem has
decided to arrive
at that place, but
really the poet
has written the
poem!





Vocab

venomous -
poisonous, deadly

caress - a touch
or stroke

rages - explodes,
shouts, thunders

tempest - a
storm

piercing - sharp
and cutting, like a
knife



LSC

**heart, hissing,
hurting** -
alliteration,
repetition of the
'h' sound

TASK 2 TEXTS

Rejection

Rejection, a sharp and **venomous** sting,
A snake in the heart, hissing, hurting
Rejection's touch, a cold caress,
A frozen hand, taking all happiness

Rejection is **like** a storm that **rages**
A tempest that tears and tatters pages
It's a piercing arrow, to the heart
A poisoned dart, that tears all apart

It whispers softly, in your ear,
And fills your mind, with endless fear.
It's a **silent scream**, a deafening roar,
A broken heart, forevermore.

**Ntshonga, Anele, *Anthology of South African Poetry*, 2018, New
Africa Publications, Johannesburg**





Vocab

through thick and thin - expression meaning in any situation, no matter how hard

win-win - a situation where everybody comes out happy and benefits

fragile - can break easily

FYI - abbreviation for 'for your information'

doomsday - end of the world

fair play - an expression meaning that they are doing something properly, following the rules

star-crossed lovers - a reference to Shakespeare's famous play, Romeo and Juliet, where the characters' love and futures were predicted in the stars

milky way - is the galaxy of billions of stars we can see from Earth that looks like a milky white hazy line of light in the night sky

mystify - confuse and wonder about

amplify - to make louder

multiply - to make more

Their hip hop young love

(Verse 1)

She's a queen, he's a **king**
In this love thing, they both **sing**
Got each other's back, **through thick and thin**
They're teenagers in love, with them it's all **win-win**

(Chorus)

They got that young love, that fresh love
That hip hop, can't stop, won't stop love
They're feeling so high, **like** they can touch the sky
Their love **is** a colourful, **fragile** butterfly

(Verse 2)

The parents didn't approve, said young ones can't know
But their love was real, and they would not let go
The more the outside tried to pull them apart
The closer they clung; they knew each other off by heart

(Chorus)

They got that young love, that fresh love
That hip hop, can't stop, won't stop love
They're feeling so high, like they can touch the sky
FYI they're sure they won't ever say good-bye

(Bridge)

They don't care what the old ones say
No more halfway **doomsday** dismay
For them it's slay stay okay **fair play**
The two together home and away
Star-crossed lovers in the **milky way**

(Chorus)

They got that young love, that fresh love
That hip hop, can't stop, won't stop love
They're feeling so high, like they can touch the sky
The feelings **mystify**, **amplify** and **multiply**

5

10

15

20



(Outro)

They might be young but their love is strong

They'll keep dancing to the beat of their song

They're each other's world, they're each other's light

They're young and in love, and everything's all right.

25

**Funiselo, Gloria, *Hip Hop music in South Africa*,
2011, New Africa Publications, Johannesburg**





TASK 4 TEXTS

Why do people write poetry?

People write poetry for many reasons. Poetry is a beautiful way to **express** yourself. It's a way to tell the world what's going on in your mind and heart so that other people can understand you better. Writing poetry can also help you to understand yourself and your own feelings better. Some poets use poetry as a way to **comment** on the world around them.

Some people just enjoy using and playing with words and language and they love the way it sounds. The rhyme and rhythm of poetry is important to them.

Whatever the reason, poetry gives people the opportunity to express themselves and create in ways that other forms of literature do not.

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

Motsoeneng, Phumlani, *Why do people write poetry?*, 2007, Middle Media House, Windhoek



Vocab

comment - say what you think about something

interpreted - understood



Vocab

political injustices - people being treated unfairly because of who they are (e.g. their race, gender, class, etc)

urban culture - the ways of being in cities, e.g. the fashion, food, art, transport, languages, etc

stage presence - the ability of the person who is performing to get the attention of the audience by the way they act or the way they look

energetic - lots of energy, action and enthusiasm

ancient - very old

Slam poetry

Like all forms of art and **literature**, poetry has changed and moved with the times. Slam poetry started in the 1980s and has grown and become more popular over the **decades**. Slam poetry is also called spoken word poetry.

Slam poetry is a performance of spoken poetry, it's not written down. Spoken word poets usually speak about **political injustices**, or personal experiences, or their **reactions** to the world around them.

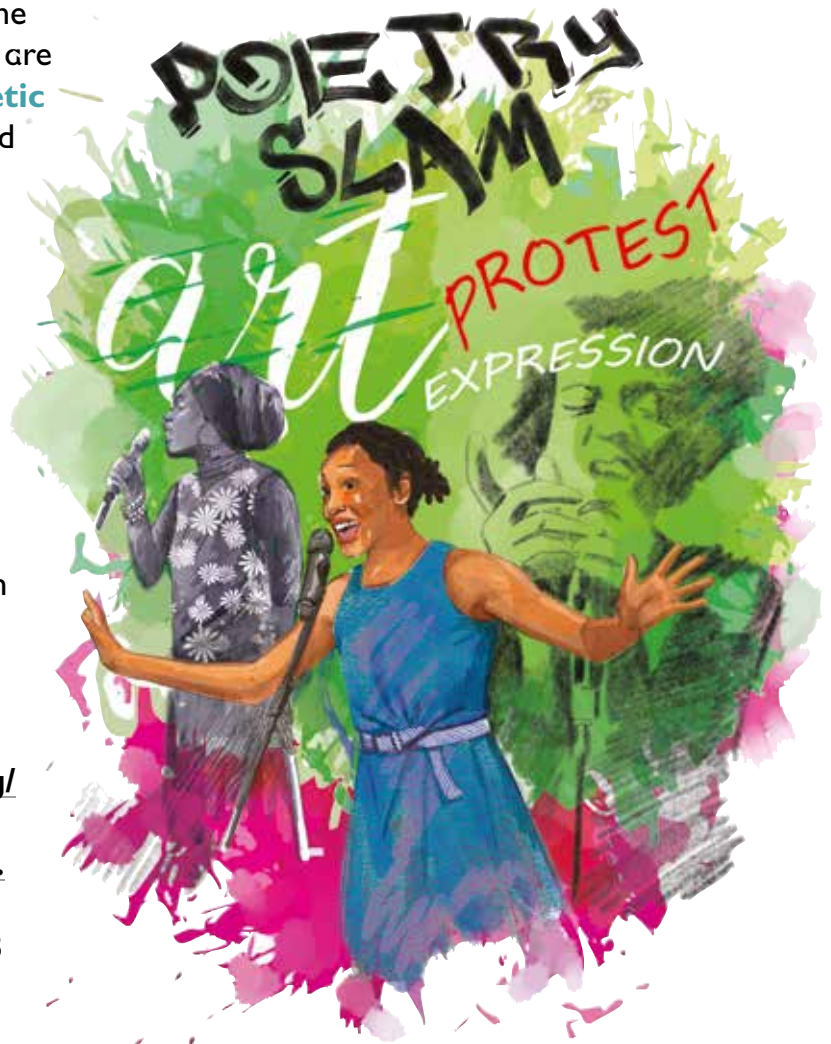
Many spoken word poets are influenced by hip-hop music and **urban culture**.

Like traditional forms of poetry, slam poetry uses language to get an emotional response from the audience. In addition to the words and language used, slam poets use their voice, passion, **gestures**, silences, and **stage presence** to get their message across.

A poetry slam is a competition where poets perform their poems in front of a live audience. Judges from the audience decide who the winner is. These events are often loud and **energetic** with much cheering and participation from the audience.

The very first **ancient** poems were performed out loud for an audience. Spoken word poetry is coming full circle, back to the time where poetry is spoken and heard.

Website: Slam Poetry, <https://study.com/academy/lesson/slam-poetry-definition-examples.html>, Accessed on the 24 January 2023





Protest poetry in South Africa

South Africa has a rich history of poets and poetry. South African poets have written in numerous forms on many topics in all 11 official languages for generations. One specific type of poetry is **protest** or **struggle poetry**.

During the violent and unfair apartheid years, many poets of all races used their writing to protest the government's unfair laws. Their poems were about the discrimination, the **cruelty** and the harshness of life. Many of these poets, suffered as a result of their poetry. Some had to leave the country and **go into exile**; some were put under **house arrest** or in **detention**; some were tortured. Many poets' work was **banned** and they were not allowed to speak out in public. This was because they questioned and opposed apartheid law.

The South African government did not want the anti-apartheid message to be heard in the country or in other countries. However, the poets' work was read all over the world. These poems told the story of what was happening in South Africa; not just the political injustices but also the human suffering and emotional pain for people living under such cruel and **oppressive** laws. Protest poetry is an important record of the political, social and emotional history of the country.

Some of the best-known struggle poets who spoke out against the National Party government included: Oswald Mbuyiseni Mtshali, Ingrid Jonker, Mazisi Kunene, James Matthews, Mzwakhe Mbuli, Bessie Head, Sindiwe Magona, Peter Clarke, Richard Rive, Gladys Thomas, Andre Brink, Breyten Breytenbach, Mongane Wally Serote, Sipho Sepamla, Christopher van Wyk, Mafika Gwala, Don Mattera and many many others.

Mtubu, Karabo, *Protest Poetry in South Africa*, 2021, DS Publishing Co, Durban



Vocab

cruelty - unkindness, violence

go into exile - leave the country, your home

house arrest - arrested by the government, but you are a prisoner in your house

detention - jail

banned - not allowed to be public, no one was able to see it or read it

oppressive - keeping others under control



Vocab

melody - music,
tune

Song Writing vs Poetry: same or different?

Writing songs and writing poems seem to be very similar. They are both creative processes to express feelings and share experiences with the world.

Song writing is the process of writing **lyrics** and **melody** together to compose a song. Poetry, on the other hand, is defined as words arranged for their sound value when spoken aloud. These two forms of writing may seem similar, but they are not the same thing!

Differences between Song Writing and Poetry

Patti Smith, a famous American singer songwriter and poet, said that she writes poetry for herself, that her poems are very personal. But when she writes a song, she imagines herself performing it, and 'giving it away' to people. This helps us to understand that poetry and song writing are two very different processes.

Songwriters write songs to be sung with music. So, the lyrics are written with the melody and sound in mind. Because songs are created to be sung, they are written to connect with the heart and mind. We experience them differently from how we experience other written texts. Scientists studying the brain have discovered that songs, unlike spoken or written language, are felt and understood by all parts of the brain at once, unlike any other communication. Songs make us feel things in a way words alone cannot.

The experience is also different as poets can depend on the readers being able to stop and go back, even to look up words while reading the poem. A songwriter can't. The rhythms and music take us along and we can't stop or go back.





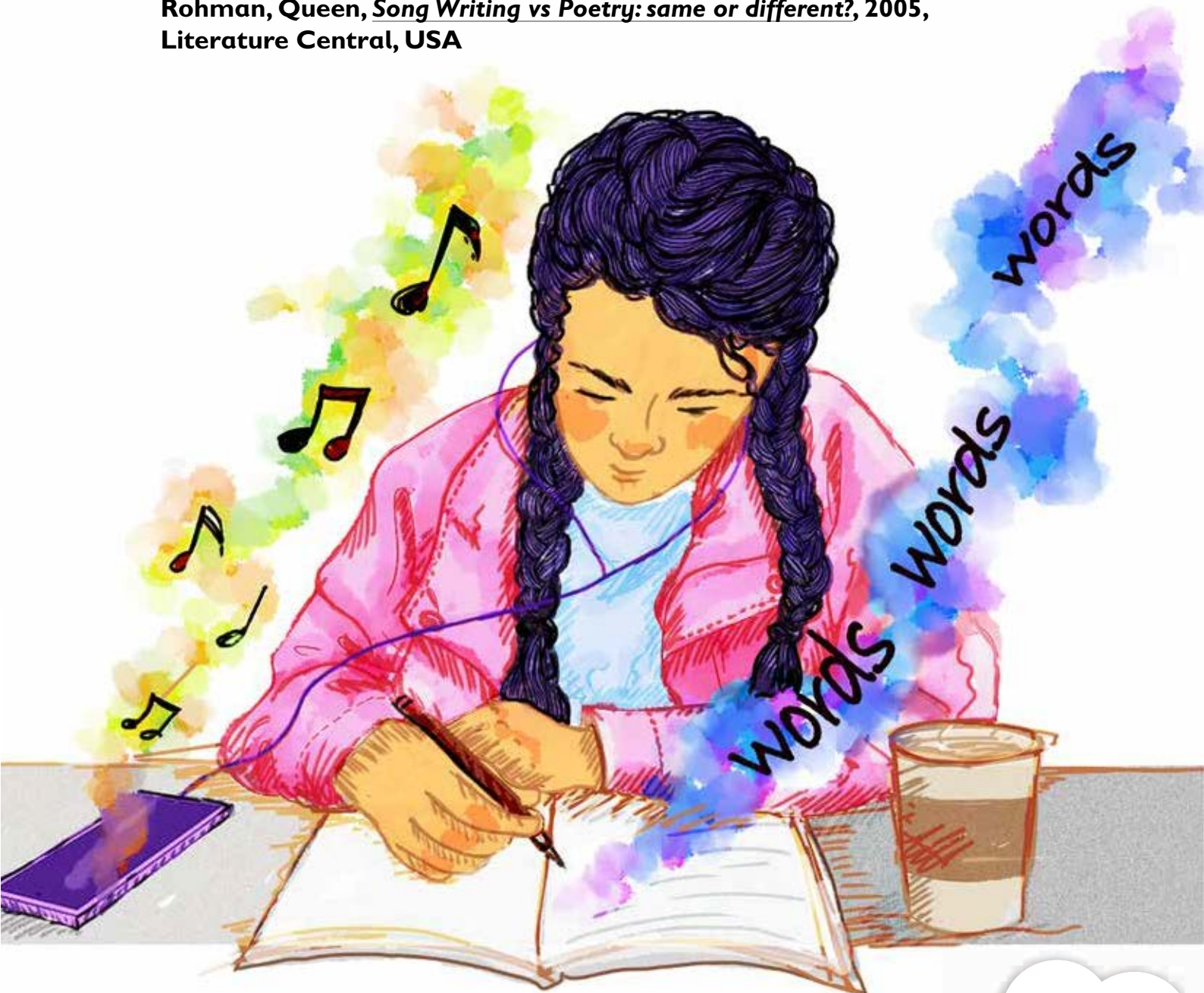
Similarities between Song Writing and Poetry

Both song writing and poetry can be used to express emotions or tell a story. They can also be used to communicate a message to the reader or listener. Song writing and poetry create an emotional response in the reader or listener.

Both also share a lot of the same tools and techniques. In both you can find metaphors and similes to create **imagery**. They both use the sounds in words (including alliteration, assonance and rhyme) to create specific effects on the readers and listeners.

Both poetry and songs can be used to express ourselves. Sometimes we will write songs to help us express ourselves in a way that words cannot. Sometimes we will write poems to help us express ourselves in a way that music cannot.

Rohman, Queen, *Song Writing vs Poetry: same or different?*, 2005, Literature Central, USA







THEME

Writing about Poetry

Weeks 5 & 6 | Cycle 3



Creative Writing
Project



LSC

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

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

Decoding Skills

Phonic sounds

Learn to read these sounds:

sp**o-e****-ed**

Phonic words

Practice sounding out and reading these words:

special speak spelling spoke
stone cope asked unturned answered

Word find

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

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

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

love words write use pictures
just found thought know horse



Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

scared	loving	horrible	nervous	calm
confused	delighted	miserable	enthusiastic	relaxed
disgusting	blissful	fuming	affectionate	heartbroken
worried	tranquil	vile	frightened	muddled up
mystified	terrified	terrible	anxious	gloomy
cheerful	thrilled	timid	furious	caring
peaceful	outraged	puzzled	caring	motivated
tense	adoring			

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

Leave no stone unturned

Leave no stone unturned when looking for a word. Leave no stone unturned when looking for words like a poet. Words for a poem are special. They speak in word pictures. They speak in word pictures that we can see in our minds. Leave no stone unturned looking for that special word.



Take note of the words that poets write. Take note of the words they use.

A spider? Not just a spider. A spiteful spider that spits and sprays and splashes.

A clown? Not just a clown. A clown with a rosey nose who has a tricky way with money.

A shop? Not just a shop. A spaza shop stacked with spanners that spin and spoons that sparkle.

A fire? Not just a fire. A smokey fire that burned brightly and spat sparks into the sky.

A dog? Not just a dog. A spotted dog with spiky teeth that barked at the speckled sparrow.



A horse? Not just a horse. A spirited horse that jumped the rope and fled freely to other places.

A boy? Not just a boy. A speck of a boy without hope, all alone.

A home? Not just a home. A wooden home filled with spirits and spells and magical mice.

Take note of the words that poets write. Take note of the words they use. Speak in word pictures, word pictures we can see in our minds. Leave no stone unturned when looking for a word. Leave no stone unturned when looking for words like a poet.

The spelling trap

Lindiwe hated spelling. She loved words but she really, really hated spelling. She loved to write poems but she hated feeling trapped by spelling. She found spelling hard. She found spelling tricky. She thought it was no joke.

She said, “I cannot cope with spelling. Spelling is no joke. I cannot cope with all the tricky spelling I must know. Why is English spelling so tricky? It is hopeless!”

She spoke some more, “Speaking is easy. You do not have to spell words to speak. You do not have to know all the special spelling tricks. But when you write, you need to know your spelling. I want to write more poems but spelling holds me back! It is no joke, I cannot cope with all the tricky spelling rules!”

Lindiwe’s teacher said, “Lindiwe, your poems are special. Your poems spill from you. They spill from you like water. Your words splash and speak. They give me hope.”

Lindiwe asked, “What must I do? It is hopeless. I cannot cope with all the tricky spelling rules. I want to write more poems. I want the words to spill from me. I love to write my poems.”

Her teacher answered, “Lindiwe, I want you to think less about the spelling and just write. Just write more poems, Lindiwe. Let your words spill out. I will help you with the spelling. I will help you spell the words you need to write your special poems.”

Lindiwe answered with a smile, “Thank you. You are a special teacher. I will write. I will write a special poem for you.”



Task 5: Write your own poem/song (Individual task)

You are going to write a poem or a song that will feature in a movie. To plan your poem or song, you will think about:

- What will the movie be about?
- What is your song/poem going to be about?
- What message do you want to share?
- What emotions will you express in your poem/song?
- What are some emotion words that you will use in your poem/song?

Think of some examples of figurative language that you could use in your poem/song.

- A simile I could use is:
- A metaphor I could use is:
- Personification I could use is:

How will you use punctuation to best get your ideas and emotions across to the reader?

If you are writing a poem, think how you will plan your stanzas.

If you are writing a song, think about your verses and your chorus.

Task 6: Create a poster for a movie

For this task, you will create a poster to advertise the movie that features your song/poem.

The poster's pictures and colours must portray the emotions and feelings from your song or poem.

Your poster must be visually appealing: the writing must be clear, the colours must be carefully chosen, it must be eye-catching and creative.

Ask learners if there are any questions or concerns. Clarify where needed.



Example of a Grade7 learner's completed project

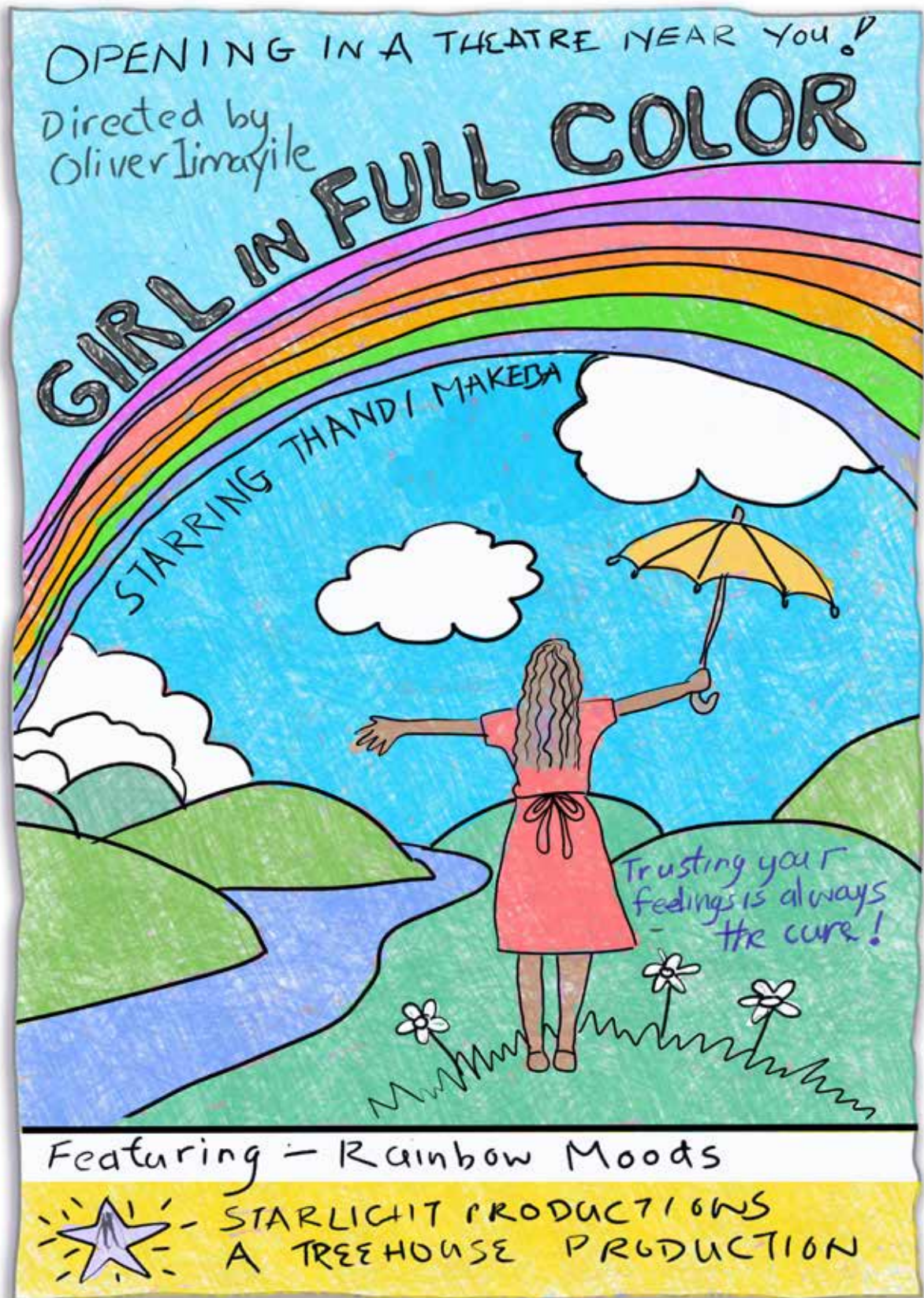
Rainbow moods

I think and feel every day
I show emotions in what I say
Sometimes I'm low and feeling blue
When I'm mad I say what's true

Things happen all the time
But I know that I'll be fine
Good things make it easy to be
Joyful and grateful and very happy

But when things are bad
I can feel angry and mad or sometimes just sad
Knowing that feelings all pass in a while
I know I'll soon be wearing a smile

Emotions are rainbows, colourful and bright
When evrythings OK the world seems right
I know this for sure
Because trusting your feelings is always the cure!





THEME

Rewilding the Earth

Term 3

Weeks 7 & 8 | Cycle 4



<https://www.youtube.com/watch?v=t3l9gDocYdk> – TED-Ed – Rewilding our world. TED-Ed is an educational YouTube Channel.

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

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



LSC

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



LSC

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

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

Decoding Skills

Phonic sounds

Learn to read these sounds:

wh

u-e

oo

Phonic words

Practice sounding out and reading these words:

which why huge true cool
fool look shook shoot food

Word find

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

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

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

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

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

crisis	generates	renewable solar power		tragedy
marine life	restricted	solutions	connected	impact
affordable	nutrients	predator	overcame	used up



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

Thank you, magic earth

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

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

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

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

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

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





Iviwe the earth hero

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



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

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

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

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

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

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

1. What is Iviwe protecting?

Iviwe is protecting...

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

Iviwe said to her friends that the earth...

3. Was Iviwe an earth hero alone?

Iviwe was / was not an earth hero alone.



Shared Reading Text

Read and discuss this text together with your teacher.

Rewilding the Earth

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

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

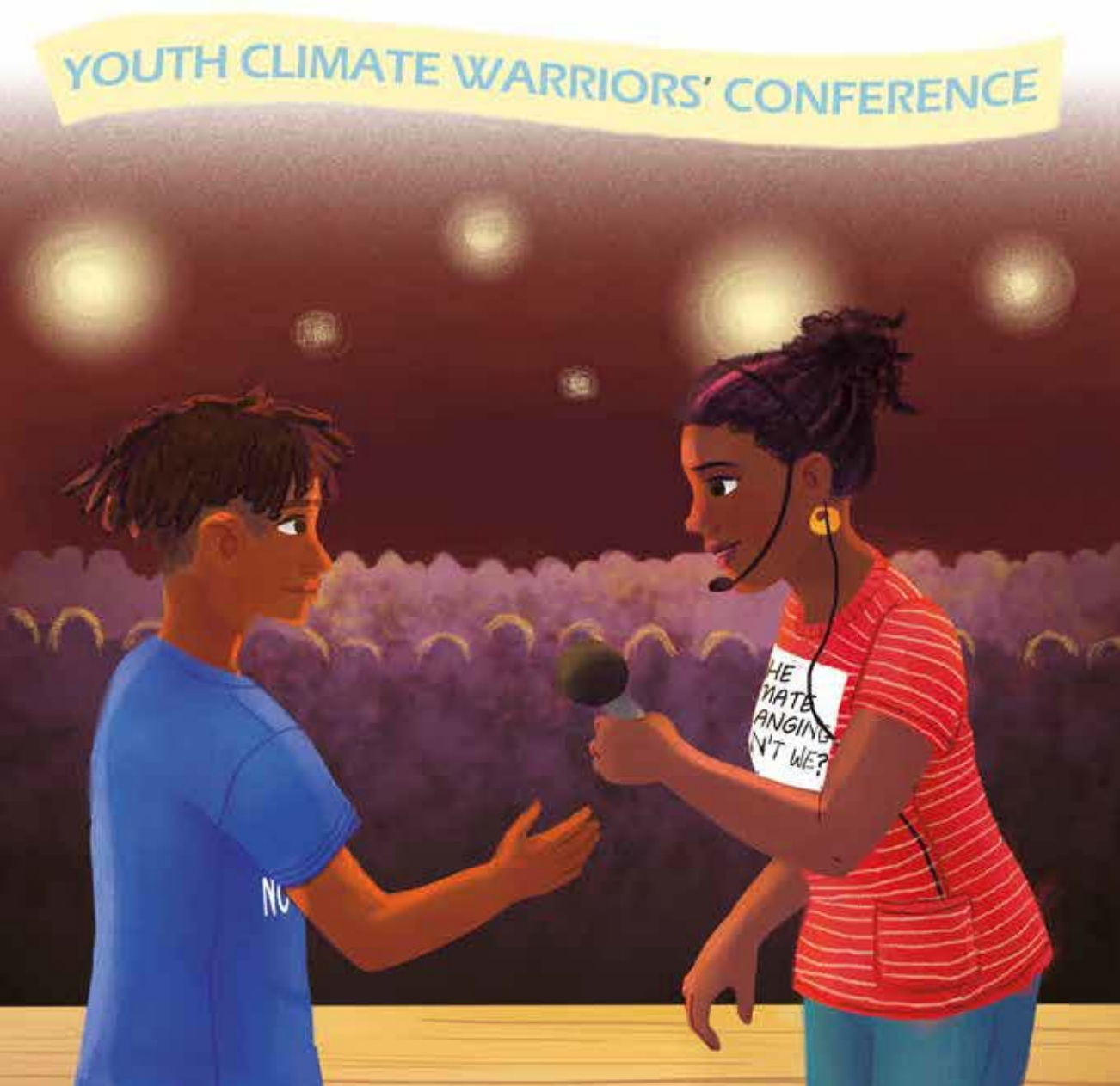


Vocab

warrior – a brave fighter

locally – in your area, community

globally – in the world





LSC

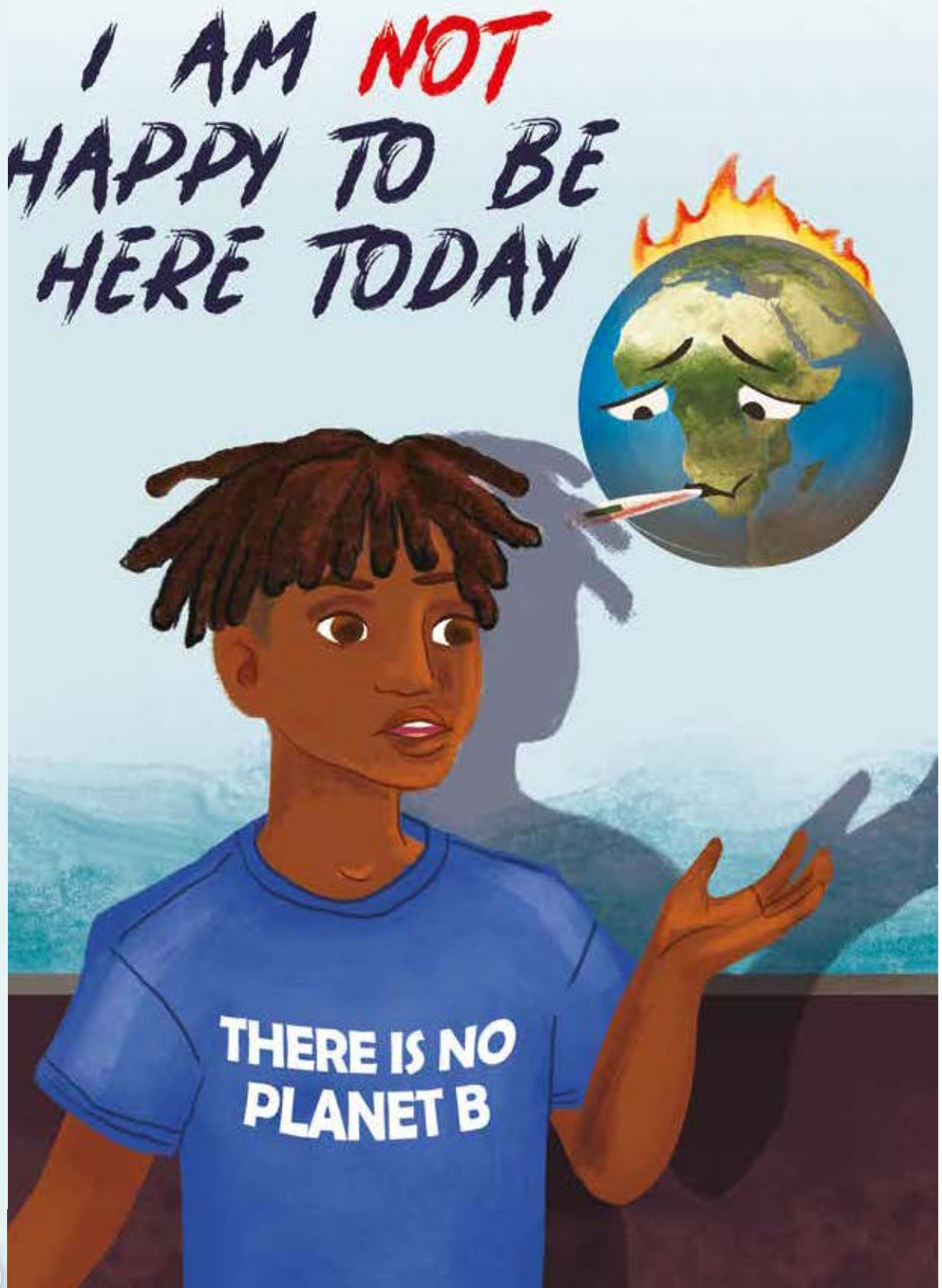
Choice of words
to get an emotive
(emotional)
response



LSC

Repetition to
emphasise the
point

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





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

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



LSC

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



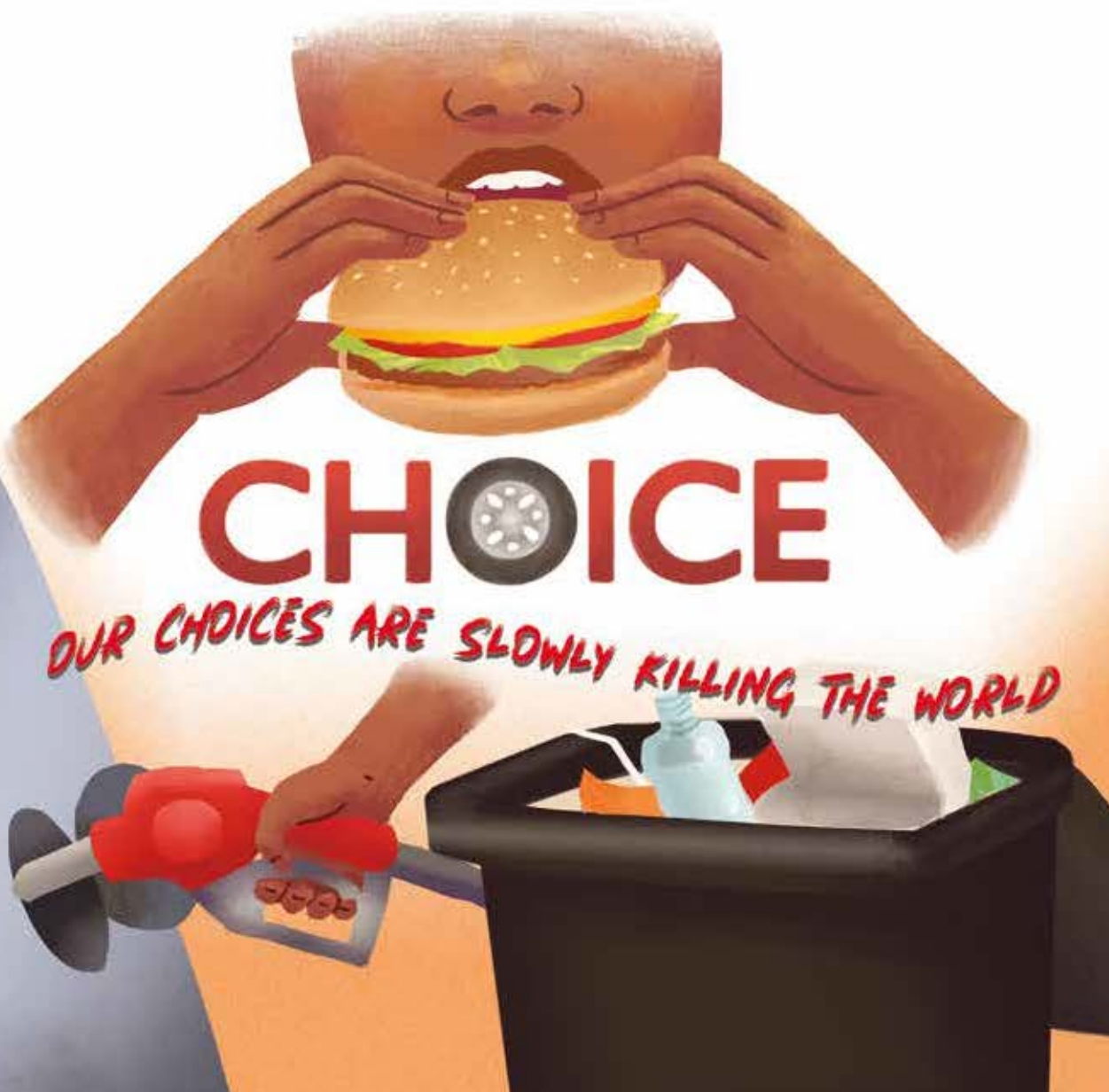
CS

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



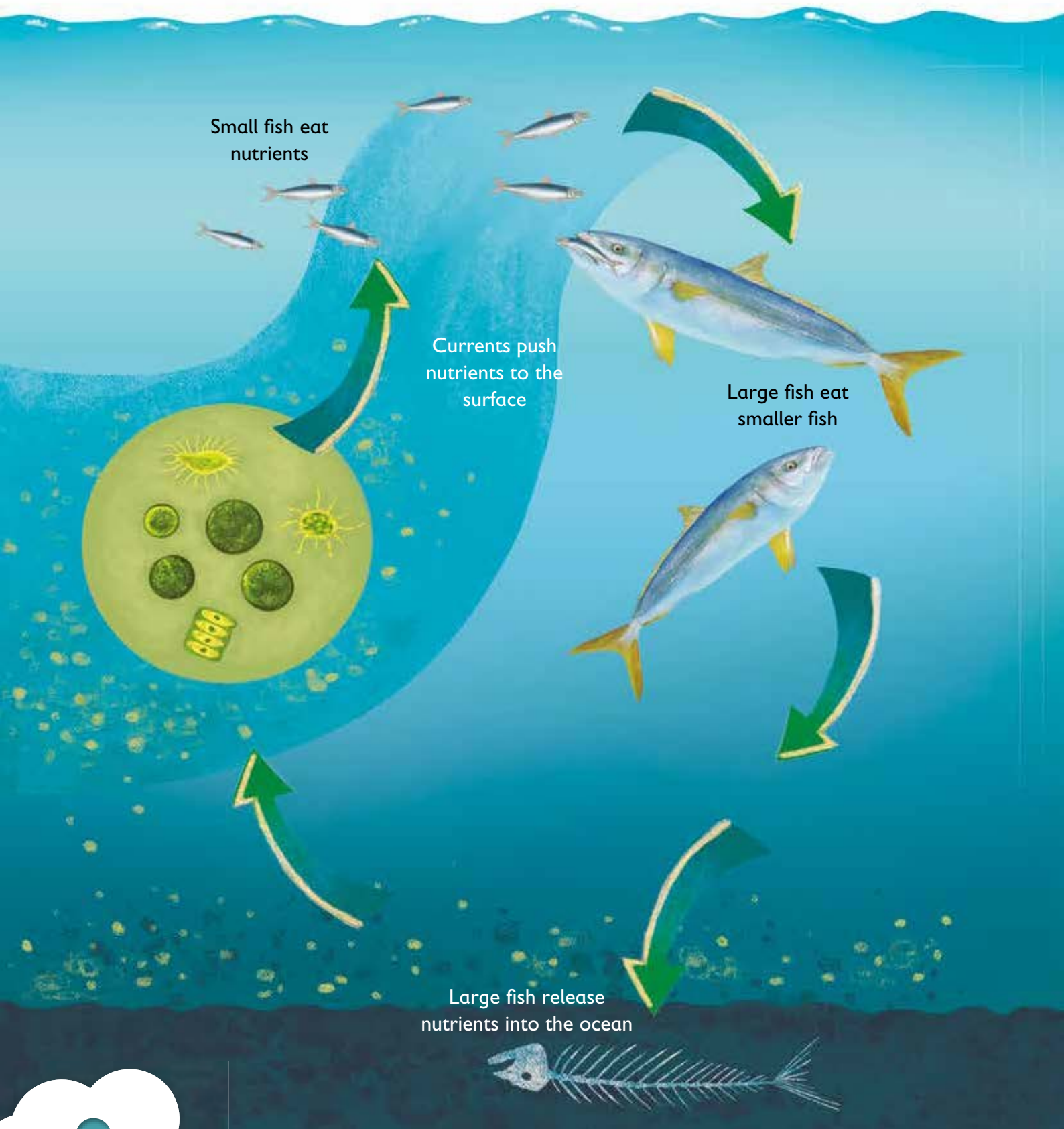
LSC

Choice of words to get an emotive (emotional) response





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





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

**Vocab**

absorbing – to take in

**CS**

Make an evaluation: are these fishing companies greedy?

**Vocab**

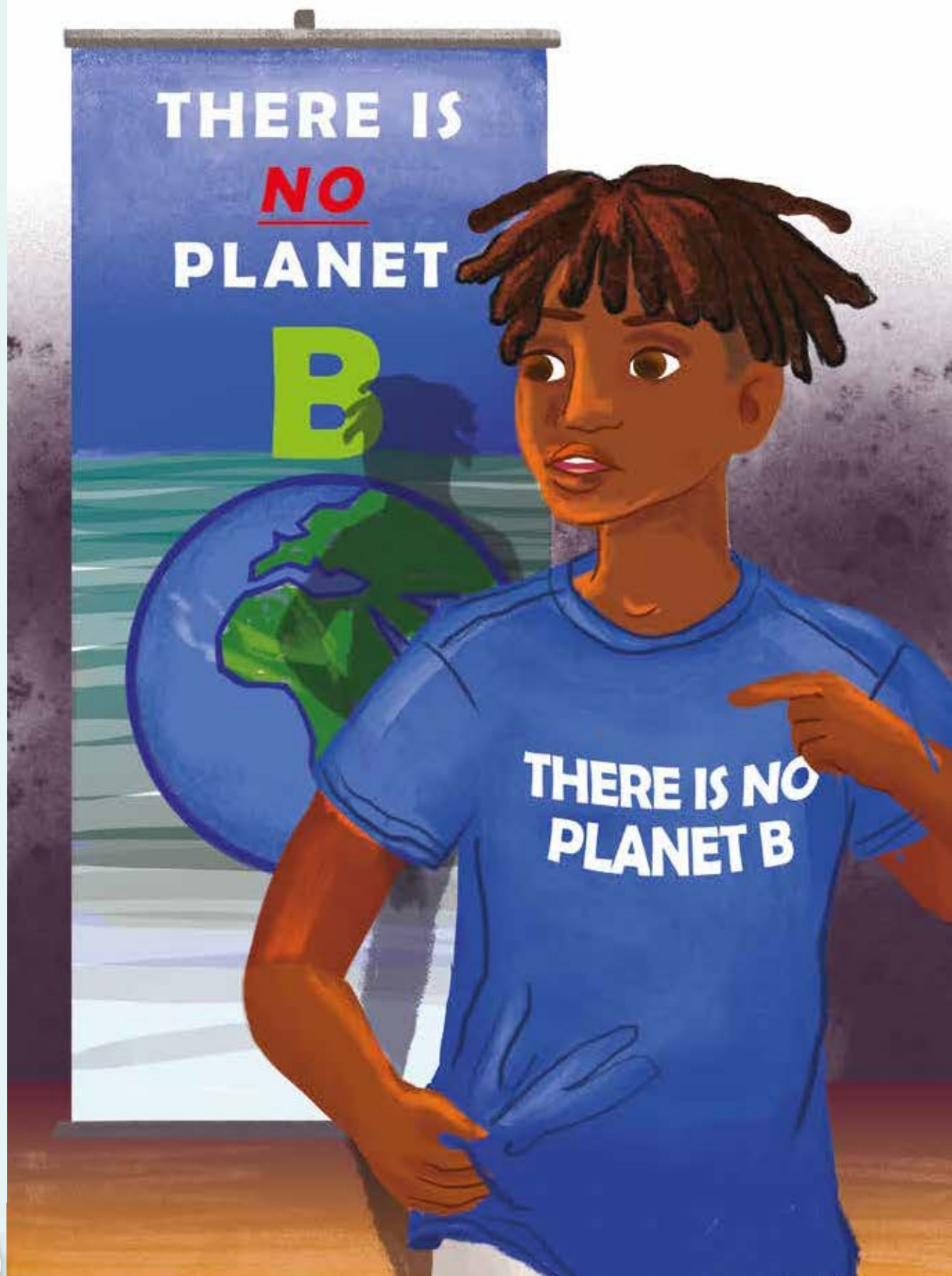
single-use plastic – an item made of plastic that can only be used once, and cannot be recycled



LSC

Short sentence to
grab attention

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





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



LSC

Choice of words
to get an emotive
response



LSC

Short sentence to
grab attention



Vocab

predators –
natural enemies
that hunt us



Vocab

disgraceful and inconceivable

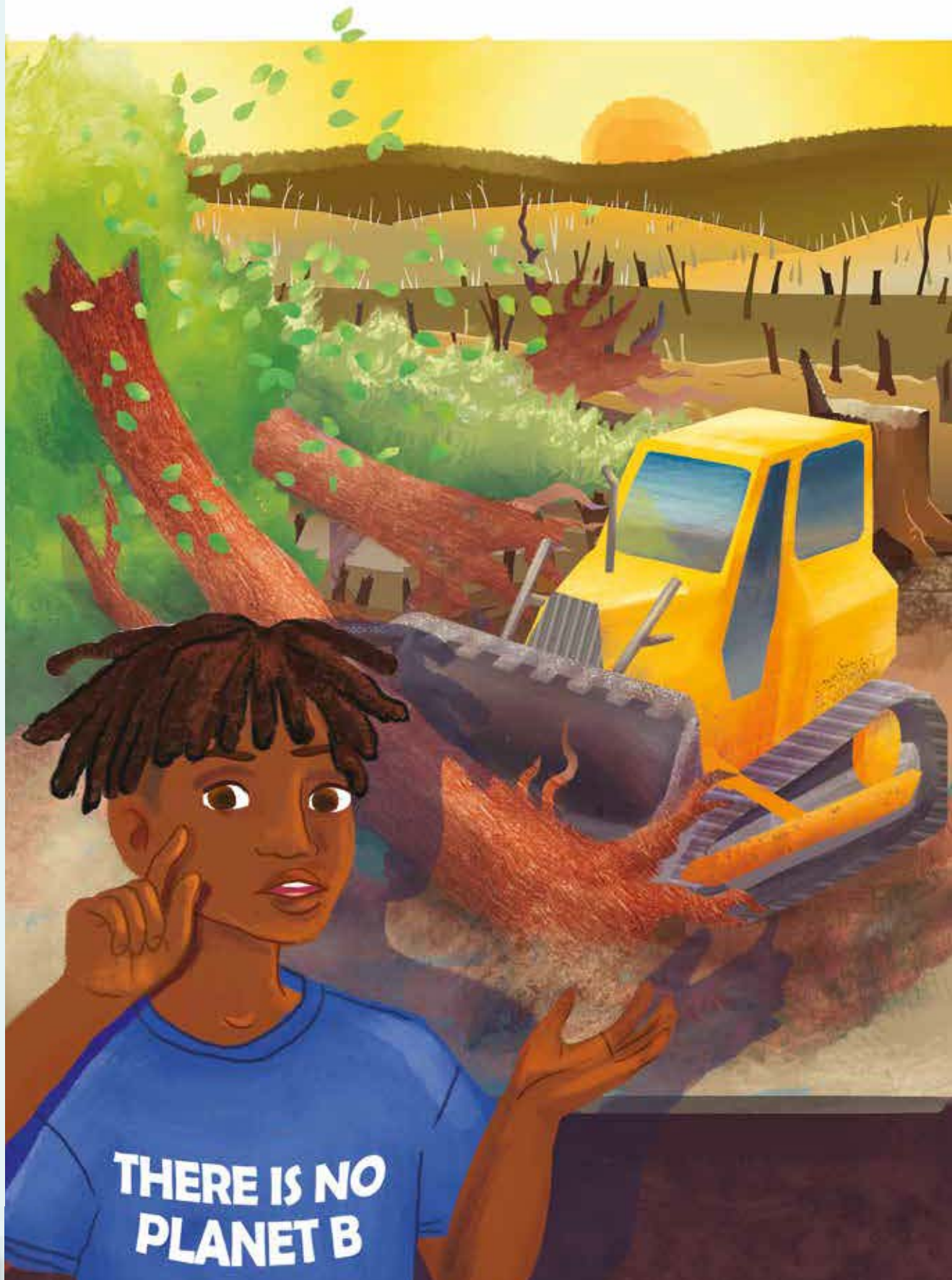
– shocking, unacceptable and unbelievable



CS

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

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





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



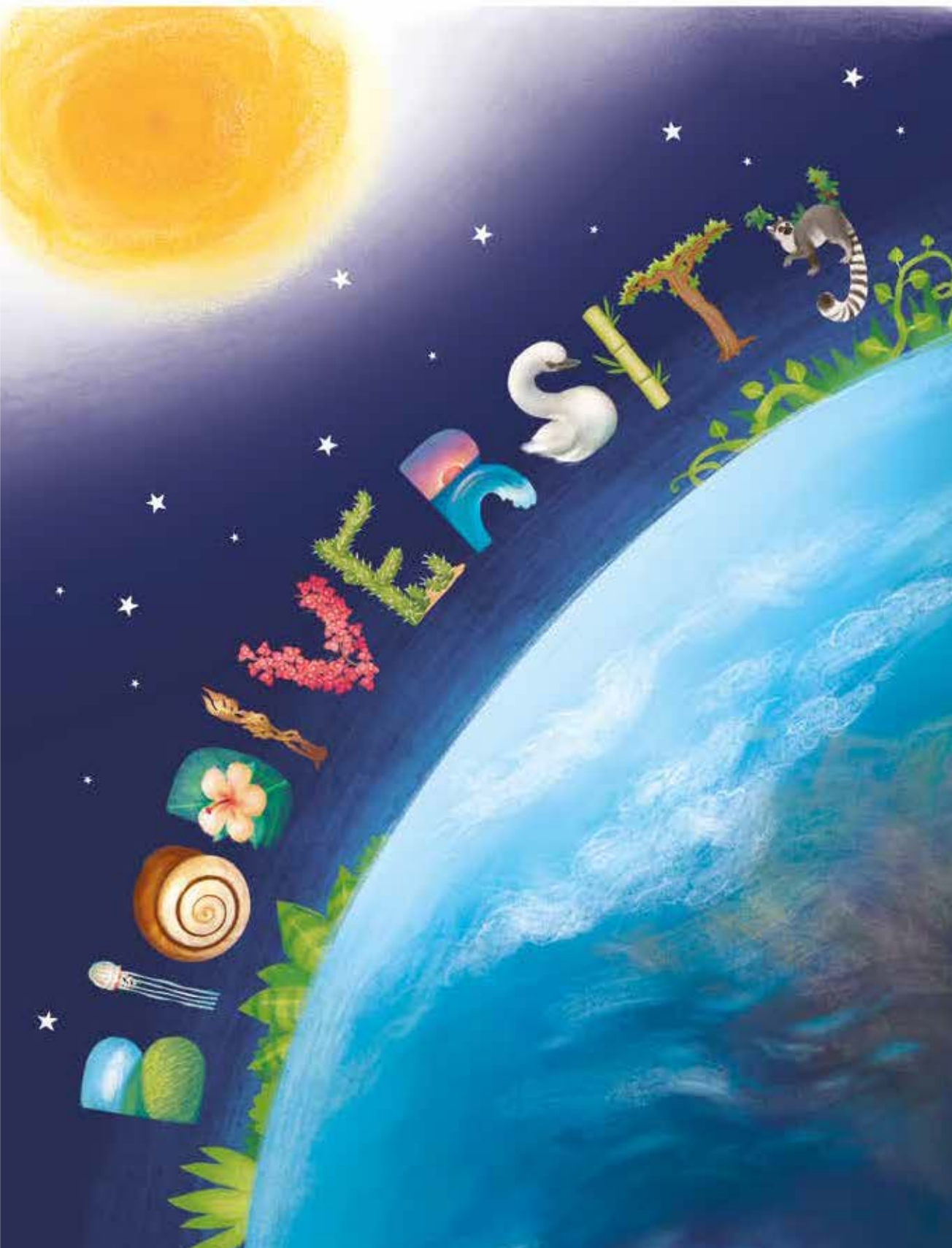
LSC

Rhetorical question to get attention and to make us feel involved and responsible



LSC

Short sentence to grab attention



**Vocab**

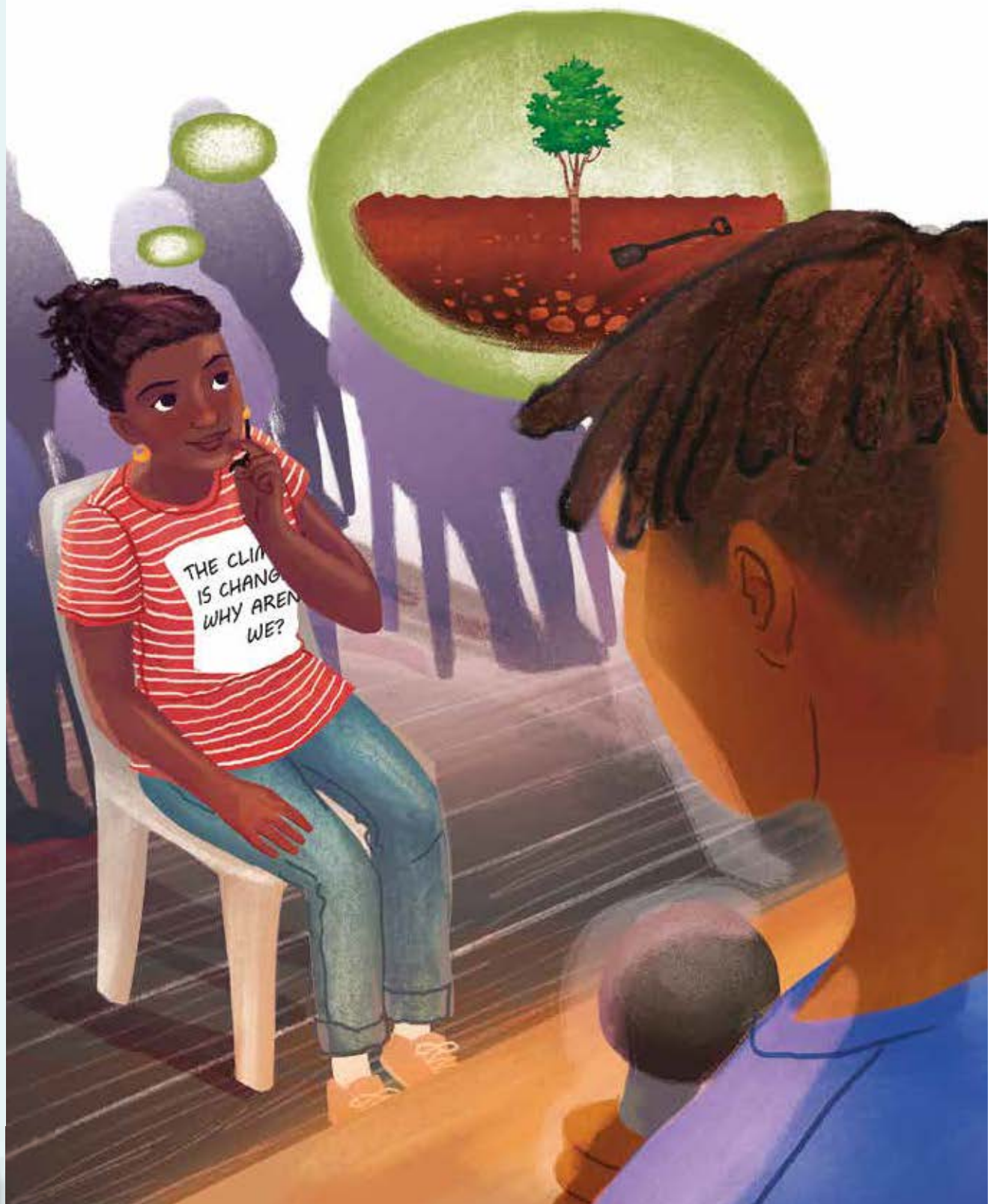
sustainable –
able to keep going

**CS**

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

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

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





Independent Reading Texts

Read and discuss these texts with a partner during independent reading time.

Wonderbag

Dear Diary

6 August 2021

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

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

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

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



Vocab

destroy – to break and ruin



CS

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



Vocab

impressive – great



CS

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

Dear Diary

22 August 2021

You'll never believe what's happened?

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

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





1. What was the writer so angry about?

The writer was upset because...

2. Name 3 reasons why the Wonderbag is a good idea?

The Wonderbag is a good idea because it ..., ... and

3. How did MaNdlovu react to the Wonderbag?

When she saw the Wonderbag, MaNdlovu...

4. What is one thing you, your family or your community could do to stop destroying the planet?

One thing I/we could do is...

5. A diary is written in the first person. Give an example from the text to show this is written in the first person.

6. A diary is for someone to write down what is happening in his/her life and how he/she feels about these things.

Write 3-5 sentences about something that happened to you recently and how you feel about it.

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

**Interesting
Facts**



Visual Texts

Read and discuss these texts with your partner during independent reading time.

Poster A





Poster B





1. Refer to Poster A: What is the picture on the poster? What problem facing the world is this picture showing?

The picture on the poster is... This is showing the problem of...

2. Refer to Poster A: The climate is changing. **Why aren't we?**

The question in Poster A is meant to make us...: (choose one response)

- a. realise the importance of the situation
- b. make us think about what we are doing
- c. change our behaviour
- d. all of the above

3. Refer to Poster B: **You can't feel it but they can.**

Which animal is shown to be at risk because of global warming?

4. Refer to Poster B: How does the picture emphasize the danger this animal is in?

The picture explains the danger facing the animal by showing us...



Posters: Challenge your brain!

1. Why is it a bad thing if some animals become extinct (all die and there are none left)?

It is a bad thing if some animals become extinct because...

2. Do you think these posters will make people aware of the problem of global warming? Do you think they will make people change their ways? Why or why not?

I think these posters are/are not effective, because ...



Language Structures & Conventions: Practice

Persuasive and emotive language

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

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

Read the following speech.

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

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

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



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

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

Synonyms and antonyms

A synonym is a word with a similar meaning.

An antonym is a word with the opposite meaning.

Write down the word that is not a synonym:

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

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

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



Summary: *Wonderbag*

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...

THEME

Addiction and Abuse

Term 3

Weeks 9 & 10 | Cycle 5



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



LSC

Both 'ee' and 'ey' say the long E sound. We usually use 'ee' in the middle of a word, like green. We use 'ey' at the end of a word like key.

Decoding Skills

Phonic sounds

Learn to read these sounds:

sl

ee

Phonic words

Practice sounding out and reading these words:

slow sleep slap free flee keep

Word find

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

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

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

speak mean happy wrong yourself
 power shout over does before

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

advice	lose it	peer pressure	gut instinct	heartbreak
eye on you	stand up	despondent	anxious	
inevitable	disgust	clench	shove	



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

Mandisa needs help

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

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

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

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

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

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

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

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





Growing up is hard

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

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

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

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

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

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

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

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

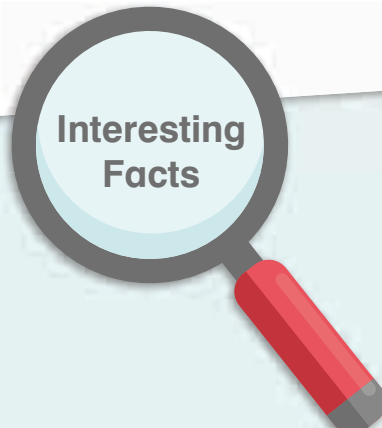
Nandi shouted, 'You see! Growing up can be cool too!'





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

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



Interesting
Facts



Shared Reading Text

Read and discuss this text with your teacher.

Neo's heartbreak

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

hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.



LSC

Subject – Neo

Predicate – felt despondent



CS

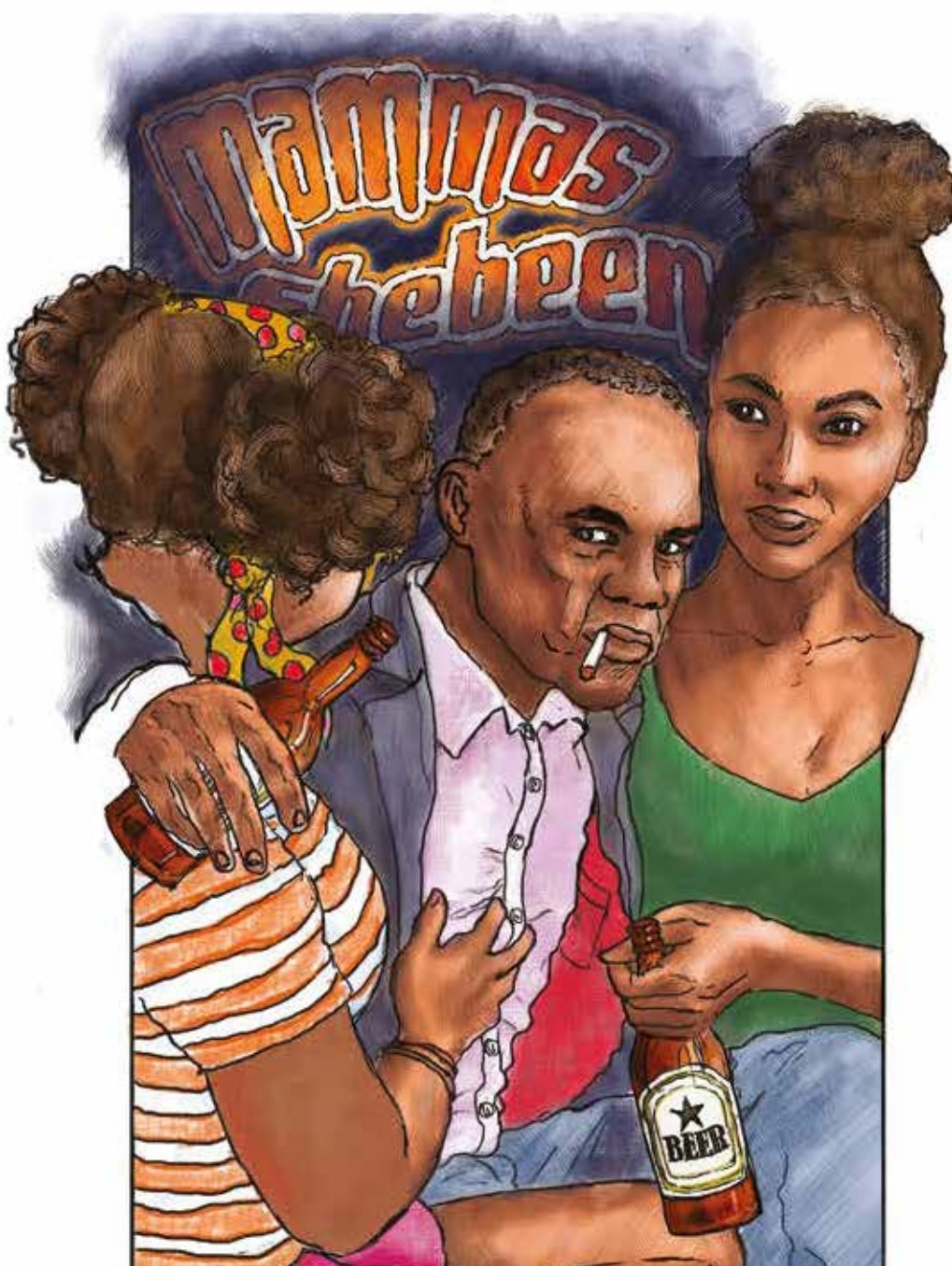
What inference can you make about how Neo usually did at school?



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

‘Neo! Is that you? Get in here!’

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



LSC

Subject – His father

Predicate – was constantly sick and constantly drunk.



Vocab

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



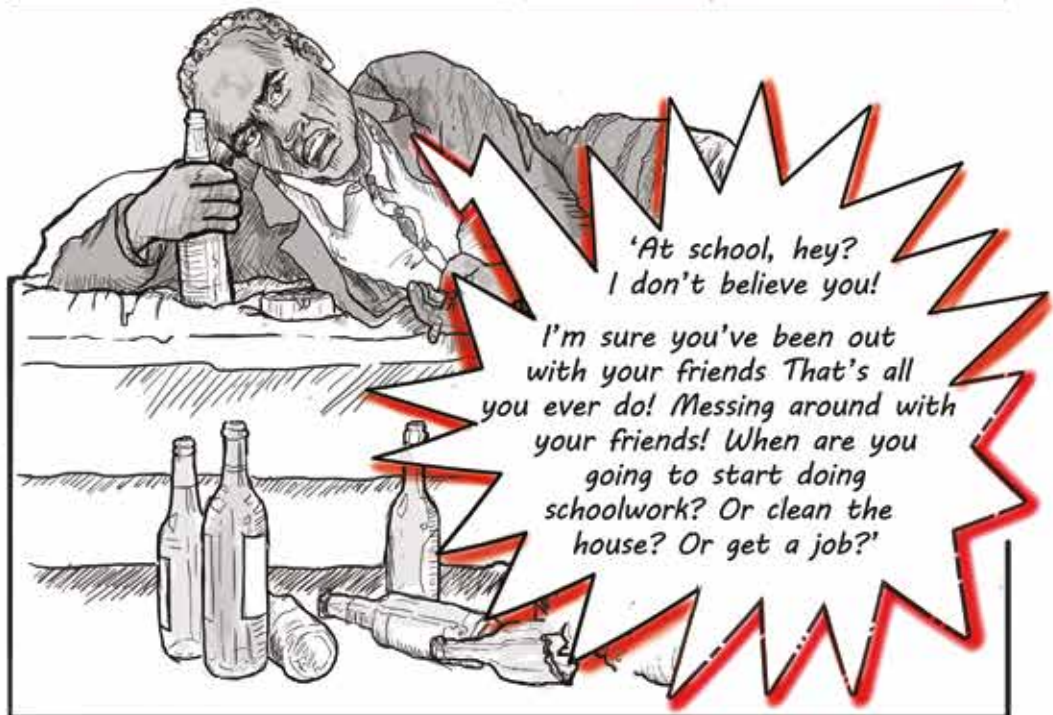
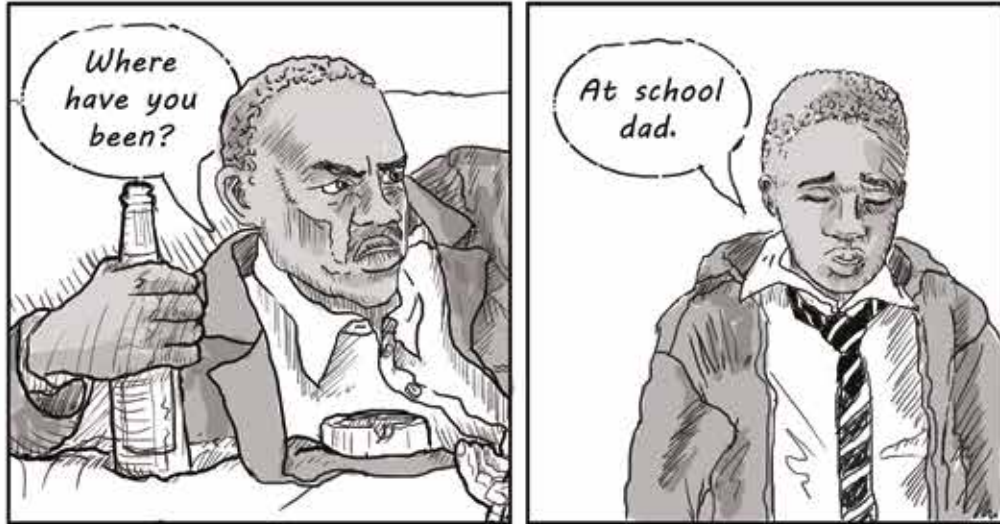
CS

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



CS

Can you make an inference about Neo's father?



Vocab

clenched – to hold the muscles tight



LSC

Subject – Neo's heart

Predicate – broke with those words.



Vocab

yelling – shouting

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

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

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

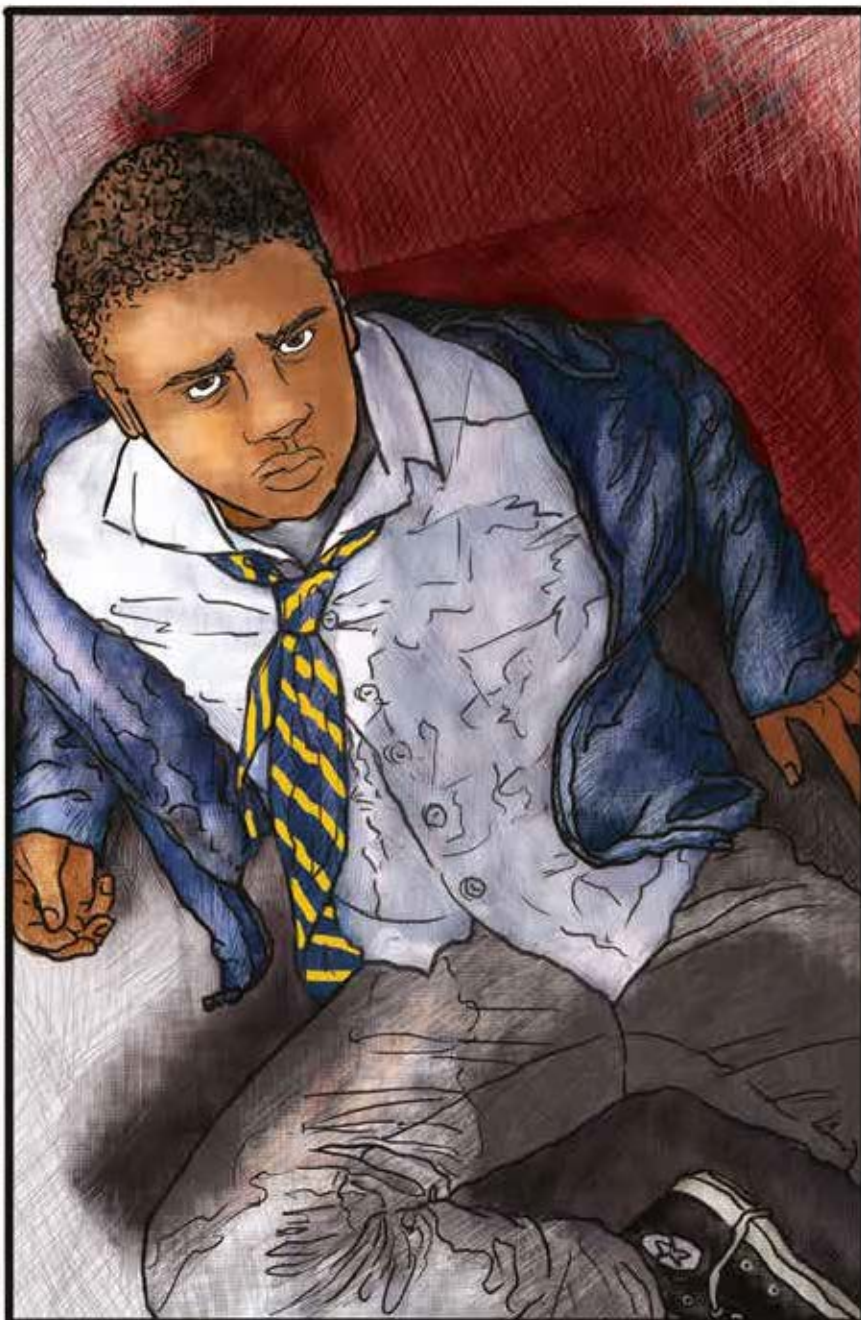
As Neo looked at his father, he promised himself that when he was older, he would be nothing like his dad. He also promised himself that he would never treat his own children the way that his dad treated him.



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

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

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



CS

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



Vocab

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



CS

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



Vocab

burst into tears
– started crying suddenly

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

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

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

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





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

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

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

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



CS

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

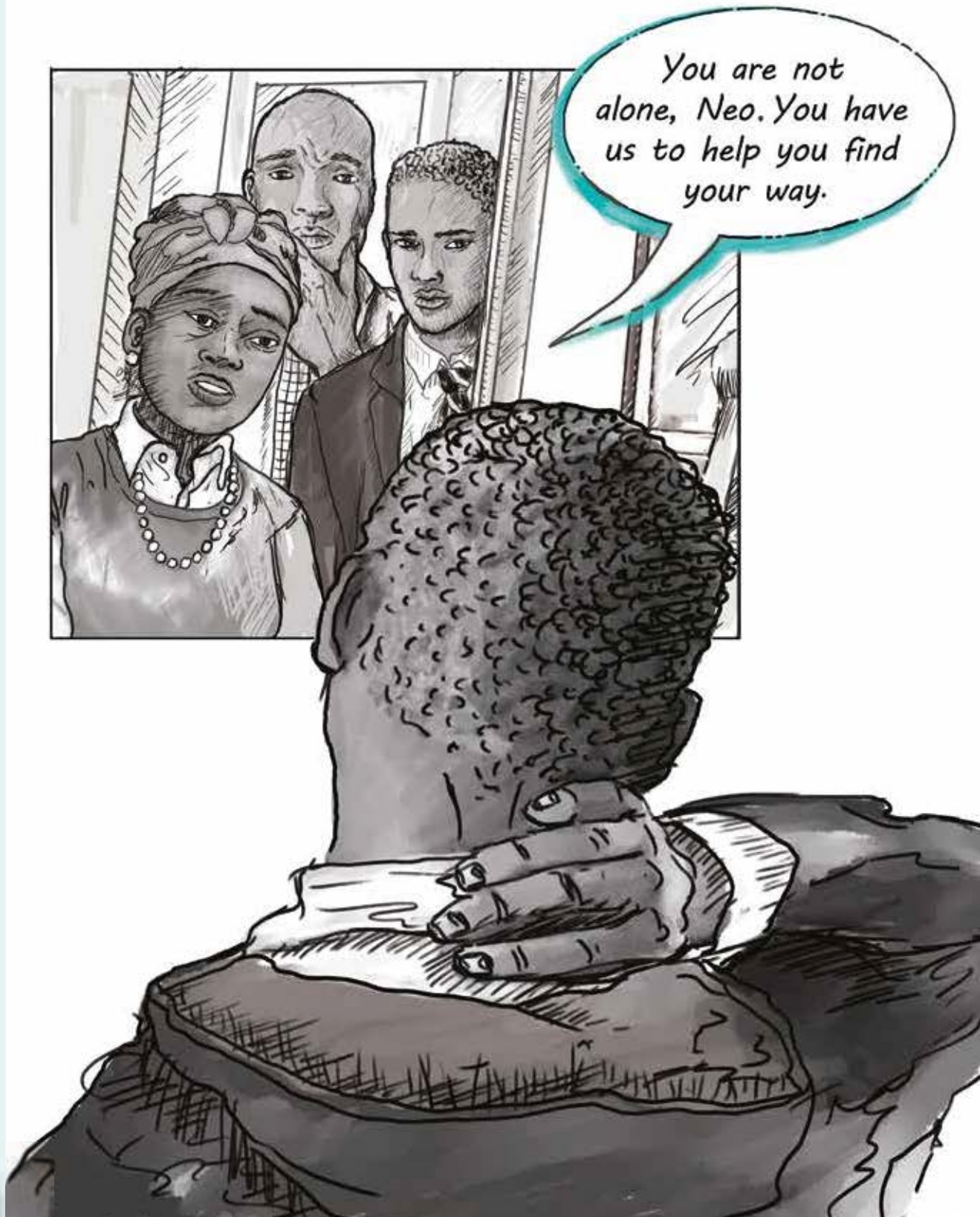




He cried as he nodded his head, 'Okay.'

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

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





Independent Reading Text

Read and discuss this text with a partner during independent reading time.

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

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



Vocab

experiment – to try and see what happens

substances – drugs and alcohol

state of mind – the way you think about things

reality – real life



Vocab

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

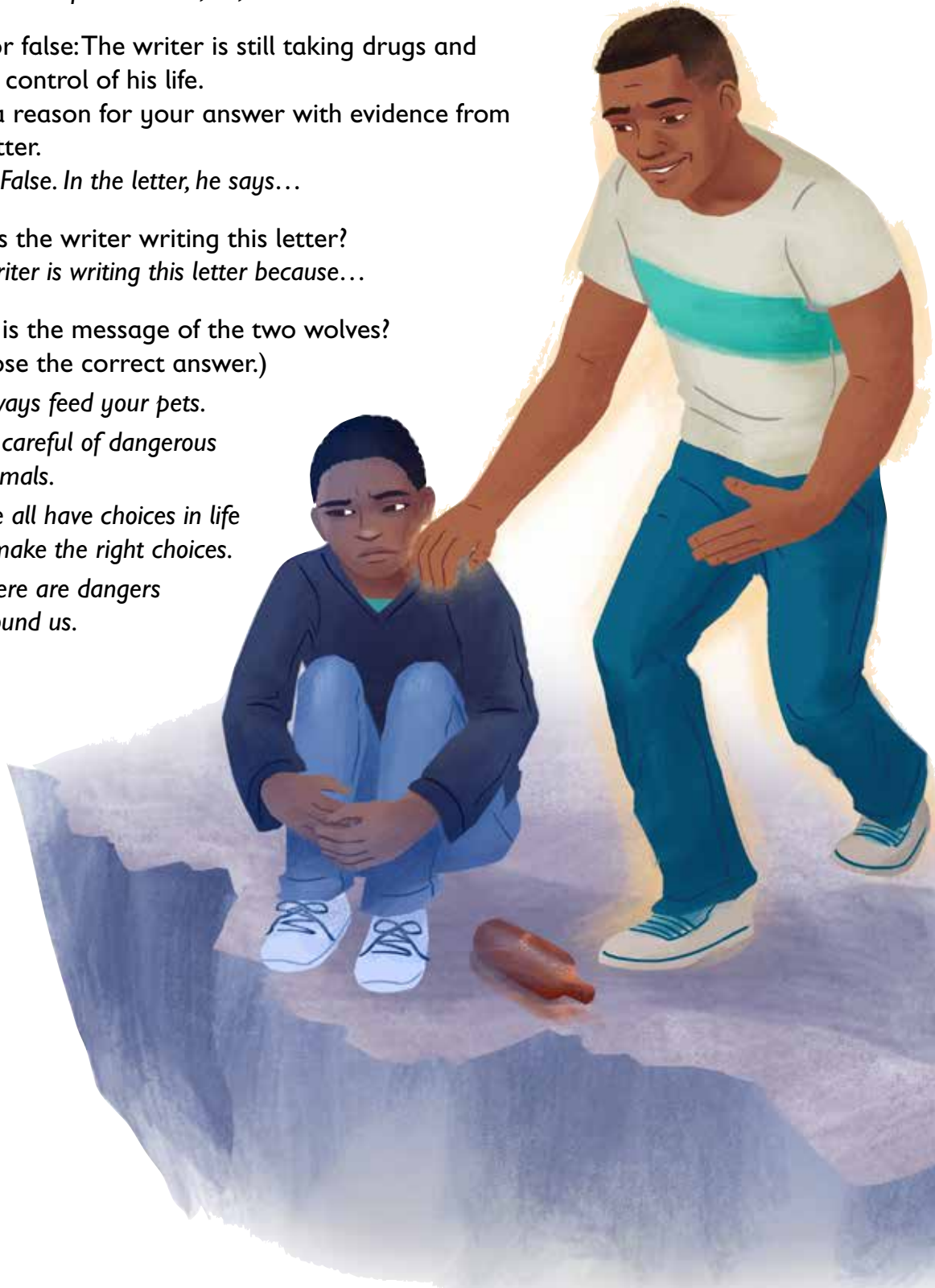


CS

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



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

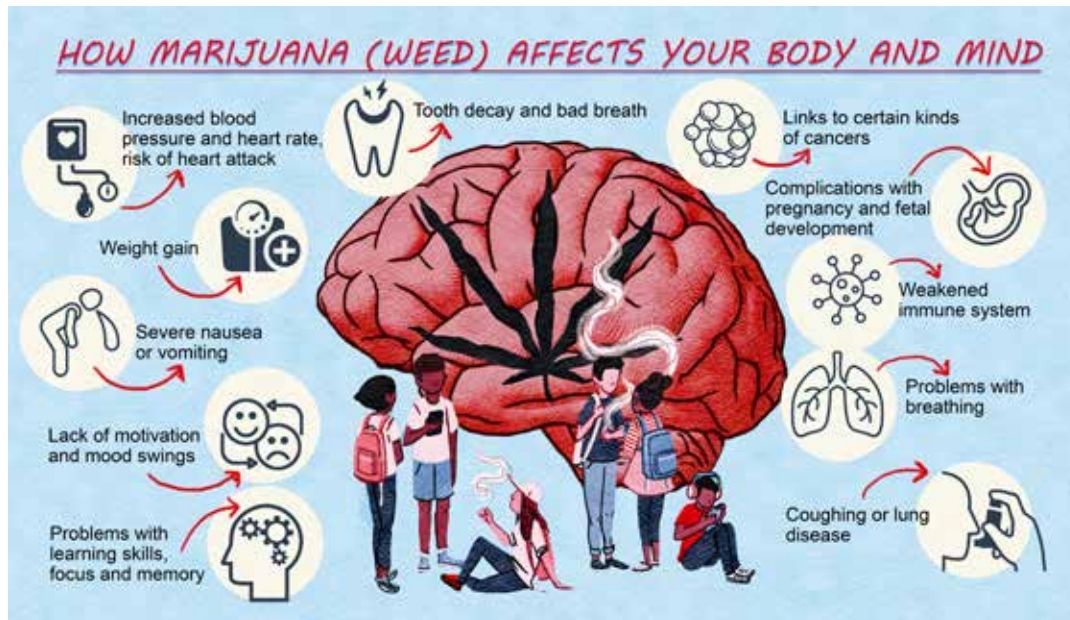




Visual Texts

Read and discuss these texts with a partner during independent reading time.

Infographics





- 1 Name 2 harmful effects marijuana has on the mind and 2 harmful effects it has on the body.

Mind: ... and ... Body: ... and ...

- 2 How does alcohol make people behave?

Alcohol makes people...

- 3 Which do you think is more serious: losing the ability to learn and focus or a weakened immune system? (Your immune system helps to fight germs and keeps you healthy.) Why?

I think ... is more serious, because...

- 4 What can you infer that drinking alcohol will do to a person's life span (how long they will live)?

I can infer that drinking alcohol will...



Infographic: Challenge your brain:

1. Why do you think people still smoke weed and drink alcohol when they know what these drugs are doing to their body and mind?

I think people still smoke weed and drink alcohol because...

2. What would you say to someone who is thinking of trying out weed for the first time?

I would....



Language Structures & Conventions: Practice

Pronouns

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

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

Rewrite the following sentences, using the correct pronoun.

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

Articles

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

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

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

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

Rewrite the following sentences, using the correct article.

1. Peer pressure is (a/the/an) serious problem for teenagers.
2. Weed is often (the/a/an) first drug that people try.



3. You always have (a/an) choice. Make (the/a/an) right one!
4. Sometimes blaming your parent is (a/an) option for getting out of trouble.
5. Alcohol is (the/a) most acceptable drug in society.

Subject-verb agreement (concord)

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

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

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

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

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

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

Tenses: Simple Past and Simple Present

Rewrite the following sentences in the simple past tense.

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



Rewrite the following sentences in the simple present tense.

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

Synonyms and Antonyms

A synonym is a word with a similar meaning.

An antonym is a word with the opposite meaning.

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

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

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

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

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



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

This main idea in this text is that...

This text made me think about...

Something I learnt is...

I found this text...because...

THEME

Health: A Social Responsibility

Term 4

Weeks 1 & 2 | Cycle 1



<https://.kidshealth.org/en/kids/hiv.html> :An excellent resource that helps to explain HIV

<https://youtube.be/9IGJTvNacao> : Black scientists changed the game - a music video listing the accomplishments of US black scientists



Decoding Skills

Phonic sounds

Learn to read these sounds:

kn

ea

-ow

-ew

Phonic words

Practice sounding out and reading these words:

know knock each dream grow now new knew

Word find

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

kn	ea	ow	ew
ee	t	ch	-ed
b	l	d	m

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

care precious responsibility information health
risk important inside please use



LSC

in the sound /kn/,
the 'k' is silent, we
just say the 'n'



LSC

the sound
/ow/ makes two
different sounds.
For example:
Sound 1: cow and
how
Sound 2: slow and
grow



Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

feverish	preventable	immune system	prescribed
infectious	transmitting	disclosed his status	
disgusting	nightmare	reconciliation	embrace
curable	accusing	relieved	

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

We are precious

We are precious. We are precious in this world. I know that people are precious. I know that health is precious.

We must keep each other safe. We must keep everyone safe. I must care for me. I must care for you. I must care for each life, now. We can't be slow. We can't keep it inside. We must let our kindness show!

Each life has a glow! Wow, people can grow and be new! Everyone has dreams inside. What does everyone have inside? Everyone has dreams inside that are glowing and growing. Life is not cheap. People are not cheap. People are like glowing jewels. Everyone is precious like a jewel. Inside, we are precious like jewels. So, we must look after each glowing jewel. We must stay well. Everyone must choose health! Choose health now!

We are not on our own in this life. We are a crew. We are a team. What are we? We are not on our own, we are a team. Knowing this is important. Knowing this gives us a responsibility. Knowing how to keep others safe is important. Some are weak, some are sick. Some need help! We can't let them down. We can't bow out. We can't frown and say "Ew!" It is important to care for each life, now!





Do not put others at risk. Please, keep others safe. Please, keep others healthy. Do not knock others down. No blows, no howls or growls. We must lead! We must lead with health! Everyone has a knack. Everyone has a knack for helping. Each of us has a responsibility. We must keep everyone safe and healthy. Lead with health! Teach health. Teach health information to others. Use what you know about health to teach others. Do not put others at risk. Treat others with care. It is our responsibility.

Everyone is precious. Please take care of each glowing life!

Rahima's dream

Rahima has a dream. Rahima has a dream to share information. What information does she want to share? She wants to share everything she knows about health.

She wants to lead. She wants to reach many people. She thinks it is important. What is important? To teach about health is important.

Rahima knows about fake health news. Rahima has known about fake health news for a long time. She hates it! It makes her frown and growl and howl! Knowing about fake news makes her steam! It is a trick. It is not right! It is bad information. Fake health news will mislead many people. It will keep them weak. It will knock them down. It will not help them grow and be well.





When we do not know, we are at risk. When we do not know, we can be knocked skew and fall on our knees. We can be sick inside. We can be ill and not know.

'I know a lot about health. I can show others. I can share the right information with others. This information can keep people safe. How will I lead? I can teach them about health. I can read to them about health. I can lead them away from risks. I can treat them with respect and give the right information they need! Please don't share fake news. Please share the right things.' says Rahima.

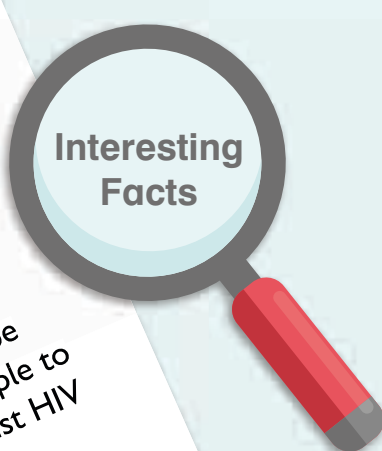
This was Rahima's dream. To keep each precious life safe. To protect others, now!

'Wow, this is important. Wow, this health information is important! I grew from this information! I threw away the fake health news! I grew from the right health news. Thank you for your care, Rahima. I can use this information for me, now. I can share this information with others, now. Now I can share this with everyone in town! I can show I care. I can care for my own health. I can care for other's health. I can protect others too!' I say.

1. Rahima's dream is glowing. Rahima's dream is growing!
What is Rahima's dream?
2. What makes Rahima growl, frown and howl?
3. What are three things Rahima can do to help people stay healthy?

- The 1918 influenza pandemic was the worst the world has ever experienced. It is thought that half a billion people were infected, and between 50 and 100 million people died.

- PrEP (Pre-exposure prophylaxis) is a medication that can be taken by at risk people to protect them against HIV infection.



Interesting Facts



Shared Reading Text

Read and discuss this text together with your teacher.

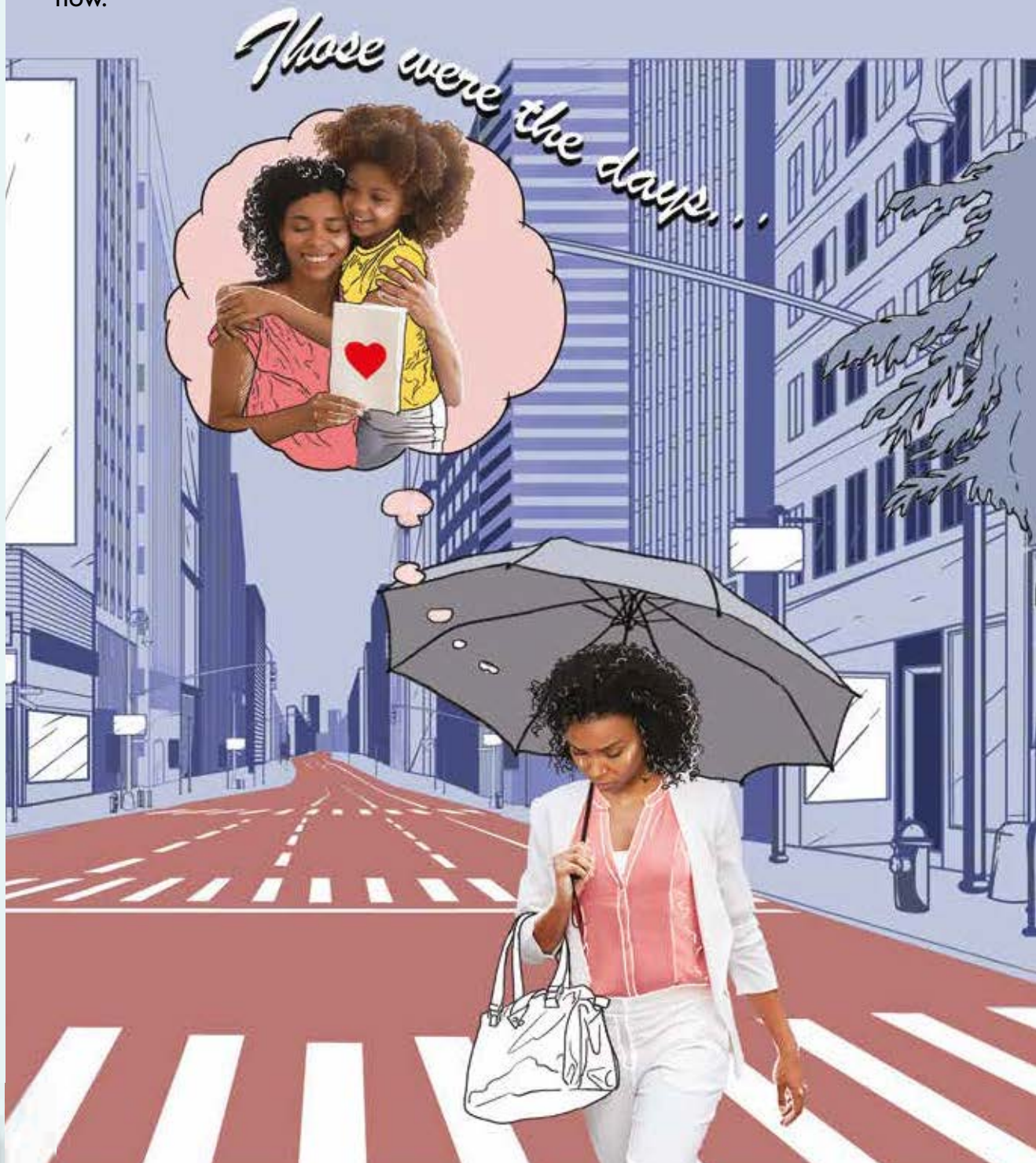
U = U

Nombulelo sighed as she walked slowly home after work. She was worried because she never knew what she would find when she opened her front door. She thought back to when things were happier and calmer. A few years ago, her daughter Amahle had been a sweet child. But that was a very different Amahle to the one she lived with now.



CS

Can you make an inference about what Nombulelo's day was like and how she is feeling?





Fifteen years ago, Nombulelo had not known she was HIV positive when she was pregnant with Amahle. If she had known, she definitely would have made different choices. She would have done anything to prevent transmitting HIV to her baby. But her boyfriend had not disclosed his status to her, and because she was young and scared, she had not gone to the clinic throughout her pregnancy. So, when her beautiful baby was born, Nombulelo had unknowingly passed the virus on to her.





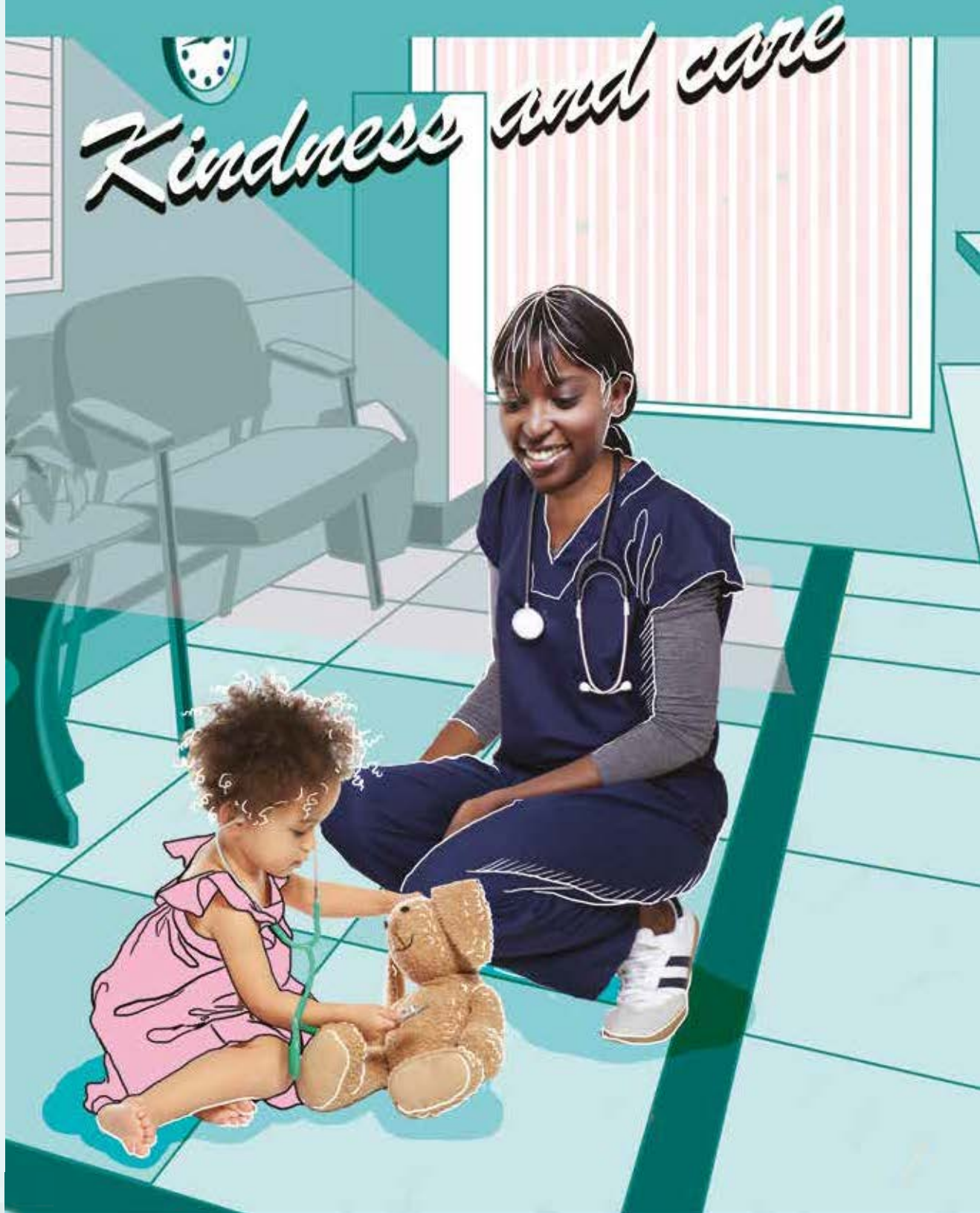
Vocab

ART -

Antiretroviral Treatment, the medication taken to treat HIV

grateful – thankful

Once the baby was born, the clinic staff were friendly and helpful at every visit. They treated Nombulelo with respect and care, and they loved Amahle. The Sister explained how **ART** works and how she and the baby needed to take their medication daily. ART would allow them to live long and normal lives. Nombulelo was so **grateful** to the kind staff at the clinic.





The first twelve years were **relatively** easy. **It was just the two of them.** Amahle was a good child. She had lots of friends, she loved school, she laughed a lot and every day, she took her 'vitamins' (her ART). Nombulelo knew that life wouldn't always be this simple as Amahle grew up, but she was not prepared for what came next.

Good times



Vocab

relatively – quite



CS

Can you make an inference about their life for the first 12 years? What can you infer about the kind of parent Nombulelo was? What can you infer about Amahle? Can you infer if Nombulelo had any other support?





LSC

Figurative language

Made her heart stop means she got a big fright.



CS

What can you infer about Amahle from her response? Can you infer who she and her friends had been speaking to?

One day, when Amahle was in Grade 7, she came home from school and said something **that made Nombulelo's heart stop**.

'Ma, do you know what we learnt about in school today? HIV and AIDS. My teacher gave us all this information, and said that people with HIV can live normal lives. **But we all think it's disgusting**. People who get HIV deserve to get AIDS because they are doing bad things. If they die then they die – that is their choice!'





Nombulelo felt **dizzy**. She thought she was going to fall over. She realised this was the moment she had been avoiding, but now **she had to face it**.

‘Come here and sit down with me, my child. There are some important things I need to tell you,’ Nombulelo said weakly.

As she told Amahle the truth about her birth and what the ‘vitamins’ really were, she watched Amahle’s **face become hard**, and **her eyes became knives pointing at her**.

‘Why did you never tell me this? Why have you never spoken about my father?’ Amahle asked her mother in an accusing tone.

‘Your father left before you were born – we were so young, and he did not want the responsibility of a child. I am so sorry for not being truthful, but you are the greatest thing that ever happened to me, my darling child.’ Nombulelo tried to explain, **but all Amahle heard was that she was one of these disgusting people** and she would die soon because of the virus.

‘I hate you!’ Amahle sobbed. ‘I hate you! I can’t believe what you’ve done to me! You’ve made me **filthy** and disgusting! I don’t even want to live anymore!’



Vocab

Dizzy – feeling wobbly like you will fall down



LSC

Figurative language

She had to face it means it was necessary to accept it.

Figurative language

Her face became hard means she was angry.

Figurative language

Eyes became knives means she was looking at her mother with anger and hatred.



CS

Can you infer how Amahle was feeling?



Vocab

filthy – dirty



LSC

Figurative language

Her ears were closed means she didn't want to listen.



Vocab

eventually – finally



LSC

Figurative language

Every day was a nightmare means every day was challenging and painful.

Despite Nombulelo's pleas, **Amahle's ears were closed** and all she could hear was the sound of a roaring fire inside head. She ran out and didn't come home for days. Nombulelo looked everywhere for her. Amahle **eventually** came back, but she was not the same person. She was angry and wild! Amahle no longer cared what she did or who she hurt. She stopped taking her medication. She stopped going to school. Some days she was home, sometimes she went away. Nombulelo never knew if she was alive or dead. **Every day was a nightmare**, and the nightmare went on for years.





Nombulelo sighed as she let herself into the house. **Her heart felt heavier** than usual. It was the week before Amahle's sixteenth birthday, and **Nombulelo had prayed for a reconciliation with her daughter by now.**



LSC

Figurative language

Her heart felt heavier means she was extremely sad and despondent.



CS

What can you infer about how life had been with the two of them? Can you infer how Nombulelo has been acting towards Amahle?



LSC

Figurative language

She broke down means she lost control of her feelings and cried.



CS

Can you make an inference about how Amahle's feeling?

As Nombulelo walked into the lounge she saw her daughter sitting there, looking tired and old.

'Ma, I'm pregnant,' were the first words out of Amahle's mouth. Then **she broke down** and sobbed, 'I don't know what to do. I am so tired. **Is it too late for me to take the medication?**'





‘My child, my child,’ cried Nombulelo pulling her daughter into a tight embrace. ‘You’re not too late. We’ll get help. We’ll all be fine. You and your baby will live long, healthy and happy lives. I’m so relieved that you came to speak to me.’

Amahle rested her head on her mother’s shoulder, and wept tears of relief.





CS

Can you make an inference about Amahle's decisions and actions since her child was born?

Six years later...

'Mama, what is that?' said little Khanyisile pointing to her mother's medication. '**You and Makhulu both drink those pills every day.** Why don't I have them?' she asked.





‘Granny and I both have a virus,’ answered Amahle. ‘But, because we drink these tablets every day, we are absolutely fine. We will both live long and healthy lives.’

Amahle continued her explanation, ‘You don’t have this virus because I take this medicine. It stopped me from passing it on to you, so you are a perfectly healthy child. I will teach you more about this when you’re a bit older.’

Khanyisile hugged her mother, ‘Love you, Mama,’ she said, as she went off to play.





Independent Reading Texts

Read and discuss these texts with a partner during independent reading time.

Prevention is better than cure

There are many sayings in English. Often the reason they have become sayings is because they're true! Have you ever heard someone saying: 'prevention is better than cure'? A **vaccine** is a way of preventing a bad illness. You may still get ill, but it will not be dangerous.

What is a vaccine?

A vaccine is a simple and safe way of protecting yourself against harmful diseases before you come into contact with them. A vaccine uses your body's natural defences to fight specific infections and make your immune system stronger.

How does a vaccine work?

A vaccine:

- Recognises the invading germ, such as the virus or bacteria.
- Produces antibodies. Antibodies are produced by the immune system to fight disease.
- Remembers the disease and how to fight it. If you are then exposed to the germ in the future, your body will remember how to fight it.

Important vaccinations

COVID-19: These vaccines protect you by developing an immune response to the SARS-Cov-2 virus.

Sometimes after vaccination, you may feel some symptoms of the disease, such as fever. These symptoms are

normal and are signs that the body is building immunity.

HIV: At the moment there is no vaccine available. However, scientists are working to develop a safe and effective preventive HIV vaccine.

Today, people living with HIV have access to life-saving treatment called ART. When this medication is taken properly, it suppresses the virus. If the virus is suppressed, it is undetectable, which means it cannot be seen. If the virus is undetectable, it is untransmittable. This is called U = U, Undetectable = Untransmittable. This means that you will not pass HIV on to someone through sex or childbirth.

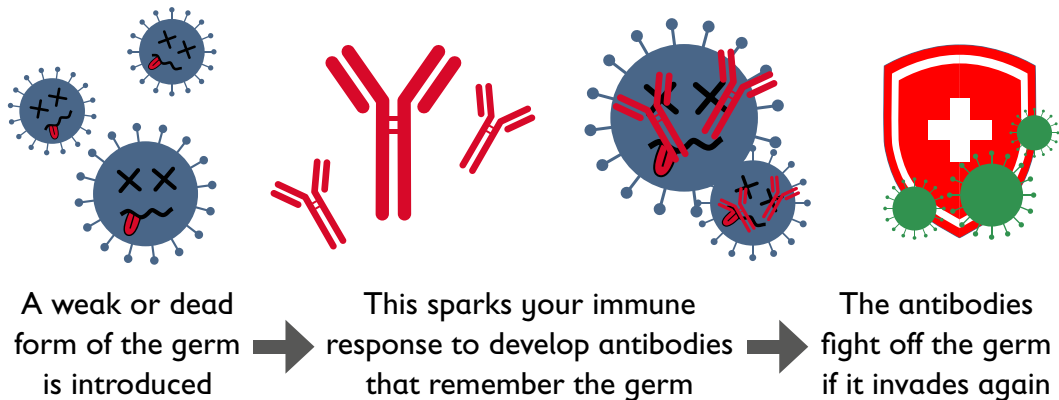
Tuberculosis: All babies in South Africa receive the BCG vaccine against TB because we have such a high case of the disease, and we need to get this under control to stop people dying. This vaccine causes the baby's immune system to build antibodies to protect against TB. The vaccine is protective against more severe forms of TB.

Conclusion

Because we live in communities, when a person gets sick, it is not just that one person's problem – it affects many people. That is why getting vaccinated and taking medication properly is so important. Prevention is definitely the best option!



How vaccines work



- 1 What is the system in our bodies that fights disease and illness?
- 2 Choose the one that is NOT CORRECT.
A vaccine works by:
 - a. *Preparing the body by producing antibodies.*
 - b. *Helping the immune system to fight the virus or bacteria.*
 - c. *Taking medication after you get sick.*
 - d. *Making sure the body is ready if the person does get the virus or bacteria.*
- 3 What does it mean if you feel a bit sick after you get a vaccine, for example, the Covid vaccine?
- 4 Do you agree with the saying, 'prevention is better than cure'? Why, or why not?
- 5 A pamphlet is to share information. What do you think is the most important information in this pamphlet?
- 6 Imagine someone you love is worried about taking a vaccine. You don't want this person to get sick and die. What would you say to the person?



Visual Text

Read and discuss this text with a partner during independent reading time.



#HIVTreatmentWorks

BECOME UNDETECTABLE

Work with your healthcare provider to get and keep an undetectable viral load. Being undetectable means your viral load — the amount of HIV in your blood — is so low that a test 'can't' detect it.

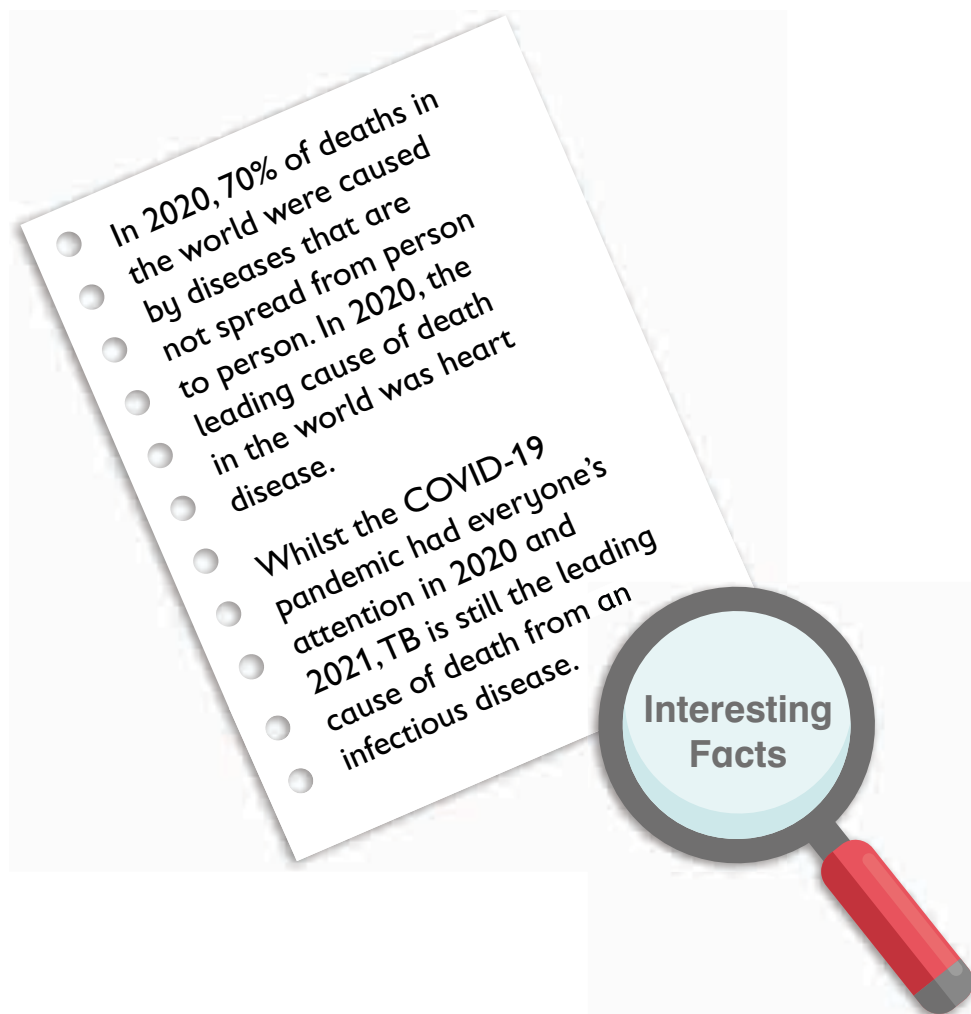


- 1 What does undetectable mean?
- 2 Choose the one that DOES NOT fit:
*A **health care provider** could include: a doctor / a nurse / a designer / a clinic worker.*
- 3 From this picture, do you think treating HIV is easy or difficult? Why?
- 4 Why should people with HIV want to keep the amount of HIV in the blood undetectable?



Challenge your brain!

1. What does the # in #HIVTreatmentWorks mean?
2. Look at the words: *BECOME UNDETECTABLE*. Why do you think the word *UNDETECTABLE* has just been outlined and not coloured in?





Language Structures & Conventions: Practice

Simple and compound sentences

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

When you are analysing sentences, the first thing to do is to find the complete or finite verbs. If there is only one finite verb, it is a simple sentence.

1. Say if the following are simple or compound sentences:
 - a. *A vaccine is a way to prevent getting badly sick.*
 - b. *If a person's HIV level is undetectable; the virus is untransmittable.*
 - c. *It is very important to take ARV treatment correctly but some people don't.*
 - d. *There is still a stigma associated with having HIV.*
 - e. *Some diseases are deadly, but they are preventable and curable.*
 - f. *Pain, fever, nausea and exhaustion are symptoms of being ill.*
2. Complete these compound sentences with your own clause:
 - a. *People must be responsible and...*
 - b. *Some people take preventative medicine, like vaccines, but...*
 - c. *She knew her status so...*

Punctuation

Full Stop

- A full stop (.) shows that the sentence has ended.
- We use a full stop to show some abbreviations (example: e.g.), although these days many people don't use full stops with abbreviations at all.



Comma

Commas are used for the following reasons:

- **To separate words or phrases in a list:** Nomsa went to the shop and bought milk, a newspaper, bread and jam.
- **To separate names from the rest of the sentence:** Her neighbour, Funeka, was also walking home.
- **Before direct speech:** Nomsa greeted her neighbour, 'Hello, Funeka, how are you?'
- **To separate phrases and clauses:** When Nomsa got home, her mother was irritated with her for forgetting the flour and eggs.
(If you don't know what clauses and phrases are, a good idea is to read the sentence out loud and see where there is a natural pause. This is a place for a comma!)
- **Before tag questions:** 'You are forgetful, aren't you?' she said crossly.
- **To separate words such as 'however', 'of course', 'nevertheless', from the rest of the sentence:** Nomsa, however, always did her best to be helpful.

Colon

The colon (:) tells us to expect something. It could be:

- **A list:** You will need: a pen, pencil, eraser, ruler, glue, exercise book, scissors.
- **A quotation:** Our principal's famous saying was: Do what is right, not what is easy.

Semi Colon

- A semi-colon (;) marks a **pause between two ideas that are equally important**. The pause is longer than a comma but shorter than for a full stop.
- A semi-colon **replaces co-ordinating conjunctions**, or linking words, such as: for, and, but, yet, so.
- The two ideas separated by a semi-colon may be closely related.
For example: They left immediately; there was no point in waiting.
- They may also be opposite.
For example: I love being outdoors and active; my sister prefers reading inside.



Punctuate the following sentences correctly with full stops, commas, colons and semi-colons.

1. Diseases like HIV/AIDS TB Covid malaria flu pneumonia and Ebola are all infectious.
2. There are many things you can do if you are worried about getting sick get a vaccine, take vitamins, eat healthy food, drink clean water and exercise daily.
3. Some people are responsible others are not.
4. In SA we have lots more people with HIV than in the USA
5. My friend Emihle is always worried about her health however she is never sick.

Finite Verbs

A finite verb must have

- **Subject** (someone or something that does the verb)
- **Number** (singular or plural)
- **Tense** (past, present or future)

Remember a verb can be more than one word.

e.g Kuhle was singing for joy. (Subject – Kuhle; number – singular; tense – past continuous)

Identify the finite verbs in the following sentences:

1. Sibusiso and Ntokozo were talking about their aunt who was sick.
2. I need to go to the clinic for my medication.
3. My mother always took us to the doctor when we felt sick.
4. If you have HIV, you must take the medication correctly so that you can reduce the viral load.
5. Funani was looking forward to when his little brother would be able to play with him again. He was getting better and stronger every day.



Synonyms and Antonyms

A **synonym** is a word with a **similar** meaning.

e.g. happy – joyful

An **antonym** is a word with the **opposite** meaning.

e.g. happy – miserable

Reread the pamphlet: 'Prevention is better than cure'

1. Find a word that is a synonym for:

stop

defend

illness

2. Find a word that is an antonym for:

safe

weaker

useless



Summary:

- Read the pamphlet and take out the main points to create a summary.
- Write the information in one sentence and try put it in your own words:

A vaccine is...

A vaccine works by...

A Covid vaccine works by...

The best way to stop the spread of HIV is...

Babies in South Africa are protected from TB by...

The most important information in the text is...because...



THEME

Beyond Planet Earth

Term 4

Weeks 3 & 4 | Cycle 2



<https://youtu.be/jyRKGjVEo0M> : See Jeff Bezos launch into space with the Blue Origin crew

<https://youtu.be/-wgBoPJep5o> : See Elon Musk and the SpaceX crew return from space

https://youtu.be/Nrj_ia-mOMg ; Watch highlights of Virgin Galactic's Unity 22's first trip into space



LSC

The letter **q** is almost always followed by the letter **u** and it most often sounds like /kw/. For example: quack, question

When you hear the sound /ow/ at the start of, or inside a word or syllable, use the letters **ou**. For example: house, loud

Decoding Skills

Phonic sounds

Learn to say these sounds:

qu**-ou****-aw**

Phonic words

Practice sounding out and reading these words:

quick quit out found saw dawn

Word find

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

qu	ou	aw	s
ck	a	ee	h
n	br	l	i

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

technology space aliens sky whole
wonder travel night eyes fly

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

start-up	co-founded	manufacturer	launch	crucial
astronauts	pros and cons	controversial	civilians	negative consequences
moral duty	catastrophic	uninhabitable	centuries	ethical



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

A new home?

People are thinking about a new home. People are thinking about a new home in space! People want a new home in space, quick!

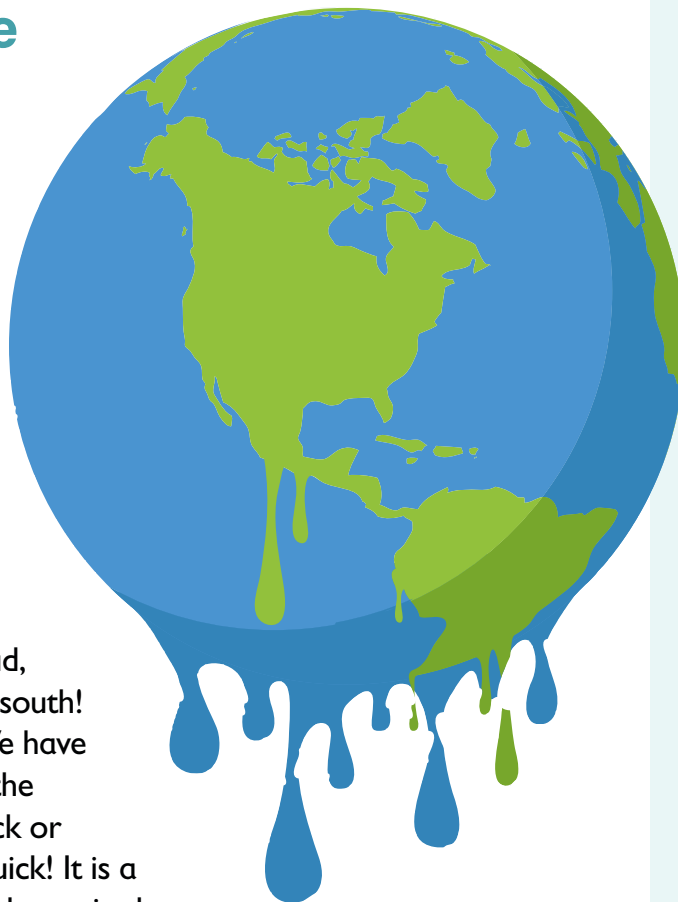
‘We have found a place in the sky!’ they shout. ‘Around the cloud, around the stars at night! To the south! I saw it! I saw it with my eyes! We have found out about a new home in the sky! Quick, let us fly. Do not quack or yawn or frown now! Let us fly, quick! It is a new **dawn**. Let us fly to our new home in the sky!’ they shout. ‘I can be a queen there! I can be a queen in the sky!’ they shout aloud.

People say the earth is **thawing**. People say the earth is thawing and melting. Our round earth is changing. It is bad! But, it is people who have harmed the earth. The harm is from people. It is foul. It is awful. The harm is foul and awful! It is our own mistake. It is our own big mistake! Our flaw was to destroy the earth. It was our own big flaw.

I do not think we should run away. I do not think we should quit. Quitting is not right. I want to shout out loud! I want to shout out loud, ‘We can’t avoid it! We can’t travel to space and avoid our mistakes! We will make the same mistakes again. New technology will not help. New technology will spoil. We must not pout. We must not brawl or bawl. We should do our best. We should think of ways to save our earth.’

People wonder if they should fly away. People wonder if they should fly away to a new home in space. Will it be a new dawn? Will our children be proud? This is not a joke or a quiz. This is not a fun quiz at all. We can’t quit. We can’t quit our home. We should protect our home.

I wonder what you think?



Vocab

dawn – the time of day just before the sun rises. Sometimes we use the word ‘dawn’ to describe the beginning of something new, because the dawn is the beginning of a new day.



Vocab

thawing – when frozen water (like glaciers, snow or ice) melts when the temperature rises.



Amahle and the night's sky

Amahle is a little girl. Amahle is a little girl who looks up to the stars. She looks up to the stars in the night's sky. She likes how they glow! She likes how they are glowing in the night. The stars glow like jewels in the dark. These star jewels bring her joy! What do they bring her? The stars bring her joy.

Her eyes have many stars in them when she looks up. They are round and glowing. When she looks up, her round eyes glow with stars. She feels like a queen. She feels like a queen when her eyes glow with stars. The whole night's sky is huge! It is like magic! It is huge and like magic. Amahle feels like a queen!

'Look!' she shouts. 'Look around! I think I saw a shooting star! I think I saw a big shooting star! I want to fly up there. I want to fly around up there in the stars! I wonder what is out there? Is it loud up there? I wonder what lives up there? A hawk that squawks? A mouse? A trout? An alien hawk, an alien mouse or an alien trout? I want to go to space to see. I want to travel in space. I want to travel up now to the night's sky!'

Amahle quips, 'Quick, I want to fly! Quick, I want to fly about up there! I will find the technology. I will find the right technology!' Amahle shouts aloud, 'I believe I can do this! I believe I can be space-bound soon!'

Little Amahle is proud of her dream. Her eyes have many stars in them. There are many stars glowing in her proud eyes!

Little Amahle yawns. Yawning, she sits on the ground. Her mom hugs her. Soon, little Amahle is sound asleep. Soon, she is fast asleep on the lawn. Her mom lays a shawl on her. Her mom lays a shawl over little Amahle. She sleeps at dawn.

Amahle dreams of aliens. She dreams of aliens and travels in space! She dreams of a whole world. She dreams of a whole world in the night's sky.

1. What does Amahle like to look at?
2. When does Amahle feel like a queen?
3. What does Amahle dream of?



Shared Reading Text

Read and discuss this text together with your teacher.



Vocab

pros and cons
– the good points / advantages and the bad points / disadvantages

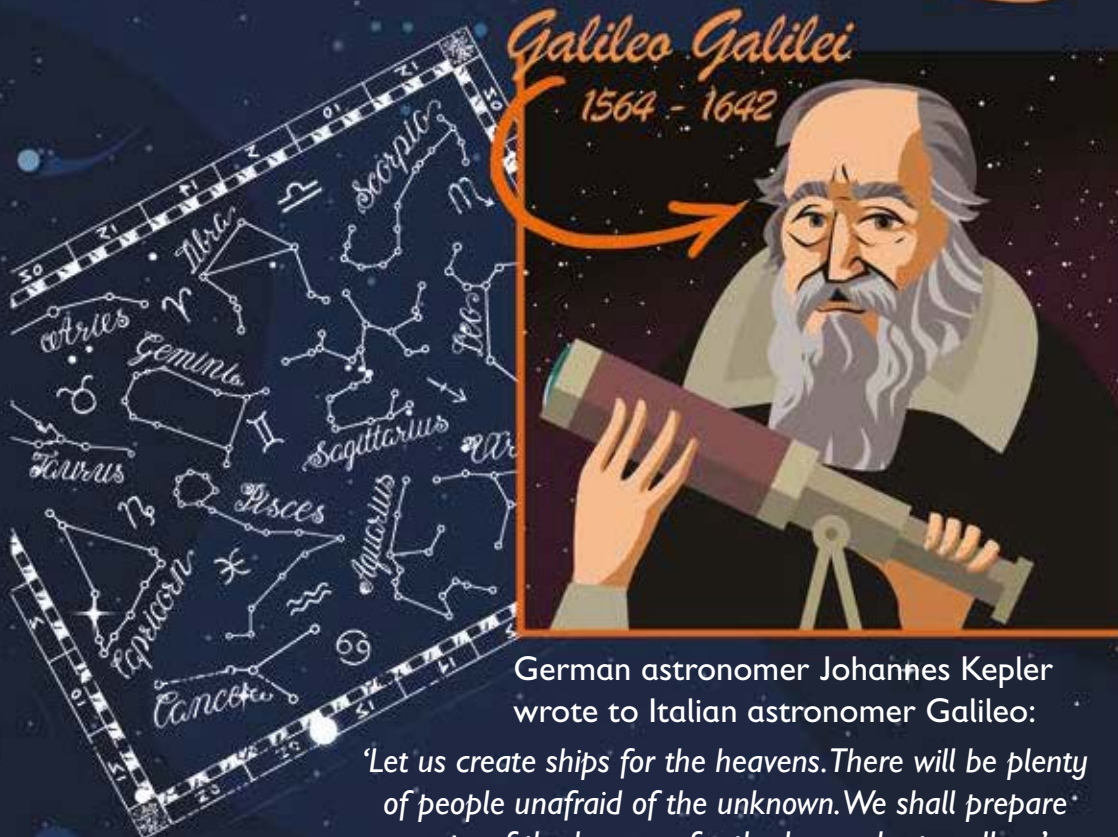
The pros and cons of space colonization

A LIFE BEYOND EARTH

For centuries, humans have had thoughts of gods living in the sky.



The western idea of space travel and living in space dates back to 1610 after the invention of the telescope.



German astronomer Johannes Kepler wrote to Italian astronomer Galileo:

'Let us create ships for the heavens. There will be plenty of people unafraid of the unknown. We shall prepare maps of the heavens for the brave sky-travellers.'



From science-fiction to real life



LSC

simple preposition
showing place



CS

Can you make a
connection? Have
you ever read
a story, seen a
movie or heard a
song about going
to space?

For decades, space
travel has appeared in
novels, short stories,
poetry, films and pop
songs – capturing
people's hearts
and minds.

SPACE RACE

From 1958, America and Russia
had the world watching the space
race – the competition between
these two countries to see who
would achieve space travel first.



Then, America's NASA (National
Aeronautics and Space Administration)
put the first people on the Moon in July
1969. What had been **science fiction** was
now possible.



Vocab

science fiction –
fiction about
an imagined
future, where
society is very
different, usually
with scientific
inventions, often
where people are
living in space



The Russians put the first person in
space, Yuri Gagarin, on 12th April 1961.





Private space travel

After six decades, NASA ended its space program in 2011. Russia continued to send people into space, including some NASA astronauts.

But then SpaceX took over and first launched NASA astronauts into space on 23 April 2021. SpaceX is a private commercial space travel business owned by Elon Musk.



SpaceX once again made people excited **about** the idea of 'space tourism'.



Richard Branson's **Virgin Galactic** and Jeff Bezo's **Blue Origin** have caused similar excitement.



CS

Can you make a connection? Did you watch this historic event? Or have you ever watched a great moment in sport, or in politics or something else?



LSC

simple preposition showing reason



CS

Can you make a connection to the text you listened to about Elon Musk?



Billionaires Branson and Bezos – the first civilians in space



Richard Branson, a hugely successful British entrepreneur, launched himself, four other passengers and two pilots, into space for a 90-minute flight on the Virgin Galactic Unity 22 mission on July 11, 2021. This was the first time that passengers, rather than astronauts, went into space.



Jeff Bezos, the American owner of Amazon, followed just 9 days later on July 20, 2021, with his brother, Mark. They took the oldest and youngest people to go to space: an 82-year-old female pilot named Wally Funk, and Oliver Daemen, an 18-year-old student from the Netherlands.





So now wealthy and powerful civilians can go into space.



What does this mean? Is this a good thing? Are there any problems with space tourism? Will these space travellers be the new colonizers?

TOURISM OR COLONISATION?

Throughout history, colonizers have always had their own 'good reasons' to explore and occupy new places. These colonizers never fully realized all the negative consequences of their actions.



CS

Can you make a connection? Have you or someone you know or someone you've read about done something for a good reason, and then there were bad results you didn't expect?



Vocab

promote –
support



Vocab

extinction – the
end of the species



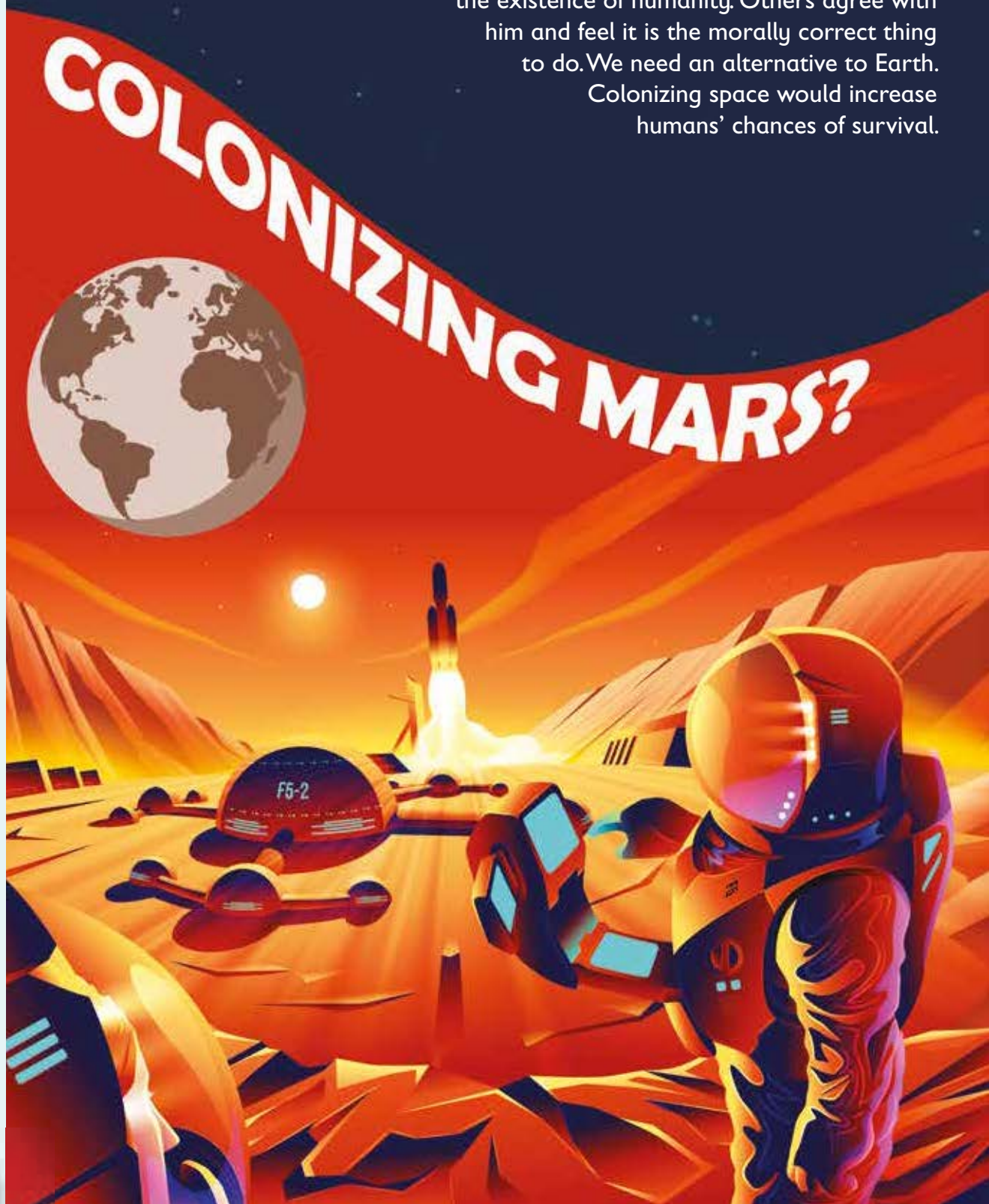
LSC

compound
preposition
showing reason

PROS: There are many scientists and experts who promote space travel.

Humans have a right and a moral duty to save our species from suffering and extinction.

Elon Musk stated that **because of** the possibility of something catastrophic happening, we need to protect the existence of humanity. Others agree with him and feel it is the morally correct thing to do. We need an alternative to Earth. Colonizing space would increase humans' chances of survival.





Space colonization is the next logical step in space exploration and human growth.

Humans are not a species of **stagnation**. **According to** Jeff Bezos, exploring space would result in expanded human genius: 'The solar system can easily support a trillion humans. And if we had a trillion humans, we would have a thousand Einsteins and a thousand Mozarts and unlimited resources and solar power.'



Vocab

stagnation – staying the same



LSC

compound preposition

While we are solving the environmental crisis on Earth, we can explore and colonize space. Bezos suggested **we move heavy industry off Earth so that all the pollution and carbon emissions will no longer be our problem.**

Technological advancement into space can exist alongside conservation efforts on Earth.

SAVE THE WORLD



CS

Can you make a connection to this? Have you read or heard about the dangerous carbon emissions we're producing? What do you think of this idea?



Vocab

pros and cons
– the good/
advantages
points and bad/
disadvantages
points about
something



CS

Can you make a
connection? Have
you or someone
you know, or
someone you've
read about tried
to change your
ways or start
somewhere, but
you struggle
to change who
you are?



LSC

compound
preposition



LSC

compound
preposition
showing reason

CONS: However, there are also lots of researchers who are against the idea of space travel.



Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet.

If humans have the technology, knowledge, and ability to transform an uninhabitable planet, moon, or other place in space into a home for humans, then surely we have the technology, knowledge, and ability to fix the problems we've created on Earth. Dr Taphagan, an environmental scientist, explained this clearly. 'We can't just run away from the problems we've created here. **We will simply bring our problems with us wherever we go.** We will just repeat the mistakes we have made on Earth.'

Living in space is not an option

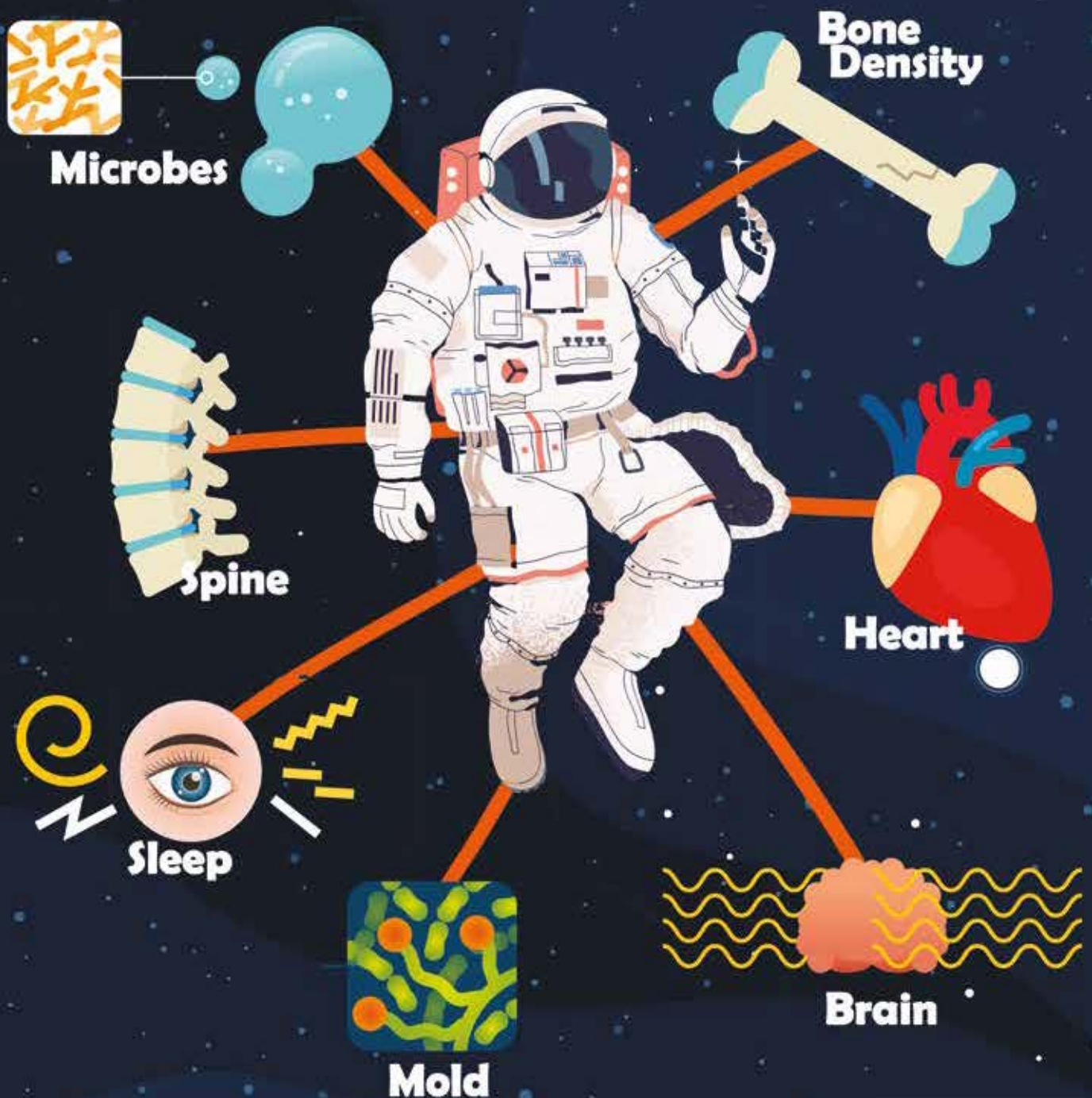
Apart from any moral reasons, Mars is uninhabitable. Changing Mars to enable humans to live there will take about 100 years. This is **due to** the temperature being too cold and the planet not producing oxygen. And it isn't yet known if there's water there. Adapting Mars for human life is not possible using present-day technology.





Life in space would be miserable.

Humans living on Mars or on the Moon would suffer from many health problems, including cancer, reproductive problems, muscle degeneration, bone loss, skin burns, heart disease, depression, boredom, an inability to concentrate, high blood pressure, immune disorders, visual disorders, balance problems changes in the brain, nausea, dizziness and weakness, among others. Astronauts who have lived in space for a year have suffered permanent health problems.





CS

Can you make a connection to this? What have you seen in the world, or read about where you have seen how humans' need to explore has had terrible results?



Vocab

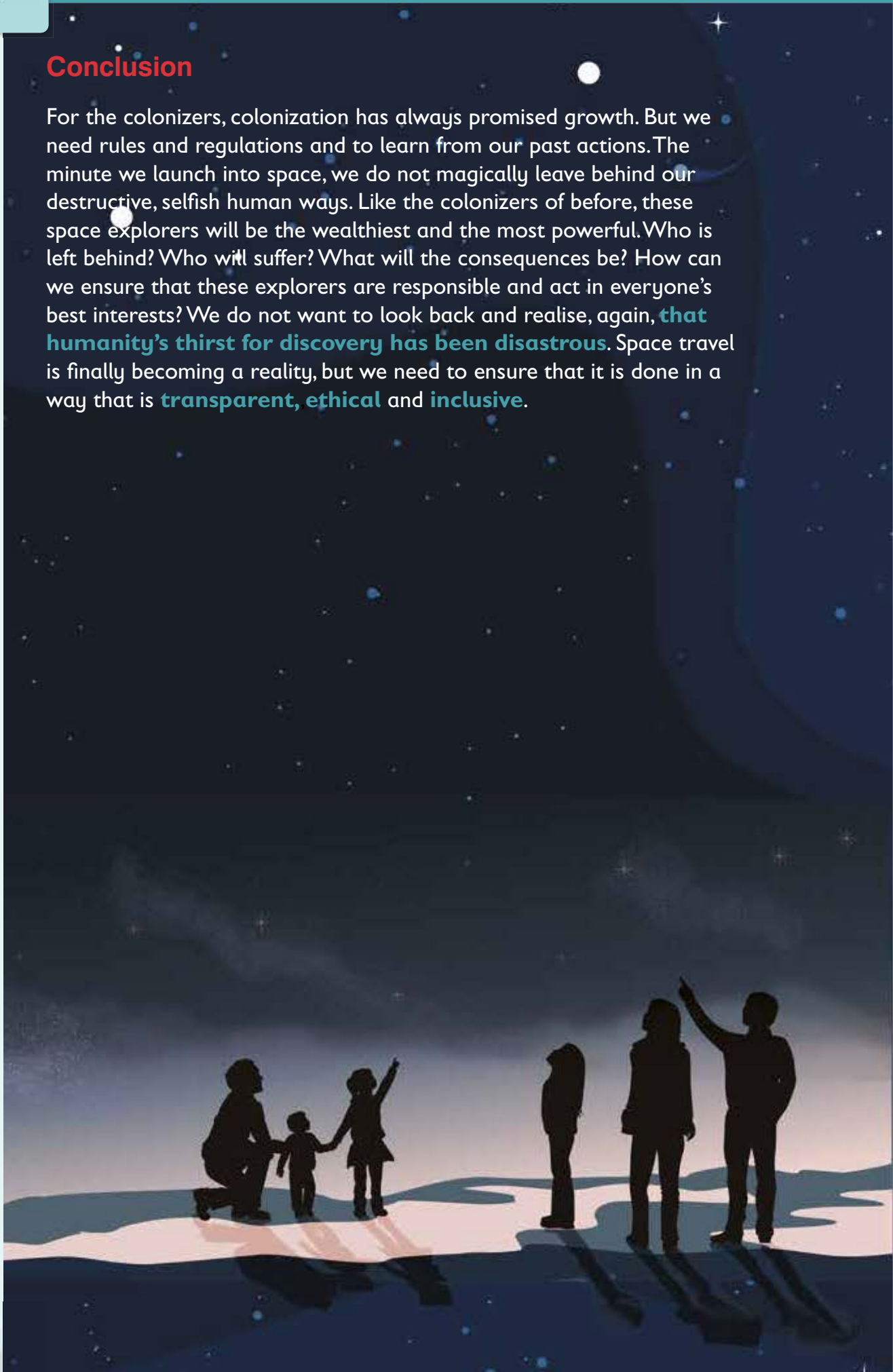
transparent – honest and clear

ethical – do the right thing

inclusive – for everyone

Conclusion

For the colonizers, colonization has always promised growth. But we need rules and regulations and to learn from our past actions. The minute we launch into space, we do not magically leave behind our destructive, selfish human ways. Like the colonizers of before, these space explorers will be the wealthiest and the most powerful. Who is left behind? Who will suffer? What will the consequences be? How can we ensure that these explorers are responsible and act in everyone's best interests? We do not want to look back and realise, again, **that humanity's thirst for discovery has been disastrous**. Space travel is finally becoming a reality, but we need to ensure that it is done in a way that is **transparent, ethical** and **inclusive**.





Independent Reading Texts

Read and discuss these texts with a partner during independent reading time.

The mark of explorers

Explorers go south

Bartolomeu Dias was born in Portugal around 1450. He came from a family of explorers and he too was a sailor and explorer. The King of Portugal wanted to find a trade route to the East by sailing around the southern tip of Africa. In July 1487, Bartolomeu Dias set out on this journey, together with his brother Diogo.

On their ships, they carried a set of carved stone pillars called padraos. They used these padraos to mark important points along their journey. Also onboard were six Africans who had been kidnapped and taught to speak Portuguese. They were to be dropped off at points along the African coast so they could tell others of the greatness of the Portuguese kingdom.

The journey was successful: in May 1488, after months on the open ocean, they rounded the southern cape of Africa. They named it the Cape of Storms, but the King named it the Cape of Good Hope because it opened the trade route to the east. This is where Bartolomeu Dias erected the last padrao. This route was followed by other Portuguese sailors for hundreds of years.



A padrao is a stone pillar with the Portuguese coat of arms and an inscription stating when and by whom it was raised. The cross represented the Portuguese King and Christianity.



Bartolomeu Dias and his voyage to the Cape (Images sourced from Wikimedia Commons)



Explorers go up!

Throughout the Cold War, there was a 'space race' between America and Russia. After years of research, training and preparation, the Americans sent the Apollo 11 into space on the 16th July 1969. Neil Armstrong, Buzz Aldrin and Michael Collins were the astronauts on Apollo 11. The world watched as history was made.

Four days later, on 20th July 1969, Armstrong and Aldrin became the first people to land on the moon. As Armstrong took his first step on to the moon, he famously said, 'That's one small step for man, one giant leap for mankind.' He and Aldrin walked around for nearly three hours. They did experiments and picked up bits of moon dirt and rocks.

In January 1969 President Richard Nixon said in his presidential speech: 'As we explore the reaches of space, let us go to the new worlds together – not as new worlds to be conquered, but as a new adventure to be shared.' The first plans were for the astronauts to plant the United Nations flag and miniature flags from all countries on Earth. But as the time came closer, President Nixon, stated: 'The flag of the United States, and no other flag, shall be placed on the surface of the moon by members of the crew...'

On July 24, 1969, all three astronauts came back to Earth safely.



The sign the astronauts left on the moon says:
"Here men from the planet Earth first set foot upon the moon July 1969, A.D. We came in peace for all mankind." (Image source: Wikimedia Commons)



- 1 Why did Dias go on his journey to the southern tip of Africa?
- 2 Why do you think Dias and his crew originally named it the Cape of Storms?
Why did the King of Portugal want to change it?
- 3 Who were the first people to land on the moon? When did they land there?
- 4 Each of these expeditions brought something with on their trips that they left behind. What did Diaz bring from Portugal to leave in Africa? What did the Americans bring with them to leave on the moon?
- 5 Diaz left these stone pillars (padraos) on their journey. He also wanted six Africans to tell others of the greatness of the Portuguese kingdom. Why do you think it was so important to the Portuguese that they leave their mark and tell others about their nation?
- 6 'That's one small step for man, one giant leap for mankind.'
Armstrong's words showed what a monumental achievement this moon landing was. How do you think this event changed life for humans? Do you think the results have been helpful or harmful to humans? Why?



Visual Text

Read and discuss this text with a partner during independent reading time.



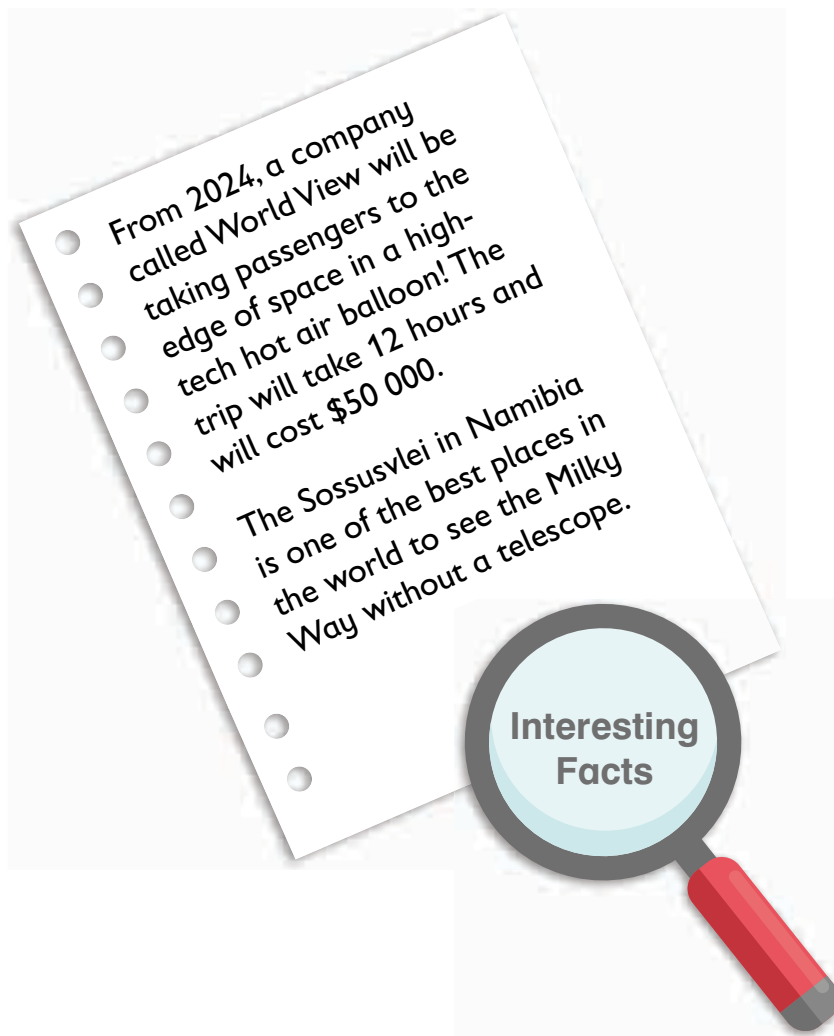
Humans to colonise Mars. Humans could not survive on Mars, so they would have to live inside glass domes by 2050. (This is what an artist thinks it might look like.)

- 1 What can you see around the domes?
- 2 What would need to be inside the glass dome for people to live?
- 3 What would be a good thing about living like this? What would be a bad thing?
- 4 Would you like to live on Mars? Why or why not?



Challenge your brain!

1. If you had to leave your home on Earth, what important things (not people) would you take with you? Why?
2. If you had the opportunity to go to space or to go back in time, which would you choose? Why? (And if you would choose to go back in time, what time would you like to go back to?)





Language Structures & Conventions: Practice

Prepositions

Prepositions can tell where or when something is in relation to something else.

A preposition is a word or group of words used before a noun or a pronoun to show position, direction, time and possession.

Prepositions of position refer to where things are. For example:

- They will meet **in** the classroom.
- She was waiting **at** the corner.

Prepositions of direction show movement of where someone or something goes. For example:

- She drove **to** her parents' house.
- I brought the food **from** my neighbours.

Prepositions of time shows when something is in relation to something else. For example:

- She was born **in** 1996.
- I go to work **at** 8:00.

Prepositions of possession show when something belongs to someone or something. We can also use it to show a connection between things. Some of the most commonly used prepositions of possession are 'of', 'with' and 'to'. For example:

- This is the house **of** my cousin.
- The book belongs **to** my grandmother.



Complete this paragraph using the correct prepositions:

of / in / for / around / with / in / into / to / from / through

Juan Garrido was born _____ the Kingdom of Kongo, present-day northern Angola and the DRC. Garrido is believed to have travelled _____ Portugal, where he not only converted to Christianity but also changed his name to Juan Garrido (Handsome John). He spent time traveling _____ Portugal and Spain. He bravely went _____ there to keep exploring further. Garrido decided to travel further _____ the 'new world'. He joined a group of freed Black men who travelled to the Americas. _____ 1508, he arrived in Hispaniola, (today the Dominican Republic and Haiti). After some time, he also joined the group _____ Ponce de Leon as they searched _____ gold in Puerto Rico. _____ his expeditions _____ Ponce De Leon, Garrido came to be the first African to enter what would become America. He started a family and was a successful farmer. He could be called the first African American.

Adjectives

Adjectives tell you more about a noun or a pronoun. Adjectives make writing more interesting.

We can use adjectives to compare objects, animals, people or ideas. These are called degrees of comparison.

- Positive adjectives describe one thing.
- Comparative adjectives compare two things.
- Superlative adjectives compare three or more things.

When we use an adjective to describe just one object, person, etc., we call this the **positive** degree. For example:

- Buhle is strong.

When we use an adjective to compare two objects, people, etc., we call this the **comparative** degree. For example:

- Thabisa is stronger than Buhle. (The comparative form is followed by 'than'.)

When we use an adjective to compare more than two objects, people, etc., we call this the **superlative** degree. For example:

- Siseko is the strongest of all. (The superlative form has 'the' before the adjective and is often followed by 'of'.)



Complete the sentence by correcting the form of the adjective:

1. Elon Musk is one of the wealthy people on the planet.
2. My sister said she would be too scared to go to space, but I'm brave than her. I would love to go!
3. If you are adventurous than another explorer, you might find something new.
4. The early explorers might have just come to see. But the late explorers were the greediest.
5. Oliver Daemen, 18, is young person ever to go to space and Wally Funk, 77, is older.
6. If people don't think carefully about space travel, there could be worse consequences.
7. Rather than moving to Mars, fixing our own planet would be good solution.

Punctuation – ending of a sentence

Full Stop

- A full stop (.) shows that the sentence has ended.

Question Mark

- A question mark (?) shows that the sentence is a question.

Exclamation Mark

- An exclamation mark (!) shows that someone feels strongly about something, such as fear, joy, worry, disbelief, sadness, etc.

Complete these sentences with the correct punctuation mark: a full stop, an exclamation mark or a question mark:

1. 'I can't believe we'll ever live in space _____' exclaimed Sino.
2. 'What would we eat _____' inquired Vanessa.
3. Nokuthula said thoughtfully, 'Well, I think it could be interesting _____'
4. 'Are you mad _____' shouted Bongzi. 'No-one will ever get me to leave my home, ever _____'
5. Nokuthula looked at her. 'If things keep going the way they are on this planet, we might not have a choice in the matter _____'



Auxiliary Verbs

An auxiliary verb is the part of the verb that helps to give the tense or says more about modality of the verb.

e.g. I **am training** every day for the competition.

She **could have gone**, but she chose not to.

You **must give** me your answer by tonight.

They **can eat** all the sweets they want!

Identify the auxiliary verbs in the following sentences:

1. The American astronauts were training very hard because they were trying to beat the Russians to land a person on the moon.
2. You must have heard about Musk, Bezos and Branson's trips into space.
3. In the future, everyone will be travelling in spaceships.
4. In the olden days they would not have believed people would be travelling in space!
5. Everyone can go to space, but you must have a lot of money!

Idioms

- Idioms are expressions/sayings where the words don't mean exactly what the words say. There is an extra, hidden meaning.
- We say this is the figurative meaning, not the literal (actual or real) meaning.

Choose the correct word to complete the idiom:

1. Many _____ (moons/stars) ago people did not have the technology for space travel.
2. After the amazing holiday, we had to come back down to _____ (the floor/earth).
3. They are always so busy. We only see them once in a _____ (green/blue) moon.

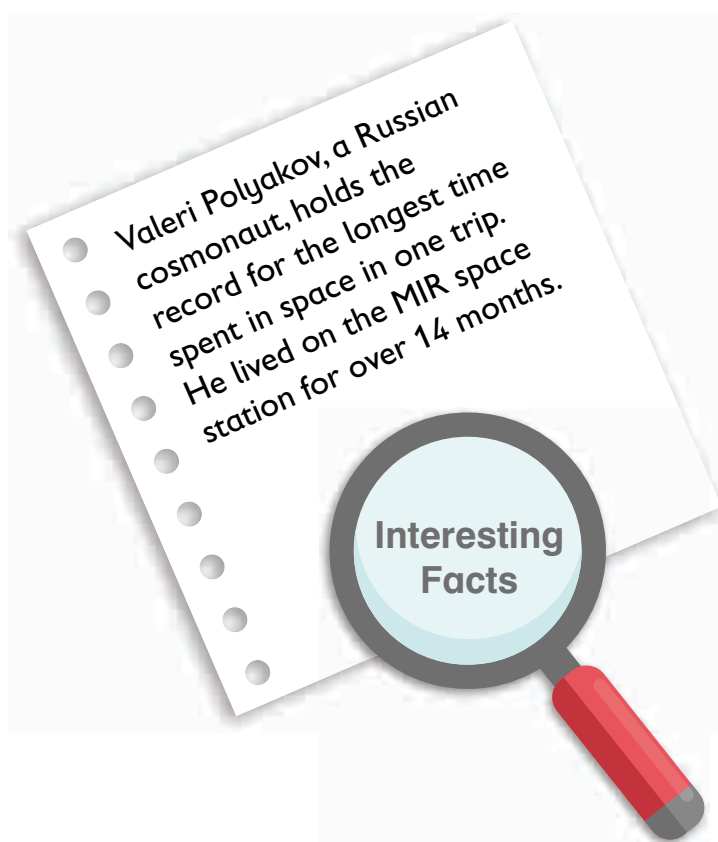


4. She was _____ (over/under) the moon when she got the bursary.
 5. Have you been to that new restaurant? The food is out of this _____ (planet/world).
-



Summary:

- Read the article, 'The mark of explorers' and take out the main points to make a summary.
- Write the information in one sentence and try put it in your own words:
 1. Dias was the first...
 2. On his journey he brought...to...
 3. Armstrong and Aldrin were the first...
 4. On their journey they brought...to...
 5. The wanted to leave something behind so that...
 6. The most important information in the text is...because...



THEME

The Life and Legacy of Luka Jantjie

Term 4

Weeks 5 & 6 | Cycle 3



<https://youtu.be/82Kgf1XzwGk> : Major cultural practices of the Tswana People, a short video that looks at some cultural practices

<https://youtu.be/701ev5HywZ4> : The Role of Missionaries in the Colonization of Africans, a brief look at some of the results of early missions in Africa



LSC

the sounds /oy/ and /oi/ sound the same, but we always use /oy/ at the end of the word, and /oi/ in the middle of the word.
For example:
enjoy, boy
boil, spoil

Decoding Skills

Phonic sounds

Learn to read these sounds:

-oy

oi

ar

Phonic words

Practice sounding out and reading these words:

loyal destroy spoil join part start

Word find

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

oy	oi	ar	ea
b	l	c	a
j	n	t	ch

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

heart believe gone suddenly brave
leader should person fight coming

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

naturalist	missionaries	determined	heavily populated	
novelty	threatened	territory	press	fascinated
intention	colonial officials	courtroom	siege	influences



Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

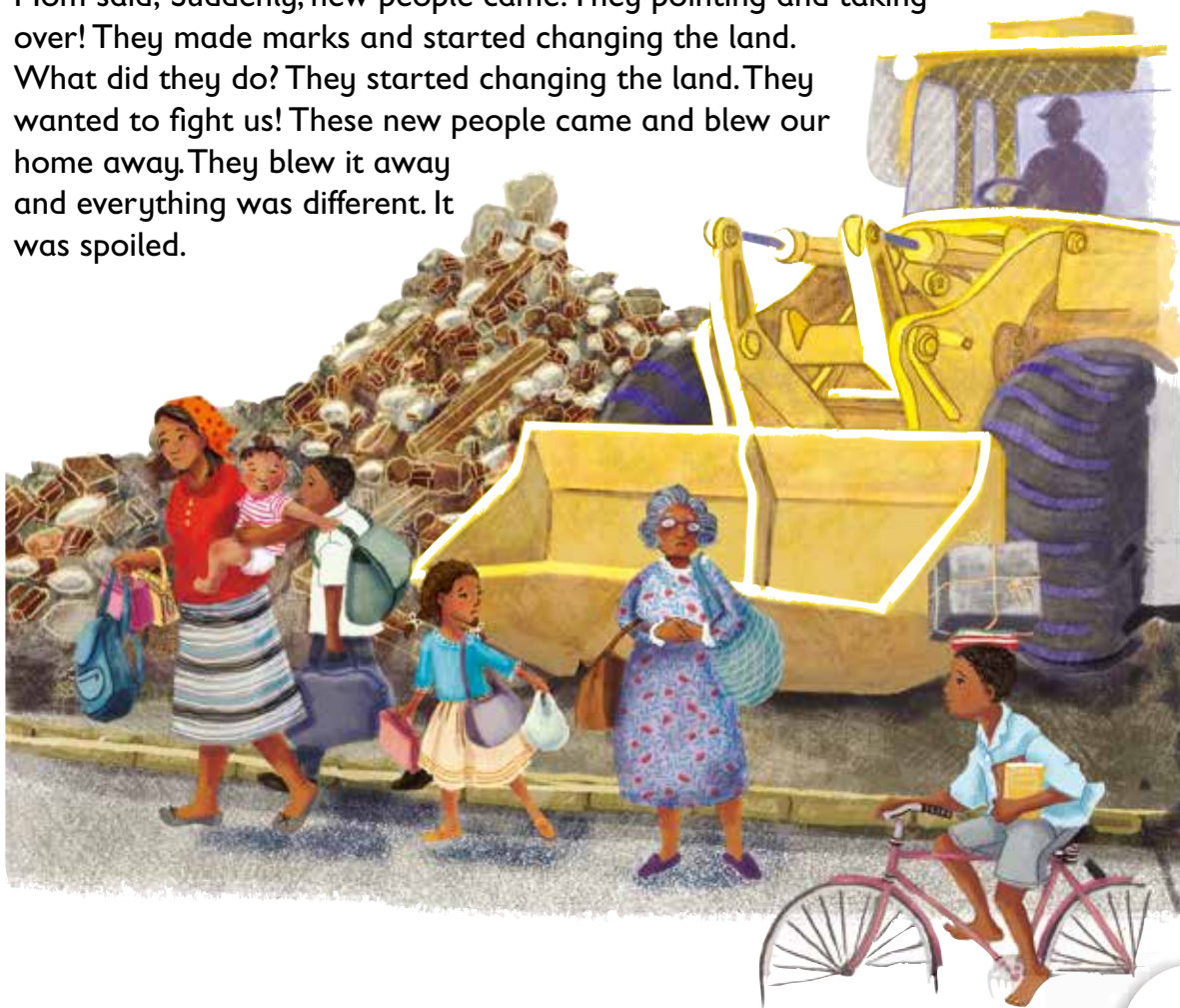
The story of my home

Mom and dad joined me and sat with me. They held my arm. They gave me a hug. My mom and dad tell me the story. They tell me the story of my home. They tell me the story of my land. They were told this story by their moms and dads. It is an old story. What is it? It is an old story of our own home, our own land.

'My boy... Here is our story,' mom said. 'This land had everything. It had everything we needed. We had water and big animals. We had wind and soil. We toiled the soil. We grew things! We made stew! We drank the water. We worked with the animals. There were barns of hay and food. There were stars in the dark! We joined in. We joined in together and played in the yard and the parks! There was a market. There was a charming market. There was health in this land!'

Dad said, 'My mom told me she was part of the land. My mom told me that the land was part of her! It was in her heart! She was loyal to this place. She had big dreams! She was connected to the land. She was connected to her home.'

Mom said, 'Suddenly, new people came. They pointing and taking over! They made marks and started changing the land. What did they do? They started changing the land. They wanted to fight us! These new people came and blew our home away. They blew it away and everything was different. It was spoiled.'





It was destroyed. The home we knew was gone. It was hard to see this on our land. It was so hard.'

I said, 'This story makes me sad. This story makes me feel sad in my heart. I am loyal to my land. I am loyal to each person in my home. I believe in our land and our home. I want to be brave! I want to be a leader! I want to do my part. I want to make a change. I want to find our home again.'

Palesa stands up for what is right

Palesa is a leader. Palesa is a brave leader who stands up for what is right.

She has a dream to help people. She wants to help people grow. She is loyal. She is brave. She is a loyal and brave leader.





But sometimes, she is afraid. Sometimes, she feels down. Sometimes, it is difficult to be a leader. Sometimes, it is hard to do what is right. Other people can be mean to her. Other people can make her feel weak. They try to destroy Palesa's dream. They want to destroy and spoil her dream. Some days the world feels dark to Palesa. Some days the future feels dark to Palesa. Some days it is hard to start the work. Her voice has gone! She wants to avoid the world. She does not want to **toil**. She feels afraid and down.

Suddenly, Palesa feels it! It is back! She feels the star in her heart! She feels the glowing star in her heart! It is her fight coming back. It is her dream and her fight coming back to her! She knows what she wants. She knows what she wants to see in the world. She knows that she wants to help people grow!

She calls each person in her town together. 'Come, let us work together. Let us speak together! Let us protect what is right! Let us stick up for what we believe in! Let us be brave together! Do not be coy, do not be afraid. Let us start. Let us make our mark. Let us do our part!' says Palesa.

'We should be brave like Palesa! We should join her and stand up for what we believe in! We will come and fight for what is right, too!' each person says.

They feel the glowing stars in their hearts as well. The glowing stars go far! They join up with others. They make their mark in the dark! They connect everyone. They help the people stand up for what is right.

**Vocab**

toil – to work very hard at something

1. Who is Palesa?
2. Why is it difficult to be a leader sometimes? Give three reasons from the text.
3. What does Palesa ask the people in her town to do with her?



Shared Reading Text

Read and discuss this text together with your teacher.

The Story of Kgosi Luka Jantjie

‘Remogolo, Remogolo! Tell us a story!’ the ten-year-old twins said, running up to their grandfather Modise, as he walked in the door.

Their mother laughed, ‘Slowly children. Remogolo has just walked in the door! Let him sit down and have a cup of tea first!’

‘No, don’t worry, my daughter. I’m always happy to see my two favourites! How are you, Lebo? How are you, Kefilwe?’

‘We’re fine, thank you, Remogolo,’ Lebo said, ‘and you?’

‘I’m very well, now that I’m with you! So, it’s a story you want, hey? I think I’ve got just the story for you!’

It’s about a **hero**, a leader, a man **who stood up for his people and himself**.

And guess what? He was born right here in Kimberley!’

‘Ooh, why was he a hero? What did he do? Tell us more, please, Remogolo!’ Kefilwe said sitting down next to the old man.



CS

Can you visualise the grandfather hugging the twins and smiling a big smile?



Vocab

hero – someone who is brave and does the right thing to help other people



LSC

Adjectival clause describing ‘man’





'Well, this is the story of a man named Luka Jantjie. I don't think he set out to try and be a hero. But he lived at a time **when his people's freedom and land were threatened**. He was a Batlhaping leader at the time when the British colonials were taking what they wanted, and they wanted the Batlhaping's land. **When diamonds were discovered in the Batlhaping territory in 1867**, the British were even more determined to get the land **so they could have the diamonds**.'

Lebo was impressed. 'Wow, he was alive when they first found diamonds! That's such a big part of the history of Kimberley!'



LSC

Adverbial clause
saying more
about when.



LSC

Adverbial clause,
saying more
about when.



LSC

Adverbial clause
giving a reason





Vocab

devout –
religious

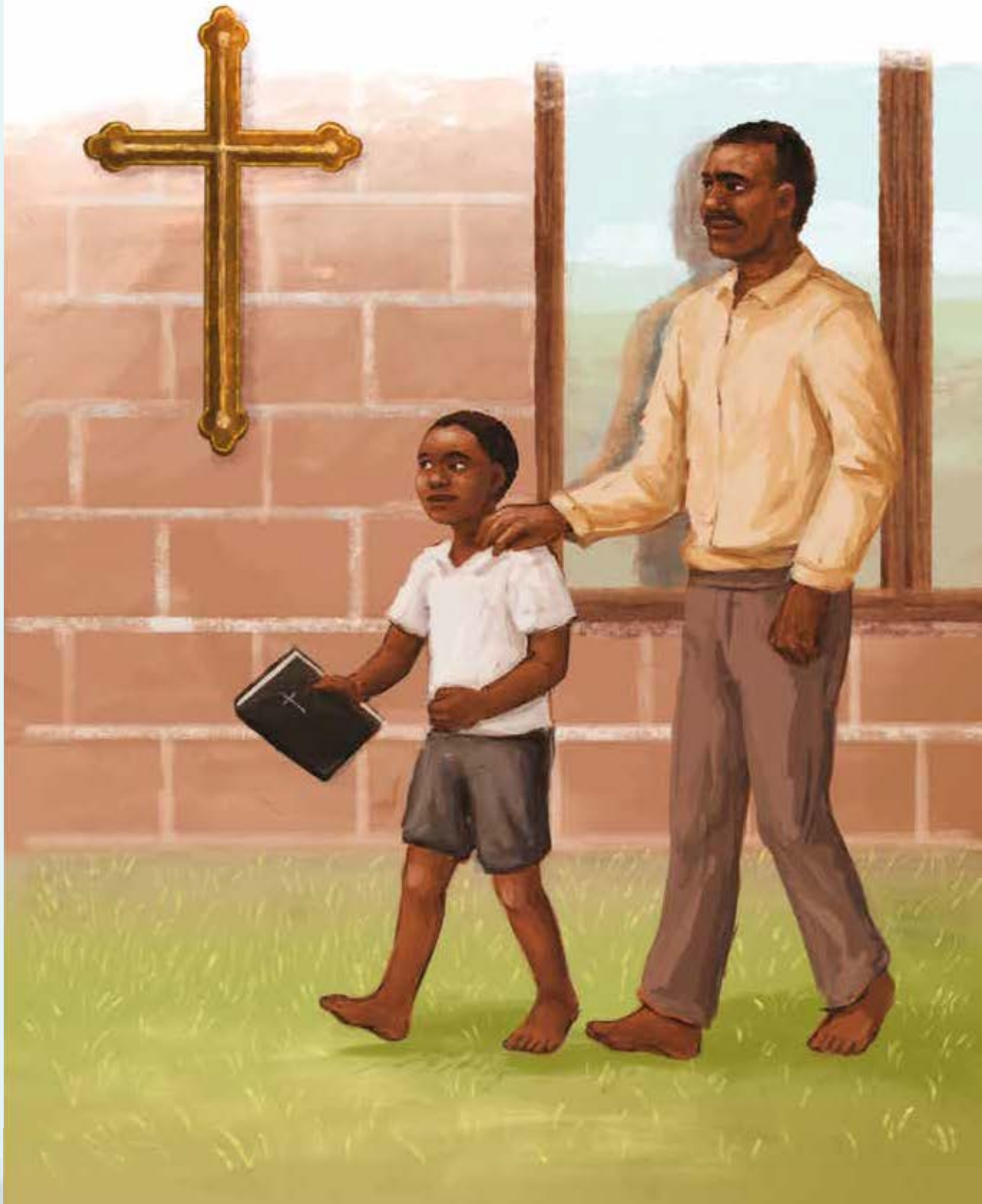


LSC

Adjectival clause
describing 'house'

'What was Luka like when he was growing up?' Kefilwe asked curiously.

'Well, Luka was a proud, traditional African leader, but there were also other influences on his life. Luka's father, Jantjie Mothibi was baptized in the early 1830s and was a **devout** Christian. He gave his son the Setswana name, Mpolokweng, but also christened him Luka, the Setswana form of Luke. So, Luka grew up in a house **that followed Christianity.**'





‘Oh yes, the British sent missionaries to South Africa, didn’t they? How did Luka feel about that?’ asked Lebo.

‘Well, when he was little, he didn’t have a choice. Traditionally the skill of cattle herding was the most important thing for young boys, but Luka’s father sent him to the mission school to learn about Christianity. He was also taught **literacy** and mathematics.’

**Vocab**

literacy –
reading and
writing





CS

Can you visualise Luka at school? What did the classroom look like? What did his teacher look like? What did he and the other children wear and bring to school?



LSC

Adjectival clause describing 'couple'



LSC

Adverbial clause saying more about when

'Oh, **so he went to school, just like we do,**' said Kefilwe.

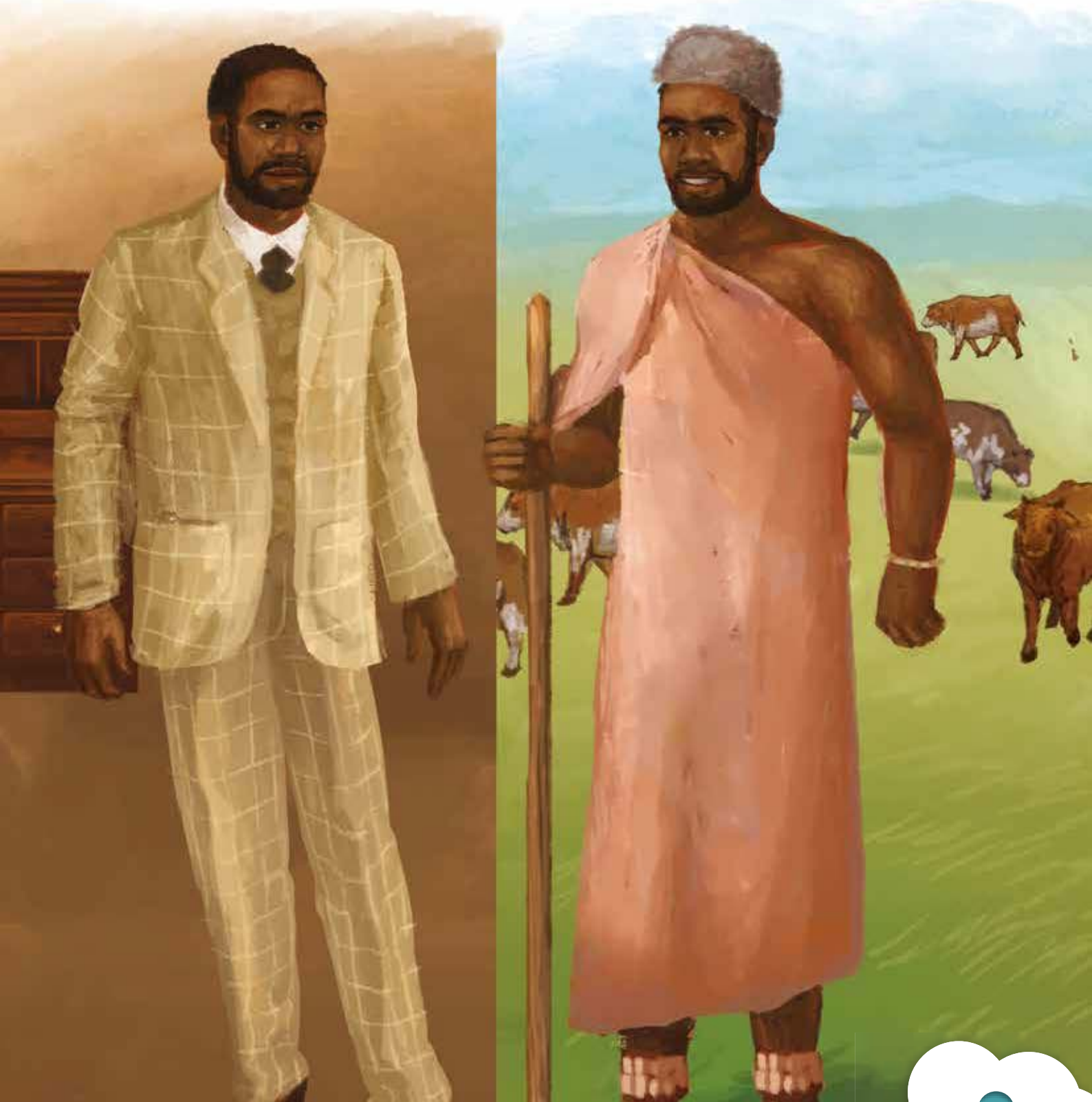
'Yes, but not exactly the same. At school he learnt more than just how to read and do maths. The Helmore, the Christian missionary couple **who were at Dikgathong,** had a big impact on Luka. Anne Helmore treated Luka with respect and a genuine friendship developed. Therefore, later, **when Luka had to try deal with colonial officials,** he didn't understand their racist attitudes towards him.





Because Luka could read and write, he could read documents from the British and write messages to colonial officials and other *dikgosi* (chiefs). He also had a bank account because he was a farmer, a trader, a hunter and he had cattle. And with the discovery of diamonds, Luka needed to set up systems to sell and to create licenses for people to dig on his land.'

Kefilwe nodded impressed. 'Wow! He really did lots in his life, didn't he? Please tell us more, Rremogolo.'





LSC

Adverbial clause
saying more
about when



LSC

Adjectival clause
describing Luka



LSC

Can you visualise
this scene? What
did the German
man do? What did
Luka do? How did
the people around
them react?



Vocab

confiscating –
taking away

‘Well, I can tell you one story that shows how he stood up for what is right. In 1870, **while he was digging for diamonds**, Luka saw a German colonist shoot and kill an African who worked for him, because the man had let some cattle walk away. **As the chief in the area, Luka swiftly arrested the man**. He punished him by whipping him and **confiscating** his belongings. The colonial powers were outraged that a black man should beat a white man. Luka was arrested and put on trial. Despite knowing that he might face punishment himself, Luka did what a *kgosi* was meant to do.’





‘Wow, he was so brave for standing up for what he believed in! What else did he do?’

The twins’ grandfather went on, ‘The British hated Luka. There are many stories of him battling the British on the battlefield and also in courts of law, with legal documents to try claim back what was rightfully his.’

‘Why did he go to court? How could he protect his people in a courtroom?’ asked Kefilwe, curiously.

‘In many cases, British and Setswana cultures had completely different understandings on how society worked. For generations, the Batlhaping had lived on the land and used it as they needed. In 1886, Luka went to court to legally fight the British to keep the Batlhaping land. **Through his intelligent and thoughtful arguments**, he managed to defeat the opposition and proved that he held the power in the Kuruman district.’



CS

Can you visualise Luka in the court room? What do you think it looked like? What do you think Luka looked like? What the expression on his face? Who else was in the room?





LSC

Adjectival clause describing 'land'



CS

Can you visualise Luka and his soldiers trying to protect the people? All the Batlhaping and Batlaharo men, women and children cut off from food and water in the bush. The British soldiers standing guard with guns?



Vocab

courage – brave

honour – pride

But finally, the Batlhaping and the Batlaharo's land, **that was rich in diamonds and minerals**, was what brought the end for our hero. The colonials were determined to get the land and the access to the diamonds. **Luka and other leaders fought the colonial powers and held off a siege for six months!** This war has been called one of the most profound acts of resistance against the brutal colonial powers. Kgosi Luka Jantjie fought and died with **courage and honour**.





‘Wow, Rremogolo, that was a great story!’ said Lebo. ‘I want to be just like Luka – I want to fight for what is right!’

‘I hope you do,’ said the twins’ grandfather, thoughtfully. ‘So always remember – Luka was an intelligent, accomplished man who inherited leadership, but earned respect. He valued his people’s traditions and culture. But he also respected elements of European culture: Christianity, education and business. He saw himself as a traditional Motlhaping Kgosi and a modern Christian entrepreneur. But for me, what is most important, is how Luka lived his life as a man of honour, true to his beliefs.’





Independent Reading Texts

Read and discuss these texts with a partner during independent reading time.

Obituary for Kgosi Kgosiengewang II Jantjie, Oct 9, 2020

'He was a wise and compassionate leader of the community.'

Tributes have poured in following the death of Kgosi (Chief) Kgosiengewang II Jantjie. He was Kgosi of the Batlhaping-Ba-Ga-Phuduhutswana in Manyeding, Kudumane for almost 48 years. He died in the Gariep Mediclinic Hospital in Kimberley on Thursday evening after a short illness. Born on March 15, 1948, he was the great great grandson of Kgosi Luka Jantjie.

Kgosi Jantjie became the Kgosi of Batlhaping on June 1, 1972 at the age of 24.





Sephai Mngqolo, who is the head of the Living History Department at the McGregor Museum in Kimberly, recalled many conversations they shared. 'It was during these long conversations that he would retell the stories about Kgosi Luka Jantjie that were told to him by his parents and elders. These were stories of the brave Batlhaping and Batlharo men and women who fought the British during that war. I would see how deeply saddened he was whenever we spoke about the ancestral land. His wish was always been to see his people getting their land back.'

The ANC in the Northern Cape also paid tribute to Jantjie, describing him as a great listener and one who upheld the law. He was remembered for his work in the development of his community and for upholding the culture and traditions of Batlhaping ba ga Phuduhutswana.

'The passing of Kgosi Kgosiengewang II Jantjie has robbed his community and the Province of a capable and considerate leader. The people of Batlhaping Ba ga Phuduhutswana must find comfort in the knowledge that their leader served them with dedication and commitment, and that the people of the Province share in their pain and this great loss. We send our heartfelt condolences to the family of Kgosi and the people of Batlhaping Ba ga Phuduhutswana.'

-
- 1 When did Kgosi Kgosiengewang II Jantjie pass away? Where did he die?
 - 2 How was he related to Luka Jantjie?
 - 3 What was one thing that both Kgosi Kgosiengewang II Jantjie and Luka Jantjie felt very strongly about as leaders of their people?
 - 4 How old was Kgosi Kgosiengewang II Jantjie when he died?
 - 5 What kind of person was Kgosi Kgosiengewang II Jantjie? What can you infer about what was important to him and how he treated others from the way people spoke about him?
 - 6 What would you like people to say about you in your obituary? What kind of person were you? What did you stand for? What will you be remembered for?



Visual Texts

Read and discuss these texts with a partner during independent reading time.

Text A:



"A view in the town of Litakun." Engraved from a drawing by William John Burchell. Travels in the Interior of Southern Africa. v. 2 (1824).

<http://biodiversitylibrary.org/page/48905971>.

1. What can you see in this picture?
2. Why do you think Burchell drew pictures of people, houses, plants and animals that he saw in Southern Africa?
3. Choose the correct answer:
This picture shows that the artist
 - a. *did not have long to paint the scene.*
 - b. *is impressed with the size of the town.*
 - c. *is scared of the people in the town.*



Text B:

This was the daughter of Mattivi, the chief. She gave her permission to be drawn by the English traveller.

1. Describe the portrait. (What do you see? What is she wearing? What is the expression or emotion on her face?)
2. Why do you think Burchell wanted to draw this young woman?
3. What do you think the young woman was thinking while Burchell was drawing her?



Portrait of Missis-n, by Burchell
<http://biodiversitylibrary.org/page/48905971>.



Challenge your brain!

1. Which deceased (dead) South African has left the biggest legacy? (Legacy – something left behind after someone has died. This can be something real, like money or land, or an idea or political movement.)
2. Do you agree with the statement? (Give a reason.)
 All European explorers who came to Southern Africa wanted to take the land for themselves.



Language Structures & Conventions: Practice

Subject-verb agreement

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

- If the subject in a sentence is **singular**, the verb must agree and also be singular. E.g. **She** studies. / **It is** hot today.
- If the subject in a sentence is **plural**, the verb must agree and be in the plural. E.g. **We** study. / **The children were** funny.
- The subject of a sentence may include a group of words, e.g. My mother, father, sister and brother **all read** the news every day.

There are some tricky sentences. For example:

- Neither the dog (singular) nor the cats (plural) **like** the rain. (Here, the verb must agree with the **subject closest** to it. So, we use the plural.)
- Collective nouns are words that imply more than one person/animal but that are considered **singular** and take a **singular verb**. E.g. The team **runs** during practice.
The herd **drinks** at the watering-hole every evening
- The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are **singular and require a singular verb**. E.g. Each of these hot dogs **is** juicy. Everybody **knows** Ms Khumalo.

Write the correct form of the verb so that it agrees with the subject:

1. All my friends (love/loves) dancing.
2. Someone (are/is) going to have to pay for that – it (is/are) not for free!
3. He (is/are) always telling us about his travels.
4. The school choir (are/is) ready for the competition.
5. Either Sizwe, or Thembisio (enjoy/enjoys) drawing pictures.
6. The whole crowd of people (go/goes) to the stadium for the match.



Punctuation – apostrophes

Apostrophe showing Contraction or Omission

- Apostrophes are used when there's a letter or letters left out. E.g. I'm, she's, he'd

Apostrophe showing possession

- Singular Possessor – If the possessor is a **singular noun** (there is just one owner), then add an apostrophe and 's'. e.g. the school Jonathan goes to = **Jonathan's** school
- Plural Possessor – If the possessor is a plural noun (there is more than one owner), and it **doesn't end** in 's', then add an apostrophe and 's'. e.g. the games of the children = the **children's** games
- If the possessor is a plural noun and it does end in 's', then just add the possessive apostrophe. E.g. This is the **girls'** soccer team. (the team of many girls)

Fill in the apostrophe in the correct place:

1. Everybody obeyed the countrys laws.
2. Im sure were allowed to go there.
3. Hed rather go by bus than by train.
4. Its a beautiful day to go for a walk.
5. All the dogs tails were wagging with excitement.
6. Shes been my friend since we were little.
7. Xolanis ideas are always the best.
8. The politicians promised to meet the peoples needs.
9. Whos going to help on Saturday?
10. Theyre always ready to eat Mandlas delicious food.



Prefixes and Suffixes

We can break many English words into parts, called prefixes or suffixes. These are added to the root word and change or add to the meaning of the root word.

Prefixes go in front of root words, and suffixes go behind.

Example: **un** (prefix) + happy (root word) + **ness** (suffix) = unhappiness

A prefix often creates the opposite meaning, or it can add to the meaning of the root word.

- For example, **un**cover, **redo**, **il**logical, **anti**-clockwise, **semi**-final, **mis**understand

A suffix is a group of letters that attach to the end of a root word and create a new word. Suffixes change words in different ways. They make a word plural, or change how the word is used in a sentence (the part of speech).

For example, **help** – a verb – can get various suffixes to become a different word:

- **Helpful** – an adjective
- **Helpless** – an adjective
- **Helper** – a noun
- **Helping** – the continuous tense of the verb help

Add the correct prefix to make the sentences make sense:

im- / micro- / non- / tri- / over-

1. He always struggled in maths when they measured _____ angles.
2. My older sister was very _____ patient with me when we were growing up.
3. In Natural Science, we looked at cells in the _____ scope.
4. The learners were _____ joyed at the end of term.
5. We all thought Olwethu's plan was _____ sense, but we said we would try it anyway.



Add the correct suffix to make the sentences make sense.

-ful / -hood / -tion / -ism / -ment

1. Ntokozo was full of emo_____ when she saw her mother after two months.
2. I love the advertise_____ on TV for those chips.
3. It was very pain_____ when I cut myself.
4. Our country needs to get rid of all rac_____.
5. Lerato and Zinhle were child_____ friends.

Add the correct suffix to form the correct part of speech:

-ment / -er / -ed / -ing

1. The develop_____ bought the land to build on.
2. I think the develop_____ of her argument was convincing.
3. I am worried that I am develop_____ a cold as my throat is sore and I am sneezing.
4. He had develop_____ an amazing product.

Idioms

- Idioms are expressions/sayings where the words don't mean exactly what the words say. There is an extra, hidden meaning.
- We say this is the figurative meaning, not the literal (actual or real) meaning.

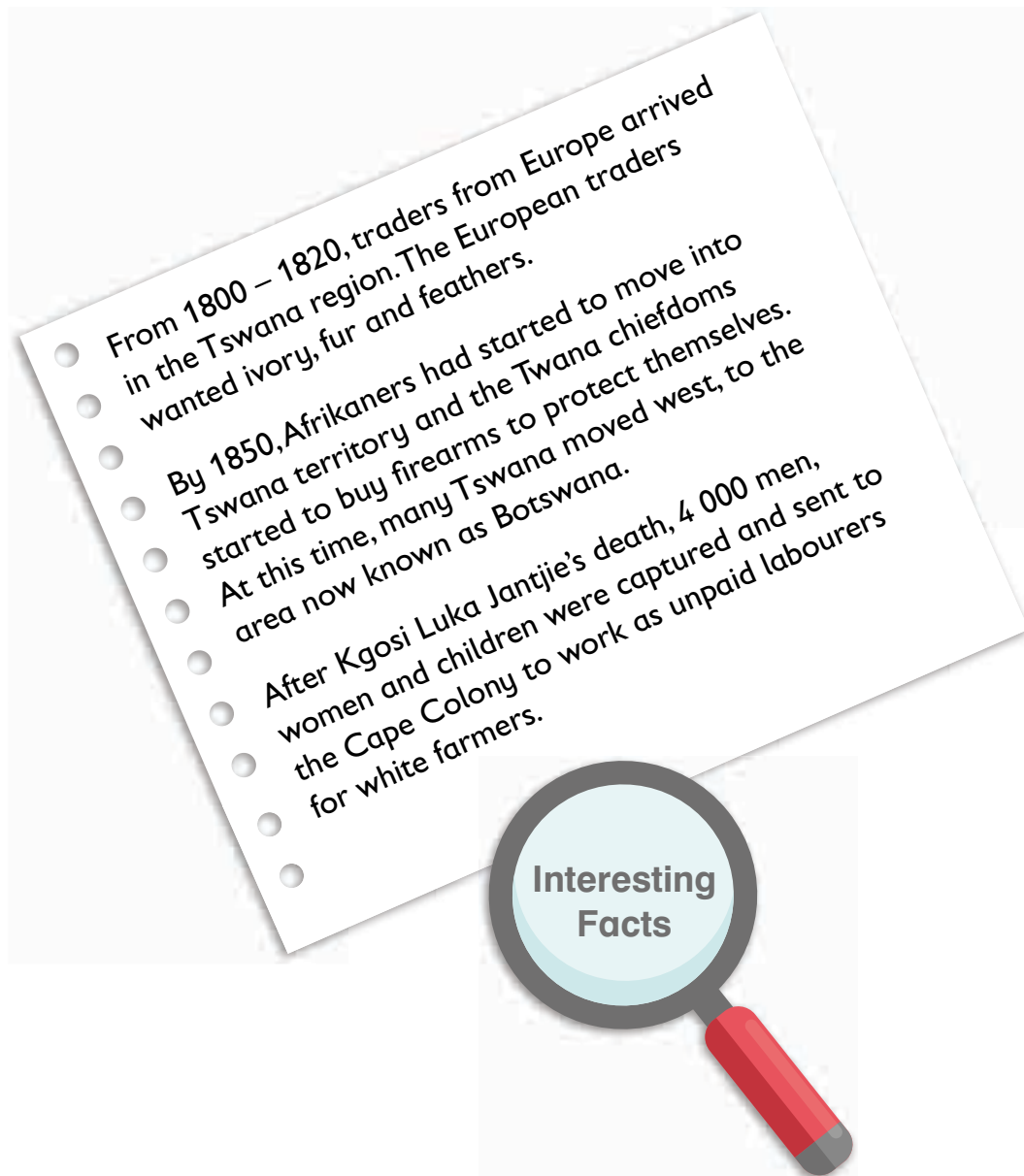
Choose the correct word to complete the idiom:

1. Her boss was so pleased they had hired her because Khanyisile was always on the _____ (ball/ pen).
2. I wasn't sure how this would go, but so _____ (near/far) so good.
3. I'm worried about Anale, for the past few weeks he's been under the _____ (weather/umbrella).
4. I love talking with Thamsanqa, we always see eye to _____ (nose/eye).
5. I always start the meeting with a joke to try and _____ (pour/break) the ice.



Summary:

- Read the obituary and take out the main points to make a summary.
- Write the information in one sentence and try put it in your own words:
 1. Kgosi newang II Jantjie was the...
 2. He died...
 3. Whenever he remembered Luka Jantjie, he spoke about...
 4. Both he and Luka Jantjie were committed to...
 5. He will be remembered as a person who...
 6. The most important information in the text is...because...



THEME

Review and Revise

Term 4

Weeks 7 & 8 | Cycle 4



Other titles in this series

