

ENGLISH
GRADE 7
TERM 1



THEME 1	5
LANGUAGE	5
NOUNS	5
COMMON NOUNS	6
PROPER NOUNS	6
COUNTABLE NOUNS	7
UNCOUNTABLE NOUNS	7
ABSTRACT NOUNS	8
CONCRETE NOUNS	8
SENTENCES	9
TENSES	11
PUNCTUATION	13
APOSTROPHE	19
READING AND VIEWING	21
SHORT STORY	21
WRITING	24
NARRATIVE ESSAY	28
THEME 2	30
LANGUAGE	30
SYNONYMS	30
ANTONYMS	30
DICTIONARY SKILLS	32
COMPOUND NOUNS	35
COMPLEX NOUNS	36
PRONOUNS	37
POSSESSIVE PRONOUNS	37
VERBS	38
ARTICLES	40
POETRY	42
READING AND VIEWING	48
FIGURES OF SPEECH	49
WRITING	52
THEME 3	53

LITERATURE.....	53
FEATURES OF A LITERARY TEXT	54
READING AND VIEWING	55
DRAMA	55
WRITING	59
DIALOGUE	59
LANGUAGE	61
SUBJECT-VERB AGREEMENT	64
THEME 4.....	66
LANGUAGE	66
ADJECTIVES	66
DEGREES OF COMPARISON.....	67
SINGULAR AND PLURAL NOUNS	69
HOMOPHONES AND HOMONYMS.....	71
RIDDLES.....	72
IDIOMS AND PROVERBS	74
WRITING	75
REVIEWS.....	75
READING AND VIEWING.....	78
FOLKLORE	78
THEME 5.....	80
LANGUAGE	80
ROOTS, PREFIX AND SUFFIX.....	80
CLAUSES.....	82
SUBJECT AND PREDICATE	83
WRITING	86
REFLECTIVE ESSAY.....	86
LISTENING AND SPEAKING	87
LISTENING COMPREHENSION.....	87
VISUAL LITERACY.....	88
ADVERTISING	88
STRUCTURE OF AN ADVERTISEMENT.....	88
ANALYSING AN ADVERTISEMENT	89

WRITING	91
SUMMARISING	91
STEPS TO WRITE A SUMMARY	91
COMPREHENSION GUIDELINES	93
COMPREHENSION AND LANGUAGE	94
ORALS	108
ORAL GUIDELINES	108

School days

*Growing up in this day and age
 With free expression all the rage
 Our young ones learn when starting school
 That reading is fun and Maths is cool
 While writing is not the least bit boring
 It really is so much like drawing
 For every child it is essential
 To realise their full potential
 And teachers always do their best
 To stimulate their interest
 When years of school days end at last
 With all examinations passed
 Will the children reminisce
 And say, "Our school days we will miss"
 And as the final day arrives
 They were the best days of our lives*

THEME 1

LANGUAGE

NOUNS

A noun is a naming word.

It names a person, animal, place, thing, or an idea.

TYPE OF NOUN	DEFINITION
Common nouns	Names things that are around us e.g. table, book, window
Proper nouns	Names of people, books, songs, titles. They begin with a capital letter e.g. John, BMW, London, Tom Newby School, Master Street Titles must be within inverted commas e.g. "The Curse of the Gold Coins", "Tower of Terror", "The Incredibles"
Collective nouns	Describes a group of things or people as a unit e.g. herd, flock
Abstract nouns	An idea, event, quality, or concept that cannot be perceived through our senses e.g. freedom, love, courage, fear
Countable nouns	Can occur as a singular or plural form e.g. car, book, ruler "A/a/an" means 1 e.g. a bike, an orange In plural form, these nouns can be used with a number - they can be counted e.g. 5 friends, 10 chairs, 2 houses, 3 boys
Uncountable nouns	Can only be used in singular. They cannot be counted e.g. rice, water, coffee, gas
Singular nouns	A noun that is only one item e.g. book, pencil, tree, car
Plural nouns	A nouns that is many e.g. books, pencils, trees, cars (add s) No apostrophe is used in plural form.

COMMON NOUNS

A common noun refers to a person, place or thing in a general sense.

Example: The **people** in the **bus** are going to **town**.

PROPER NOUNS

A proper noun always begins with a **CAPITAL** letter because it represents the name of a specific person, place or thing.

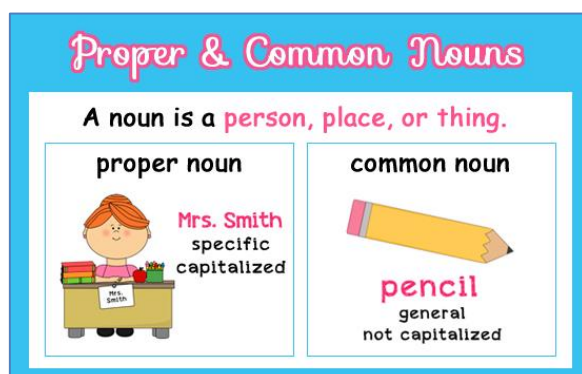
The names of the days of the week, months, historical documents, institutions, titles organisations, religions, brand names, etc. are proper nouns.

Example: **Paul** ran down **Baker Street** with his **Nike** trainers.

Activity 1: Common and Proper Nouns

Write the sentences in your book. Underline the common nouns and circle the proper nouns. Skip a line after each sentence.

1. Frank enjoys playing cricket.
2. Manchester United is my favourite team.
3. They found the missing dog near Master Street in Benoni.
4. "Wonder Woman" was an excellent movie.
5. Adidas Superstars are my favourite sneakers.
6. The Sunday Times published an article about the flood.
7. "The Curse of the Gold Coins" is an interesting novel.
8. Suzanne forgot to take her project.
9. The Olympic Games takes place every four years.
10. Liverpool won the match.



COUNTABLE NOUNS

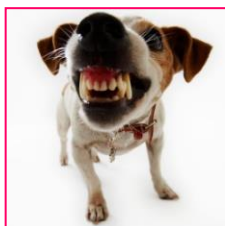
A countable noun is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count* e.g. **book – books**.

These nouns can take an **article (the, a, an)** or a **number** in front of it.

You can also use a **number before the noun**.

Example:

The dog growls



Two dogs sleep



UNCOUNTABLE NOUNS

An uncountable noun is a noun that does not have a plural form and **cannot be counted separately or made into plural**. An uncountable noun always takes a singular verb in a sentence e.g. salt, sugar, water, etc. These nouns **do not take the article a or an** and **can stand on their own**.

Examples

Spread the **sand** evenly.

Oxygen is needed for survival.

COUNTABLE AND UNCOUNTABLE NOUNS			
COUNTABLE NOUNS		We can count	
Have a singular and plural form	→	a tree	two trees
Can use a <i>singular</i> verb or a <i>plural</i> verb	→	The book <u>is</u> old.	The books <u>are</u> old.
UNCOUNTABLE NOUNS		We cannot count	
Have only one form (no plural)	→	butter	butters
Always use a singular verb	→	Sugar <u>is</u> sweet.	
Cannot use <i>a, an</i> or <i>a number</i> before them	→	a rice	two rice
	→	a bread	two bread

Activity 2: Countable and Uncountable Nouns

Write the underlined word in your book and state whether it is a countable or uncountable noun.

1. Rice is grown in tropical countries.
2. Three oranges were sour.
3. The water turned green after the storm.
4. Spread the butter evenly on the mielles.
5. Helium was used to fill the balloons.
6. An apple a day is good for your health.
7. Soup is delicious during winter.
8. The cheese turned to mould.
9. Tim took two burgers for lunch.
10. She added a cherry to the muffin.



ABSTRACT NOUNS

Abstract nouns are nouns that you cannot experience with your five senses. **They represent things that you cannot see, touch, smell, hear or taste** e.g. happiness, honesty, fear, etc. They can identify concepts, experiences, ideas, qualities, and feeling.

CONCRETE NOUNS

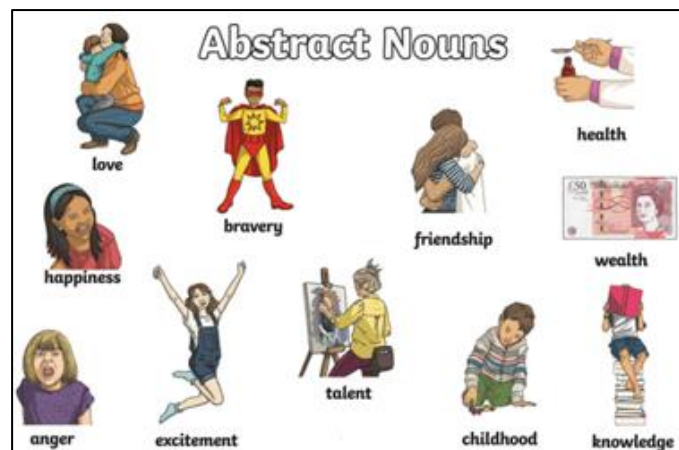
A concrete noun is a noun that names **anything using your five senses** e.g. smile, pen, book, desk, man, etc.

Activity 3: Abstract Nouns

Write each sentence in your book. Underline the abstract noun in each sentence.

1. I want to see justice served in court.
2. When she jumped into the lake, her bravery surprised the spectators.

3. Success seems to come easily to certain people.
4. He has an incredible love for nature.
5. In anger, she broke her cell phone.
6. The dog was faithful to its owner.
7. Her kindness will always be remembered.
8. Honesty and respect is the key to success.
9. The soldier showed courage and determination during the war.
10. Jane was curious to find out what the topic of the gossip was.



SENTENCES

A sentence is a group of words that convey a complete idea.

A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.

There are 4 types of sentences:

- * Simple sentences
- * Compound sentences
- * Complex sentences
- * Compound-complex sentences

Sentences can appear as:

Statements (.)

Commands (!)

Questions (?)

Exclamations (!)

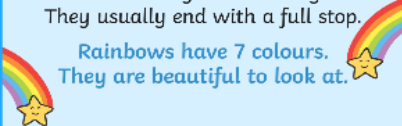
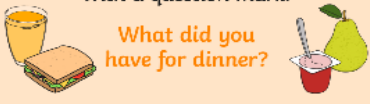




- **Statement** These sentences simply convey information and end with a full stop.
Example I like going to the movies.

- **Question** These sentences ask a question to request information and ends with a question mark.
Example What is your name?

- **Exclamation** This sentence expresses an emotion or feeling and ends with an Exclamation mark.
Example I cannot believe I got the lead role in the school play!

- **Command** These sentences are used where instructions/commands are given and can end with an exclamation mark or a full stop. If the command expresses emotion or urgency, then an exclamation mark must be used. If there is a simple request or instruction, then a full stop is used.

Examples Throw the dirt in the dustbin.
Stop running!

<p>Statements</p> <p>Statements are sentences which tell you something. They usually end with a full stop.</p> <p>Rainbows have 7 colours. They are beautiful to look at.</p> 	<p>Questions</p> <p>Questions are sentences that ask you something. They usually end with a question mark.</p> <p>What did you have for dinner?</p> 
<p>Commands</p> <p>Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.</p> <p>Help me! Please stop doing that.</p> 	<p>Exclamations</p> <p>An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.</p> <div>  <p>What a dangerous mountain to climb!</p> </div> <div>  <p>What amazing children they are!</p> </div> <div>  <p>How kind of him to do that!</p> </div>

Activity 4: Sentences

Write the sentences below in your book and state which kind of sentence it is.

1. How many kids are absent today?

2. Dinosaurs lived many years ago.
3. Watch that car!
4. Where did you keep your stationary?
5. Do not forget to learn your speech.
6. Why are there marks on your page?
7. All the malls were closed for the day.
8. That is a wonderful achievement!
9. Today the kids can go swimming.
10. We won the competition!

TENSES

As we know, every sentence **MUST** have a verb. Verbs describe actions and they also let the reader know the **tense** of the sentence, i.e. whether the action took place in the past, present or will take place in the future.

Remember: is/are/was/were are verbs. Check if the subject is singular or plural to decide which verb to use.

In future tense, **shall** is only used when the subject in the sentence is **I or We**.

Simple Past (already happened)	Simple Present (happens usually or regularly)	Simple Future (has not happened yet)
<p>I flew for the first time yesterday.</p> <p>I washed the dog yesterday.</p>	<p>I fly to Cape Town twice a year.</p> <p>I wash the car on Sundays.</p>	<p>I will fly the next time I travel to Durban.</p> <p>I will wash the dishes later.</p>
Past Continuous (During an action, something happened)	Present Continuous (Doing something at the moment, it is happening now)	Future Continuous (During an action in the future, something will happen)
<p>I was writing, so I didn't see what he did.</p> <p>They were eating when I called.</p>	<p>I am writing as neatly as I can.</p> <p>I am eating a delicious peach.</p>	<p>I will be writing my story this afternoon.</p> <p>I will be eating supper at eight.</p>

Past Perfect (something had happened before something else happened in the past)	Present Perfect (In that time and up until now, something had happened)	Future Perfect (something happens in the future before a second thing happens)
<p>I had met Joe's sister before I met Joe.</p> <p>I had ridden a donkey, but that was my first time on a horse.</p>	<p>We have already met.</p> <p>I have ridden horses all my life.</p>	<p>I will have met him at the airport by the time you arrive.</p> <p>I will have ridden for one hour by the time you start.</p>

Activity 5: Tenses

Rewrite each sentence in your book and change it to the tenses listed in brackets. Underline the verbs in each sentence.



- I visit my uncle every Friday. (past and future)
- She played outside with the dog. (future and present)
- He will attend soccer practice. (present and past)
- The teacher was driving his car to the garage. (present continuous and future continuous)
- They are cheering for the winning team. (past continuous and future continuous)
- Aliens will be invading Earth. (past continuous and present continuous)



Verb Tenses			
Verb tenses indicate the time of an action.			
Regular verb	Present Tense	Past Tense	Future Tense <small>Must include a helping verb</small>
1 st person	I <u>jump</u> .	I <u>jumped</u> .	I <u>will jump</u> .
2 nd person	You <u>jump</u> .	You <u>jumped</u> .	You <u>will jump</u> .
3 rd person	She <u>jumps</u> .	She <u>jumped</u> .	She <u>will jump</u> .
Irregular verb	Present Tense	Past Tense	Future Tense <small>Must include a helping verb</small>
1 st person	I <u>see</u> .	I <u>saw</u> .	I <u>will see</u> .
2 nd person	You <u>see</u> .	You <u>saw</u> .	You <u>will see</u> .
3 rd person	She <u>sees</u> .	She <u>saw</u> .	She <u>will see</u> .



SIMPLE		
PAST	PRESENT	FUTURE
She <u>worked</u> last night.	She <u>works</u> every day.	She <u>will work</u> next week.
CONTINUOUS		
PAST	PRESENT	FUTURE
She <u>was working</u> last week.	She <u>is working</u> right now.	She <u>will be working</u> tomorrow.
PERFECT		
PAST	PRESENT	FUTURE
She <u>had worked</u> for ten hours before she got sick.	She <u>has worked</u> all her life.	She <u>will have worked</u> on the project by this weekend.
PERFECT CONTINUOUS		
PAST	PRESENT	FUTURE
She <u>had been working</u> on the computer for one hour when it shut down.	She <u>has been working</u> at the company for ten years.	She <u>will have been working</u> here for ten years by the time you are fifty.

PUNCTUATION

- ❖ Punctuation marks make any written text easier to read and understand.
- ❖ Without punctuation, writing would not make sense.

	FULL STOP	
Used to end a sentence. <u>Example</u> He went to town.		
Used after an abbreviation <u>Example</u> President = Pres.		



	QUESTION MARK	
Appears at the end of a question. <u>Example</u> Who left the gate open? Where did you hide the ring? Did you eat?		



	EXCLAMATION MARK	
Appears at the end of an exclamation, i.e. a sentence that shows strong emotions or feelings. <u>Example</u> Help! Don't run! Stop!		

NB: ANY OF THE ABOVE THREE PUNCTUATION MARKS CAN BE USED TO END A SENTENCE.

AB	CAPITAL LETTER	AB
<p>Sentences always begin with a capital letter. <u>Example</u> They went across the road to buy ice-cream.</p>		
<p>Proper nouns must be written in capital letter. <u>Example</u> Mike, America, Master Street, Boksburg, etc.</p>		
<p>Main words in titles must appear in capital letters. <u>Example</u> The Lord of the Flies.</p>		
<p>The first word in Direct Speech must also be in capital letter if it is the start of the spoken sentence. <u>Example</u> She said, “Must we always agree with her?”</p>		
<p>Used in the personal pronoun. <u>Example</u> I returned the bag. Should I go on the road trip? (Whether used at the beginning or middle of a sentence, the personal pronoun / must always be a capital.)</p>		

“ ”	INVERTED COMMAS (QUOTATION MARKS)	“ ”
<p>Used to indicate Direct Speech, i.e. the actual spoken words. A comma must appear before opening the inverted commas. The final punctuation mark must appear before closing with inverted commas. <u>Example</u> Mrs Roberts said, “There is no homework for today.”</p>		
<p>To quote from a play, story, poem or speech. <u>Example</u> William Shakespeare said, “All the world is a stage.”</p>		
<p>To show titles. <u>Example</u> Mark Twain’s novel is called, “The Adventures of Tom Sawyer”. (Here, the full stop appears after the final inverted commas because this is not a quote or direct speech).</p>		

 COMMA 
<p>Used to separate items on a list. <u>Example</u> Dad bought pens, books, erasers and glue. (there is no comma before <i>and</i>)</p>
<p>Shows additional information. <u>Example</u> Ronaldo, the famous soccer player, scored the winning goal. (brackets or dashes can also be used to show additional informational)</p>
<p>Placed before and after certain conjunctions. <u>Example</u> He went to town, but forgot to buy his shoes. Example: Nevertheless, she will make up for her mistake.</p>
<p>Used after introductory words in direct speech. <u>Example</u> Bill said, "I will meet her." Joanne asked, "Can I come with?"</p>
<p>Used to separate repeated words in a sentence. <u>Example</u> Whatever you want to say, say it now.</p>

 COLON 
<p>Introduces a list of items. <u>Example</u> The following are harmful to our planet: pollution, poaching and global warming.</p>
<p>Introduces a quotation. <u>Example</u> Nelson Mandela said: "It was a long walk to freedom."</p>
<p>Used in script writing (dialogue or plays). A colon follows the speaker. Jason: Where did you go? Ben: I went to look for the boat.</p>

;	SEMI-COLON	;
Indicates a long pause (shorter than a full stop and longer than a comma). <u>Example</u> Paul reached a decision; he will not run away from home.		
Used to show two opposite ideas. <u>Example</u> Paul was lonely; eventually he made friends.		
May be replaced by a full stop or a conjunction (and, but, so, for, although). <u>Example</u> She studied hard for her exam; she had nothing to fear. Or She studied hard for her exam and had nothing to fear.		

()	BRACKETS (PARENTHESIS)	()
Used to show additional information in a sentence. <u>Example</u> The three men (who were brothers) went to the rugby match.		
Commas or dashes can be used instead of brackets. <u>Example</u> The old man, who lived on the island, came to visit us. The tennis match – which was played on Tuesday – was won by Sally Williams.		

● ● ●	ELLIPSES	● ● ●
The three ellipses dots indicate that a sentence is incomplete or that something has been omitted. <u>Example</u> He walked to the edge of the cliff and ... <u>Example</u> You had better give back my money or else...		

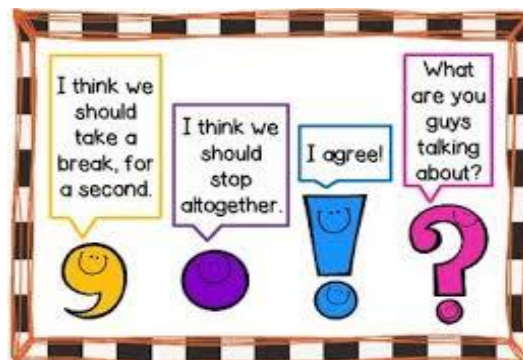
<div>■</div> <div style="text-align: center;">HYPHEN</div> <div>■</div>
<p style="text-align: center;">Links two words to form compound words. <u>Example</u> ice-cream, well-deserved, etc.</p>
<p style="text-align: center;">Links prefixes to words. <u>Example</u> pre-school, bi-annual, non-toxic, semi-circle, etc.</p>
<p style="text-align: center;">Used if a prefix ends in a vowel and the word joined to the prefix, begins with the same vowel. <u>Example</u> re-examine, co-operate, etc.</p>
<p style="text-align: center;">Words that cannot be completed on one line, are linked to the next line using the hyphen. (NB: The hyphen must be used at a syllable break) <u>Example</u> The kids were always full of de- lightful surprises.</p>














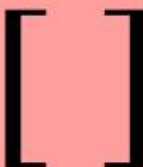


<div>■</div> <div style="text-align: center;">DASH</div> <div>■</div> <p style="text-align: center;">The dash and the hyphen look the same, but have different functions</p>
<p style="text-align: center;">Separates parts of a sentence and forces us to pause. <u>Example</u> There is more to school than just learning – friendships are also to be learned along the way.</p>
<p style="text-align: center;">In order to give additional information, the dash serves the same purpose as the comma or brackets. <u>Example</u> Next week we are going to Cape Town – the friendly city.</p>
<p style="text-align: center;">Separates a comment or afterthought from the rest of the sentence. <u>Example</u> We looked for the dark shadow and it was not to be seen – or so we thought!</p>
<p style="text-align: center;">Creates a dramatic pause, leading to a climax or anti-climax. <u>Example</u> I ran to the window, looked out and saw – the cat!</p>

Activity 6: Punctuation

Rewrite each sentence in your book and correct the punctuation. Make sure that the capital letters are written correctly and they are more pronounced than the rest of the letters in the sentence.

1. mandy was late for school
2. what are you doing there
3. I attend tom newby school
4. Shelly is going to paris
5. i bought oranges apples mangoes and cherries
6. hooray, we won
7. why did they go to the concert without me
8. ronaldo the highest paid soccer player scored 3 goals
9. william shakespeare wrote many plays
10. i do not need to buy a ruler blue pen or highlighter for next year



 comma	 semicolon	 colon	 full stop	 exclamation mark	 question mark
 apostrophe	 quotes	 double quotes	 hyphen	 dash	
 stroke or slash	 parentheses or (round) brackets	 square brackets	 ellipsis	 asterisk	

APOSTROPHE

The apostrophe has two functions; they show contraction and possession.

1. Contractions

When two words are joined together, e.g. do + not, an apostrophe is used where the letter has been omitted.

Example:

do + not = **don't**

will + not = **won't**

2. Possession/ownership

To indicate that something belongs to someone or something, an **'s** or **s'** is used to show possession.

When the noun in question is singular, e.g. one boy, one girl or one man, use **'s**.

Example:

That bag belongs to one boy: It is the boy**'s** bag.

When the noun in question is plural, e.g. two boys, five girls, many books, many tables, then an apostrophe is added after the **s'**.

WHY?

Try saying these:

boys... those are the boys's bags

tables... don't touch the tables's cutlery

It doesn't work!

So instead, we just **add an apostrophe after the first 's'** e.g. **boys' bags/tables' cutlery**

Unless...

If the noun is a plural that does not end in "s", e.g. women, men, children, then use **'s** to show ownership.

The **women's** bags were stolen

TAKE NOTE:

An apostrophe is not used for plurals!

e.g. boy's = possessive;

boys = plural (NO APOSTROPHE)

Activity 7: Apostrophe - Contractions

Write the words below in your book and next to it, write the contraction. Add the apostrophe where the letter will be omitted.

1. are not
2. cannot
3. he is
4. I am
5. it is
6. must not
7. should not
8. you are
9. that is
10. who is

Common Contractions in English		
aren't - are not	I'm - I am	that's - that is
can't - cannot	I've - I have	there's - there is
didn't - did not	isn't - is not	we're - we are
don't - do not	let's - let us	what's - what is
he'll - he will	she'll - she will	you'll - you will

Activity 8: Apostrophe – Possession/Ownership

Rewrite the sentences in your book and fill in the apostrophe to show possession. Do not forget to apply the rules to show possession.

1. Johns shoe is dirty.
2. James cap flew off his head.
3. The childrens party was fun.
4. The babies clothes were wet.
5. The animals foot was injured.
6. Moses anger was justified.
7. Jennys skirt is too short.
8. The boys pencils were stolen.
9. The ladys handbag was left on the counter.
10. The ladies coats were sent for dry-cleaning.

APOSTROPHE

POSSESSIVE NOUNS

Singular Nouns	Plural Nouns ending in S
<p>Add: 's (apostrophe S)</p> <ul style="list-style-type: none"> - We went to Ange's house last night. - Where is the dog's bone? - Is that your friend's bike? 	<p>Only add the apostrophe (no S)</p> <ul style="list-style-type: none"> - You need your parents' permission. - Where are the dogs' bones? - My friends' house is big.

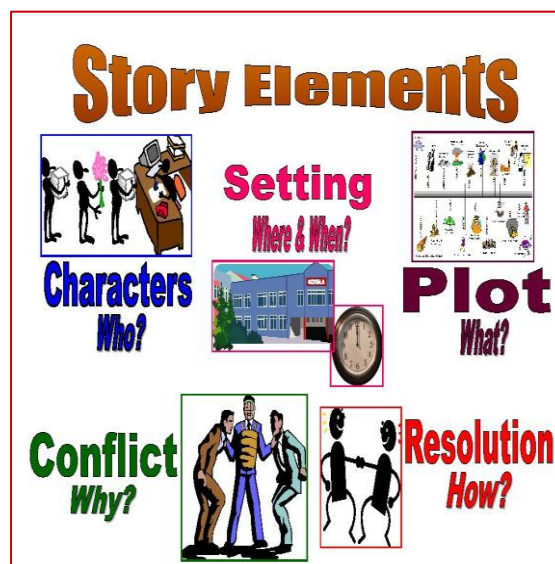
READING AND VIEWING

SHORT STORY

- A short story is a fictional work of prose that is shorter in length than a novel.
- Due to the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters.
- A narrator is the person who tells the story. There are two ways to tell a story:
- First person narrator – when the story is told by the person who experiences it, using *I*.
- Third person narrator – when the story is told by someone else.

Story Elements:

- **Characters** – they are the people/animals in the story that are given a voice.
- **Characterisation** – these are the qualities that each character has i.e. brave, lazy, happy etc. you get clues of these qualities by looking at what a character does and says and how the other characters react to them.
- **Setting** – all stories have a setting i.e. where the story takes place.
- **Background** – the conditions that existed before a particular event happened.
- **Plot** – the way things happen the way they do in a story.
- **Conflict** – something happens in the story that complicates the plot.
- **Theme** – the message in the story.
- **Resolution** – how the conflict gets resolved.



Structure of a short story

1. An introduction:

A short paragraph that sets the scene/setting and introduces the main character.

2. The situation (problem/conflict or situation):

A paragraph that explains what the situation or problem is that the main character must solve.

3. Development of plot:

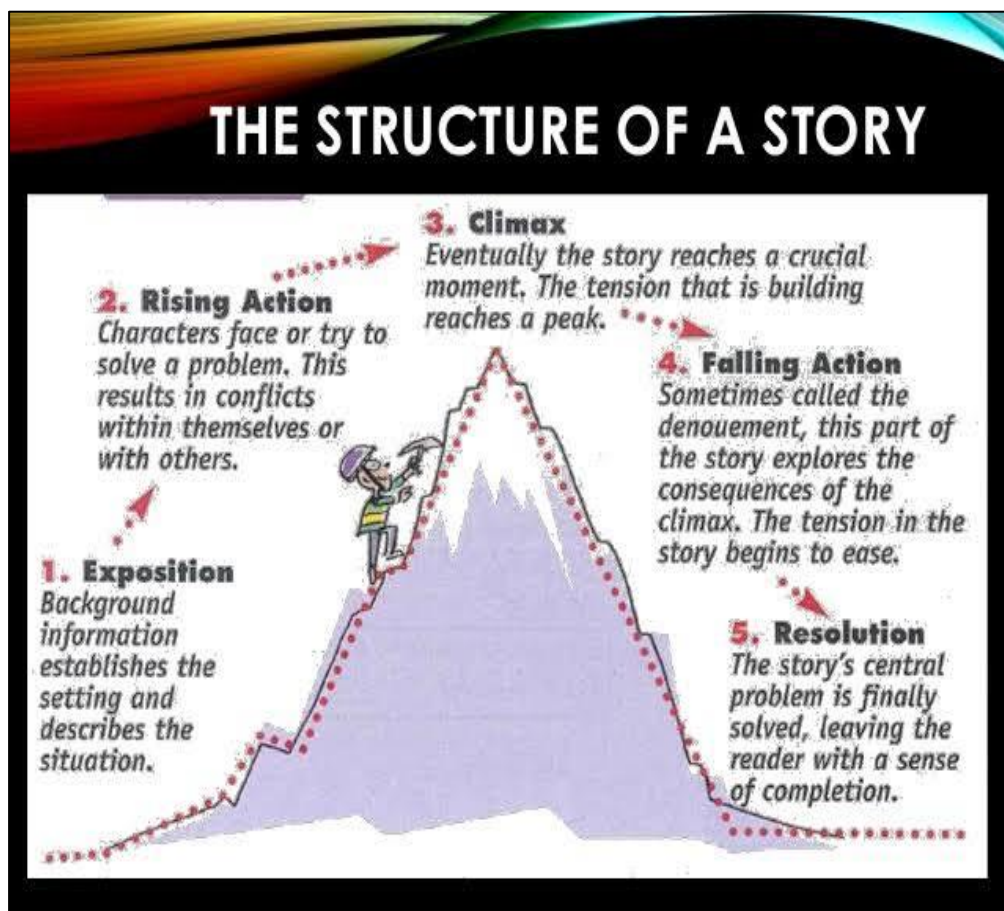
One or two paragraphs that helps the main character get closer to solving the problem or situation. Also prepares the reader for the climax.

4. The climax (most important part of the story):

A paragraph where the main character solves the problem or situation.

5. The conclusion:

The ending of the story explaining how all the pieces of the story come together.



Activity 9: Short story

Read the short story, “What a big fuss” by Ann Walton, from the Oxford Reader (Pg. 44 – 48) and answer the questions that follow.

Questions:

1. What is the setting of this story? (1)
2. Who are the characters in the story? (2)
3. Why was Frankie not allowed to leave his room? (1)
4. What noise could Frankie’s mum hear coming from under the fridge? (1)
5. What is the meaning of the word ancient as used in the story? (1)
6. Explain the idiom, “Money doesn’t grow on trees.” (1)
7. What was going to happen if Frankie failed his test? (1)
8. According to Frankie, why is the beetle considered a good sign? (1)
9. Give two reasons why crickets do not attack people. (2)
10. Why does mum think that locusts are very dangerous creatures? (2)
11. How does mum suggest that Frankie catch the mouse? (1)
12. Hyperbole is the use of exaggeration to create effect. Name three incidents where Frankie’s mum is exaggerating about what could happen if certain creatures/insects where under the fridge. (3)
13. Name the six things that Frankie’s mother thought where under the fridge. (5)
14. What is the synonym of the underlined word in the sentence: (1)
He gave his mother a peck on the cheek.
15. Replace the underlined word in the phrase below, to make it formal language: (1)
“Cool, Mom”.
16. After reading the story, do you think that the title is suitable? (2)
Explain your answer.
17. Explain the following phrases that are used in the story: (2)

- a) go ballistic
- b) swan off



WRITING

Narrative Essay:

- When you write a narrative essay, you are telling a story.
- Narrative essays should therefore be written in the past tense because you relate or write about a story/event that has already happened/taken place.
- Often, sensory details are provided to get the reader involved in the elements and sequence of the story.
- Write in the first person. Since it's your story, use "I" in your sentences.

Here are seven easy steps to follow when writing a narrative essay:

1. Brainstorm

- The most important brick of building a story is a **plot** or storyline.
- **Brainstorm** ideas for your plot.
- Let your **imagination** guide you.
- Brainstorming is done in the form of a mind map.



2. Setting

- Have some type of **setting** at the beginning.
- A place where your story starts or takes place.
- There can be more than one setting in a story)
- You need to **describe** the setting - use descriptive words or even **figures of speech**.



3. Characters

- Build your reader's impression of your **characters**.
- How many characters you have is your choice, but it's often best not to try to work in too many characters, particularly if it is a short story.
- Having a great number of characters will mean you do not get a chance to flesh them out properly.



Characterisation:

- To give the reader the full run-down on your characters, find ways to naturally describe your characters' features, both how they look physically and how they act and feel; include their speech and behaviour in your narrations.
- Add small details about them to make your reader able to picture them more clearly.

4. Tell the story

- **Let the plot unfold** - As you write, describe all the scenarios and characters' actions in such a way that the reader can visualize them.
- Use sensory words relating to all five senses.
- Help the reader feel transplanted into the setting.
- You have to make **every word count**.



5. Climax

- Plan your **climax**, the twist in your story (a death, a secret finally revealed, etc.)
- Do not introduce the climax right in the beginning or all-of-a-sudden, right at the end; prepare your reader slowly for the climax and bring the plot naturally to it.
- This will keep the reader glued to the final word.
- As you are building up to your climax, give the reader small hints, but don't give the whole plot away.



6. Conclusion

Finish your story.

- With shorter narrative essays in particular, don't get tied down by an obligation to wrap up every character's storyline or explain their future in detail.
- It is okay to leave the reader guessing about what happens next and how the characters turn out.
- As a writer, leaving your readers satisfied with the plot, but wanting to know more about your characters is the ideal balance.

7. The Writing Process

Follow the remaining steps in the writing process:

- **Mind map** – brainstorm ideas for your topic and draft the mind map.
- **First draft** – take all your ideas from your mind map and write a first draft.
- **Include an introduction, body and conclusion. Write in full sentences.**
- **Edit your first draft** – check your spelling and sentence structure. There should not be any contractions, abbreviations or informal language.
- **Proofread your story** after all the editing has been done.
- Write your **Final draft**.
- **Add a word count** at the end of your story.

STEP 1: Brainstorm ideas

- Look at your topic and think of ideas and vocabulary

STEP 2: Mind map

- Take your ideas and add them to your mind map, in the order of each paragraph.

STEP 3: First draft

- Now that you have your ideas, make them into sentences for each paragraph.
- Write in full sentences.
- Do not use slang or colloquial language i.e. words that will have a double meaning, e.g. “cool”, **which can mean cool weather** or to be with **the “in-crowd”**.
- Use different words to begin each sentence.
- Count your words after each paragraph, so you keep within your word limit.

STEP 4: Editing

- During this process, you will check your writing.
- Check your spelling, punctuation, sentence structure, number of words used, etc.
- Read your sentences over, to make sure they make sense. If your sentence is incorrect, it will sound wrong. Test this out!
- **Editing must be done in pencil, above the incorrect word.**
- Once you are satisfied with your editing, you can begin with your final draft.

STEP 5: Final draft

- This is a neat and final copy of the work you have edited and checked.
- If you make any errors in this draft, strike the word out neatly and rewrite it next to the incorrect word, or above it.
- Remember, neat work at all times.
- Your writing must be legible.

STEP 6: Word count

- Make sure you have used the number of words stated in the instructions.
- Write your total number of words after your conclusion.
- Your essay started with one paragraph, but now you have a logical and well-structured essay.

FLOW DIAGRAM SHOWING THE STEPS OF THE WRITING PROCESS

LOOK AT THE TOPIC AND BRAINSTORM SOME IDEAS



PUT YOUR IDEAS INTO A MIND MAP



WRITE THE FIRST DRAFT



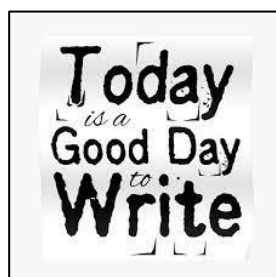
EDIT YOUR FIRST DRAFT AND READ ONCE MORE



WRITE YOUR FINAL DRAFT



STATE YOUR WORD COUNT

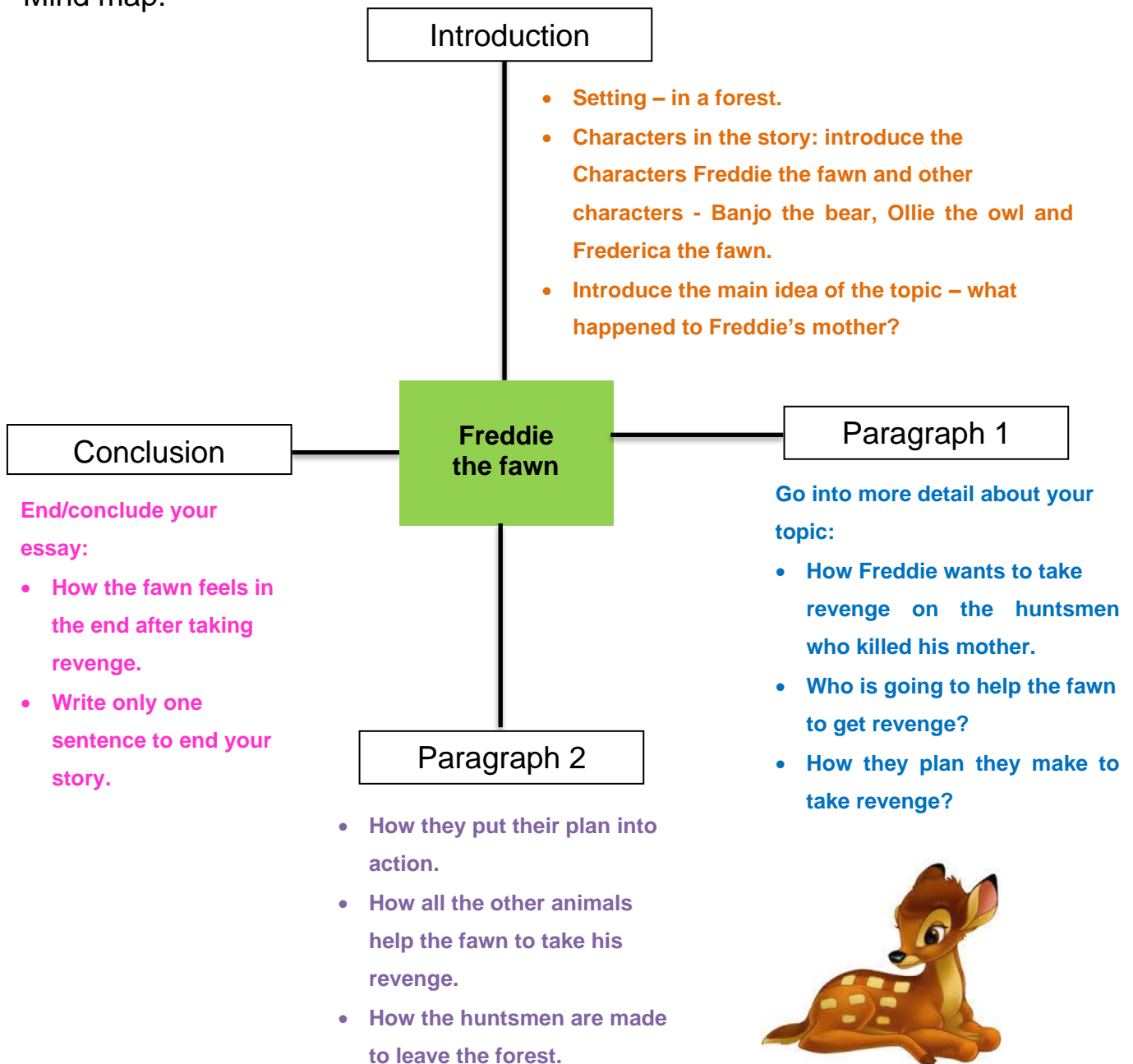


NARRATIVE ESSAY

- When you write a narrative essay, you are telling a story.
- Narrative essays should therefore be written in the past tense because you relate or write about a story/event that has already happened/taken place.
- Often, sensory details are provided to get the reader involved in the elements and sequence of the story.
- Write in the first person. Since it is your story, use "I" in your sentences.

Example of a narrative essay:

Mind map:



Final Draft

Freddie the fawn

Freddie the fawn was a very sad, young fawn. Two weeks before, four huntsmen had come to the forest and had killed Freddie's mother. He was lonely without her. Freddie lived in a beautiful, cheerful forest, where there was fabulous fauna and flora and the birds chirped all day long. Even so, Freddie wanted revenge.

Banjo the bear, Ollie the owl and Frederica, who was also a fawn, saw how sad their friend Freddie was. They told Freddie that they wanted to help. "That's great!" Freddie said. They all huddled together and came up with a plan that would frighten the huntsmen so much, they would never return.

The next evening, the huntsmen returned to the forest. It was always a bit spooky in the forest at night. Freddie and the gang followed the huntsmen and began to make creepy noises. The huntsmen grew worried and began to shiver. Ollie hooted loudly and the huntsmen jumped. Banjo made a red mark with a crayon on Frederica, she appeared in front of the huntsmen and said, "I am the deer you shot, I will haunt this forest forever. Leave now!" The huntsmen were so frightened; they ran all the way home and never returned.

Freddie was happy that he could take revenge for his mother's death.

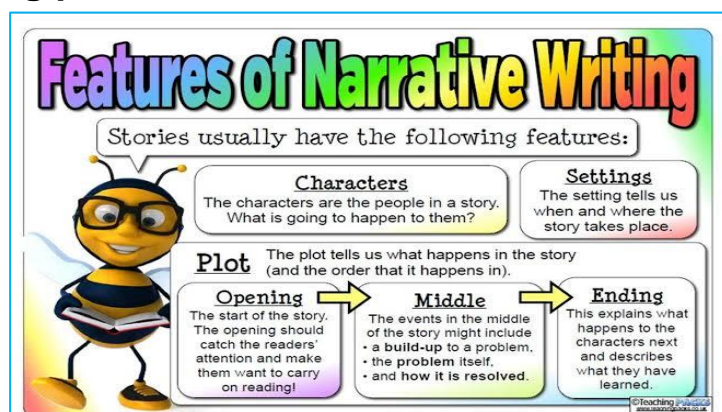
Word count: 200 words

Activity 10: Narrative essay

Write a narrative essay about a day out with your family.

Your essay must be 150-200 words and should have six paragraphs.

Follow the writing process.



THEME 2

LANGUAGE

SYNONYMS

Synonyms are words that have the same or very similar meaning.

Nouns, verbs, adjectives, adverbs and prepositions can have a synonym, as long as both words are the same part of speech.

Examples of Synonyms

Adjectives: beautiful, lovely, gorgeous, stunning, striking

Nouns: house, home, dwelling, residence, abode, quarters

Verbs: jump, bound, leap, hop, skip

Prepositions: in, inside, within, above, under

ANTONYMS

Antonyms are words that have opposite meanings.

For example, the antonym of long is short.

Often, words will have more than one antonym, but as with synonyms, it depends on the context.

For instance, the word **warm** could have the antonym **cool** or **chilly**.

In order to choose the correct antonym, you have to look at all the meanings and how the word is used in a sentence. **Cool** can mean **stylish** as well as chilly, so the word **cool** may not be the best choice.

Examples of Antonyms

happy – sad

healthy – sick

past - present

Synonym	Antonym
A word or phrase that has the same or exact meaning as another word or phrase.	A word or phrase that has the opposite meaning as another word or phrase.
Big → Huge	Big → Small
Smart → Intelligent	Tall → Short
Alike → Same	Fast → Slow
Small → Tiny	Early → Late
Begin → Start	Old → Young
Rich → Wealthy	Always → Never
Scared → Afraid	Loud → Quiet

Activity 11: Synonyms

Write the words below in your book. Choose a synonym from the word bank to match the words.

accurate	rest	complete	road	delicious
simple	start	trip	gift	leap
wet	repair	abandon	tale	stroll

- | | | |
|------------|-----------|-------------|
| 1. relax | 6. jump | 11. tasty |
| 2. present | 7. damp | 12. leave |
| 3. begin | 8. finish | 13. precise |
| 4. walk | 9. easy | 14. journey |
| 5. fix | 10. story | 15. street |

Activity 12: Antonyms

Write the words below in your book. Choose an antonym from the word bank to match the words below.

dry	guest	below	scarce	smooth
	cruel	sad	modern	grief
				sweet
refuse	save	deny	imitation	defend

- | | | |
|-----------|--------------|------------|
| 1. humid | 6. above | 11. attack |
| 2. host | 7. authentic | 12. rough |
| 3. accept | 8. cheerful | 13. joy |
| 4. kind | 9. antique | 14. bitter |
| 5. admit | 10. abundant | 15. save |

DICTIONARY SKILLS

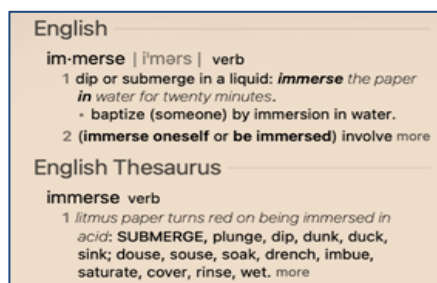
- ❖ A dictionary can help you to spell or understand any new words, so it is a fantastic tool to help you improve your English skills.
- ❖ Dictionaries can help you in your reading and writing, and to improve your vocabulary.
- ❖ A dictionary can be used to look up the meaning of a word.
- ❖ You can also use a dictionary to check the spelling of a word.
- ❖ Dictionaries may also give other information about words, such as word type and word origin.

How to use a dictionary

- ❖ Dictionaries are organised **alphabetically**, so start with the first letter of the word that you are trying to find.
- ❖ There will be many entries for each letter of the alphabet, so use the **guideword** at the top of the page to help you.
- ❖ The guideword tells you what the first or last word on that page of the dictionary is.
- ❖ You will need to look at the second letter of the word, and then the third, and so on, in order to find it.
- ❖ It takes a little practice to find words quickly.
- ❖ You may need to scan several pages of the dictionary in order to find the word that you need.
- ❖ Scanning is a way of reading quickly to find the information that you need.
- ❖ The more you practise, the better you will get at finding words.

Word types

- ❖ When you find your word, there may be an **abbreviation** next to it. **Perhaps vb., n., or adj.** These are the **parts of speech**.
- ❖ The introduction to your dictionary will tell you what they each mean because every dictionary is different, but these are the most common and may indicate that your word is a **verb, a noun, or an adjective**.



Different meanings of a word

- ❖ Some words have multiple meanings.
- ❖ These will usually be numbered and may have an example of the way that the word can be used in a sentence.
- ❖ Some dictionaries may give even more information, perhaps about the origin and history of a word (etymology), or some of its synonyms/antonyms.

A dictionary entry will have the following information:

- ❖ Guide words
- ❖ Entry word
- ❖ Pronunciation
- ❖ Part of speech
- ❖ Etymology
- ❖ Definition of the word (there may be more than one)

Example of a dictionary entry

The diagram shows a dictionary entry for the word **intent/interview** on page 387. The entry is enclosed in a box with a decorative border. Various parts of the entry are labeled with lines pointing to them:

- Entry word** - The * separates the syllables. The 1 notes there are more than one definition entry.
- Guide words** - This tells you the first and last words defined on each page.
- Pronunciation** - This is separated into syllables and tells you how to pronounce the entry word. The * tells you which syllable is stressed.
- Part of speech** - This abbreviation tells you what part of speech the defined word is.
- Definition** - This explains the meaning of the entry word. If there is more than one meaning, the definition is divided by numbers. Also, an example sentence is often used to make the meaning more clear.
- Plural form** - Shows how the entry word is written in plural form.
- Origin** - Shows the origin of the entry word.
- Page number** - 387

The dictionary entry itself is as follows:

intent/interview

in·tent¹ [in tent'] *n.* **1** Something that is intended; purpose; aim. Her *intent* has always been to go to college. **2** Meaning; significance. What was the *intent* of what he said?
plural intents (from L. *intendere* "a stretching out")

in·tent² [in tent'] *adj.* Having the mind firmly fixed on something. Is he *intent* on leaving? She was *intent* on the book she was reading. (from L. *intentus* "attentive, eager, waiting")

What is a Thesaurus?

- A thesaurus is a book that helps you to find words with the same or similar meaning (synonyms) or words with the opposite meaning (antonyms).
- Be very careful, because the word that you choose, must fit in with the context of your sentence.
- That means, that you cannot take any word that is listed in the thesaurus, and use it in your sentence.

Why do we use a Thesaurus?

- We use a thesaurus to avoid using the same word all the time in a sentence.
- Using a thesaurus enhances your vocabulary and you learn new words.
- It also makes your writing more creative and interesting and allows you to use a variety of words in each sentence.

How do you use a Thesaurus?

- A thesaurus lists words in alphabetical order.
- It lists the guidewords, entry words, the part of speech and synonyms and antonyms.
- Search for the word that you want to replace and find a suitable synonyms or antonym for it from the list.

We can use a **thesaurus** to help us select different words to vary our writing.

I run.
Jane runs.
Ralph runs.
We run.



I run.
Jane **sprints**.
Ralph **jogs**.
We **race**.

What do you call a dinosaur
with an extensive vocabulary?

A thesaurus.



COMPOUND NOUNS

- A compound noun is a noun that is made with two or more words.
- A compound noun is usually [noun + noun] or [adjective + noun], but there are other combinations. See the table below.

noun	+	noun	bus stop	Where is the bus stop ?
adjective	+	noun	full moon	The animals go crazy during a full moon .
verb	+	noun	breakfast	We always eat breakfast at 8am.
noun	+	verb	sunrise	I like to get up at sunrise .
verb	+	preposition	check-out	Please remember that checkout is at 12 noon.
preposition	+	noun	underworld	Do you think the police accept money from the underworld ?
noun	+	adjective	truckful	We need 1 truckful of bricks.

There are three forms for compound nouns:

- Open compound noun:** these have a space between the words
Example: tennis shoe
- Closed compound noun:** no space or hyphen between words
Example: bedroom
- Hyphenated compound noun:** these have a hyphen between the words
Example: mouth-watering, son-in-law

COMPLEX NOUNS



- A complex noun is a compound noun that is formed when a noun is put together with another part of speech.
- There are usually more than two words and the main word is a noun, followed by the other part of speech e.g. commander-in-chief, fast food truck.

Activity 13: Compound nouns

Find the compound noun in each sentence and write it in your workbook.

State what type of compound noun it is.

1. We went out for ice cream to celebrate our success.
2. I need to buy a new toothbrush.
3. She went to the post office last week.
4. His great-grandmother moved to a new home.
5. Sarah does not eat butternut.
6. John had to replace the curtain rail in the lounge.
7. He took a five-minute break before he started running.
8. Tom dropped his coffee mug and it broke.
9. Her cell phone was stolen from her bag.
10. Laura went upstairs to fetch the file.

COMPOUND NOUNS		
Closed form	Hyphenated form	Open form
		
softball	six-pack	hot dog
toothpaste	son-in-law	fish tanks
chopstick	two-year-old	post office

PRONOUNS

The pronoun takes the place of the noun.

We use pronouns to avoid repetition.

ENGLISH PRONOUNS					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

POSSESSIVE PRONOUNS

Possessive pronouns indicate ownership.

Examples: **mine, yours, his, hers, ours, theirs** and **its**.

A possessive pronoun never takes an apostrophe.

A possessive pronoun can stand on its own – it does not have to come before a nouns

E.g. This pencil is **mine**.

POSSESSIVE PRONOUNS

A possessive pronoun is a pronoun that is used to indicate possession or ownership.

- This pen is **my pen**, not **your pen**.
- This pen is **mine**, not **yours**.



MINE	• This is my laptop. It's mine .
YOURS	• These glasses are mine, not yours .
HIS	• This is my brother 's book. It's his .
HERS	• He offered to swap his camera for hers .
OURS	• I'll show you to your room. Ours is next door.
THEIRS	• The house is yours .
	• The ship is theirs .

Activity 14: Possessive Pronouns

Write the sentences in your book and fill in possessive pronouns for the underlined words.

1. My shirt is green. The shirt is _____.
2. Your book is new. The book is _____.
3. My brother's pillow is soft. The pillow is _____.
4. The house was bought by Mr and Mrs Benett. The house is _____.
5. Her puppy is small. The puppy is _____.
6. Our parrot is noisy. The parrot is _____.
7. Their car is new. The car is _____.
8. The diary belongs to Mary. It is _____.
9. We have new shoes. They are _____.
10. My pen stopped writing. Can I borrow _____.

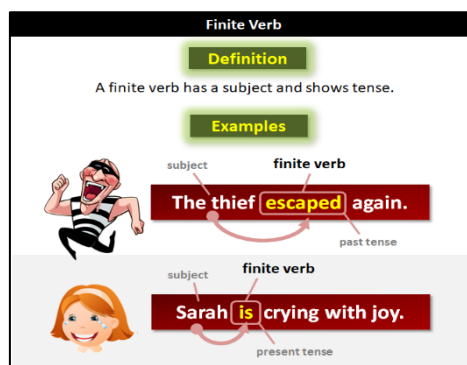
VERBS

A verb is an action word.

Verbs have two parts: finite verbs and non-finite verbs.

Finite verbs:

- A finite verb is the main verb in a sentence.
- It has a subject, agreement with the subject (singular or plural) and a tense (present or past)
- Finite verbs can stand alone in a sentence.
- Finite verbs can be action verbs or helping verbs.
- Helping/auxiliary verbs: **is/are/was/were/am/had/has/have/will.**



Examples of Finite verbs

It is easier to find finite verbs in a sentence than it seems. No matter how long or short the sentence is, there is always at least one finite verb.

1. Rachel **is** happy.

(In this example, "**is**" is a finite verb. The subject is "Rachel". The tense of the verb is the present tense.)

2. He **painted** the fence.

(In this example, "**painted**" is a finite verb. The subject is "He." The tense of the verb is the past tense.)

Non-finite verbs:

- Non-finite verbs are as easy to understand as finite verbs.
- If a verb does not have a subject or a tense, or is part of a verb phrase, it is a non-finite verb.
- Examples of verbs that can function as non-finite verbs include:
 - **Infinitives** ("to" + verb) e.g. She used **to bake** every day.
 - **Participles** (verbs that function as adjectives) e.g. The boy has a **broken** arm.
 - **Gerunds** ("ing" verbs that function as nouns) e.g. **Reading** is relaxing.
- Basically, if a word ends in **-ing**, comes after "**to**," or **follows a finite verb in a verb phrase, it is a non-finite verb.**
- The non-finite verb can act as a verb, but only if it is combined with an **auxiliary verb.**

Activity 15: Finite and Non-finite verbs

Rewrite the sentences below in your book. Underline the verb in each sentence and state whether it is a finite or non-finite verb.

1. **Sailing is my favourite sport.**
2. **The store opens very early in the morning.**
3. **Alex struggles to understand the maths problem.**
4. **They waited for the delivery at the door.**

5. Kids like to play on tablets.
6. The sleeping dog did not see the burglar.
7. Studying is necessary if you want to pass your exams.
8. He jogged daily at the park.
9. The falling branch hit me on the head.
10. Getting up early is a good habit.

FINITE VERB	NON-FINITE VERB
Definition & Usage: <ul style="list-style-type: none"> Act as the main verb and can be changed according to the noun. Use only in present and past tense. Can be indicative of passive or active voice and also of number (singular or plural). <ul style="list-style-type: none"> She walks home. - Here we see that the finite verb is 'walks' and the pronoun is 'she'. She walked home. - Here we can see how the verb changed/modified to change the tense of the sentence. 	Definition & Usage: <ul style="list-style-type: none"> Cannot be the main verb as they do not talk about the action that is being performed by the subject or noun. Do not indicate any tense, mood or gender. Used as nouns, adverbs and adjectives. Used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.
Examples: <ul style="list-style-type: none"> You promised me the last ticket. I am excited about going to the amusement park. I went for a walk around the park. She was waiting in the room before he came in. Does your brother know my brother? We want John to act as club secretary. 	3 Types & Examples: <ul style="list-style-type: none"> Gerunds <ul style="list-style-type: none"> Do you fancy going out? I like swimming. We enjoyed their singing. Infinitives <ul style="list-style-type: none"> I decided not to go to New York. I'd rather not eat meat. I might not come. Participles <ul style="list-style-type: none"> The man carrying the bricks is my father. She showed us a plate of scones crammed with cream.

ARTICLES

Articles are words that define a noun as specific or unspecific.

There are three types of articles: **a, an, the**

Definite article:

A definite article is used when you refer to something specific/particular.

Use **the** in your sentence.

Example

The sailors sailed across **the** Amazon River.

By using the article **the**, it shows that they sailed specifically across the Amazon River.

Indefinite articles

An indefinite article is used when you refer to something general or not specific.

Use **a** or **an** in the sentence.

a is used with a word that begins with a consonant.

an is used with a word that begins with a vowel.

Example

The sailors sailed across **a** vast river.

By using the article **a**, it shows that they did not sail across a specific river. Using **a** creates a general statement.

Example

I heard **an** interesting story yesterday.

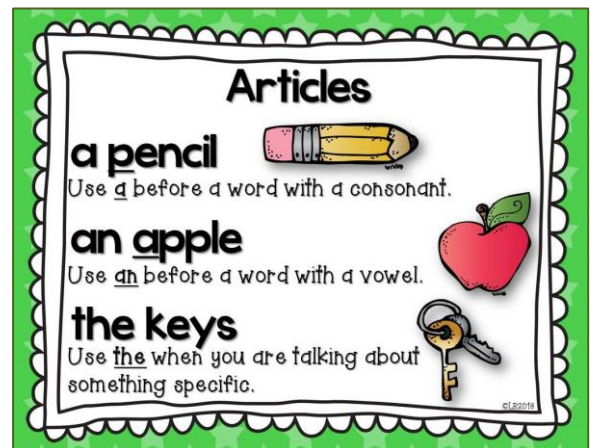
By using the article **an**, it shows that I heard a random story that was interesting.

Using **an** does not specify or name the story.

Activity 16: Articles

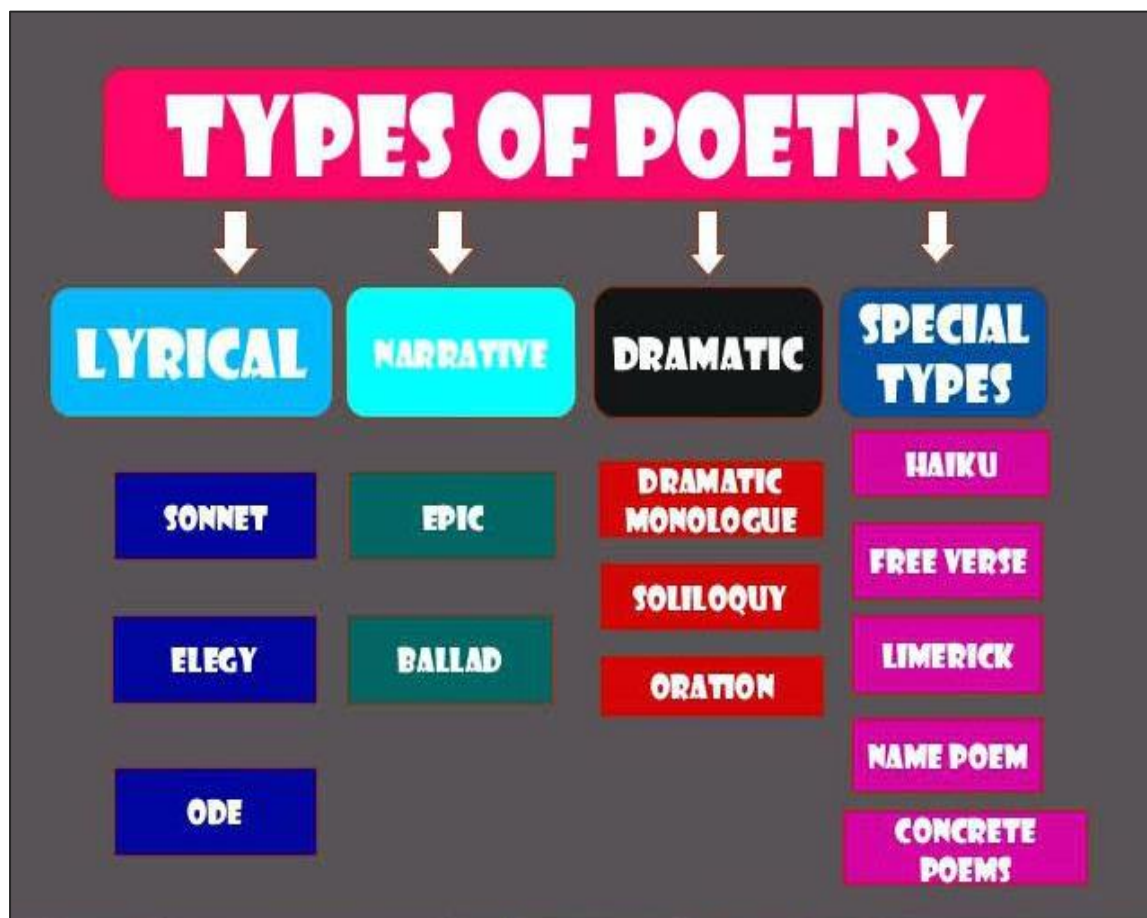
Write the sentences in your book and fill in the article to complete the sentence.

1. I ate ____ red apple.
2. I saw ____ ostrich at the zoo.
3. Sam read ____ comic book.
4. She baked ____ cake from scratch.
5. I want ____ burger for lunch.
6. Sherri is always helpful to ____ new students.
7. There is ____ orange on the table.
8. Simran liked ____ pink dress.
9. He owns ____ car.
10. She swan across ____ Midmar Dam.



POETRY

- A poem is a form of writing where poets describe or share their thoughts using imagery, rhythm, rhyme, structure and sound words.
- Poems paint pictures in the readers' minds so that they can imagine what the poet is imagining.
- Poems have a title that helps the reader predict the subject/topic of the poem.
- Poems usually have a rhythm created by choosing words with the right number of syllables in them.
- Poems sometimes have words that rhyme. This means that words in the poem have the same sound. These are normally at the end of each sentence. These words form the rhyme scheme, using letters of the alphabet e.g. ababc
- Poems are made of lines, which form a stanza or verse.
- Poets use poetic devices such as simile, metaphor, personification and sound devices such as alliterations and assonance.



POETRY

Poetry is one of the oldest art forms.

A poem is an **arrangement of words that conveys a particular meaning.**

The **mood is the feeling** that is created in the poem - if the content is humorous, the **diction** chosen will be light-hearted or funny.

Some **poets write poems for fun**, and some want to say **something important with their poems.** This is the **message or the theme** of the poem.

Figures of speech are **mental pictures** created by the poet – there are various figures of speech.

Typography refers to how poems are **written** on the page.

Anything **unusual** about how poems are written, is a **deliberate choice by the poet**, and you, as the reader, need to engage with what adds to the experience of reading the poem.

IMAGERY

Poems use **words that appeal to our senses.**

This means that the **words** in a poem **describe a particular image** in a way that enables the reader to **imagine seeing, hearing, smelling, touching or feeling** it.



LITERAL AND FIGURATIVE MEANING

The images that poems depict are **not always literal**
(having a dictionary meaning).

When a poem tells us, for example, that **'the man is a mountain'**,
it **does not mean that the man is really a mountain!**

This is a **figurative expression**, which could mean that:

**the man is as big as a mountain,
as sturdy as a mountain,
or as old as a mountain.**

Poems often contrast literal and figurative meanings to convey
their messages to the reader.

STRUCTURE

Poems are usually much shorter and they consist of **short lines that are grouped together**. These are called **stanzas**.

Poets often use **different lengths of lines and stanzas**
to help **express their messages**.

Because poems are so short, **every word and every punctuation mark is important and adds to the overall meaning of the poem**.

What the poet does with punctuation is very important.
A poet can choose to use punctuation or to leave it out.

This will have an effect on the **rhythm** and
perhaps the **message of the poem**.

RHYME SCHEME

This is created by the **last words of each line**.

The **last word of the first line** is labelled 'a'.

Last words of the lines that follow,
and **which rhyme with that word**, are also called 'a'.

The **next word that has a different sound** is called 'b'.
Any subsequent last word that rhymes with that word
is also called 'b', and so on.

Some poems have **no rhyme scheme**, while some have a **fixed pattern**,
e.g. **abab cdcd efef gg** (generally in sonnets).

Poems **do not have to be punctuated at the end of each line** - when they are
not, this is called a **run-on lines, or enjambment**.

Poems use a lot more **figurative language** than prose.

Some poets use **unusual diction (choice of words)**
to get their messages across.

Poets **do not have to write full sentences**,
or even **punctuate** in an ordinary way.

It is important that, as the reader, **you ask yourself why the poet has chosen**
to use particular line lengths or stanzas.

SOUND DEVICES

Poems often make use of sound devices,
such as **rhythm and rhyme**,
in order to convey meaning.

The poet might **use words that sound alike**
to draw our attention to these words.

Poets might also make use of a particular **sound pattern** for the same reason.

There are many ways in which
sound devices can contribute to the meaning of a poem.

The reader will **pause** where the sense of the poem seems to indicate that a
pause is needed.

Figures of speech add colour and vigour to poetry.

With the **literal meanings** of words, poetry also uses **figurative language**
where a word or phrase is used with a meaning other than its literal meaning.

Figurative language suggests more than the words themselves in order to
achieve a special meaning or effect, e.g. **similes and metaphors.**

A poet can also **personify** something by **giving human qualities to an
inanimate object, e.g. The boats danced in the waves.**

Other sound devices include:

Alliteration

**The repetition of consonant sounds, especially at the beginning of
successive words.**

SOUND DEVICES

(continued)

Assonance

The repetition of vowel sounds.

Onomatopoeia

The use of words that suggest the sound of the thing they represent.

The **mental pictures** that **figurative language** creates can be called **images**.

When you answer a question about the imagery in the poem, **try to identify which figure of speech has been used to create the images**. In this way you will be able to discuss the figurative meaning of images in the poem.

Rhythm in poetry is the **beat of the lines and stanzas**.

Rhyme is created by **similar-sounding last words in the lines of a poem**.

Not all poems have rhyme or rhythm; it depends on what the poet wants to achieve with the poem.

TYPES OF POEMS

Poetry can be divided into **categories**, known as **genres**.

There are rules which cover the writing of each of these genres.

Poems are called **ballads, sonnets, lyrics, odes, epics, elegies, haikus, free verse, limericks, acrostic and cinquains**.

Each type of poem has **a unique structure**.

READING AND VIEWING

External structure of a Poem

Structures	Definition	Examples
Theme/ message	To discuss the idea being examined in the poem. What is the message or moral within the poem? About what does the poem make you think?	Example: Greed, racism, love.
Rhyme	Words that have the same sound at the end of the line. Not all poems have rhyming words. We look at the rhyme scheme of a poem.	Example: feet rhymes with retreat. Love rhymes with dove. A rhyming scheme could look like this: a,b,a,b c,d,c,d
Rhythm	The beat words create using emphasis and syllable counts. NB: Don't put em PH asis on the wrong syl LA ble.	Example: There once was a man from Airfield Whose backpack was often never sealed. He returned home at one His tablet was gone And his broken heart was never fully healed.
Mood	The feeling the poem gives the reader after reading.	Example: Depressing and solemn, or thought provoking.
Tone	The voice that is used by the speaker in the poem.	Example: The tone could be serious or humorous.
Diction	The poet's choice of words .	Example: as I <u>haunt</u> the sunny streets (rather than just walk).
Stanzas/Verses	The lines into which a poem is divided.	

S - Structure	How many stanzas? How does the poem develop across each one? Narrative perspective - 1 st or 3 rd person? What is the rhyme and rhythm in the poem?
M - Meaning	Describe in detail the subject of the poem. What is it about? How do you know?
I - Imagery	Use of Simile, Metaphor and Personification. Also what other images are suggested to you?
L - Language	What examples of literary devices can you find? (repetition, emotive language, alliteration, word class analysis - (noun, adjective, adverb, verbs), directives, connotations of words or colours, sibilance, assonance.
Emotion	What emotions is the poet giving you? What tone or mood is there in each verse? Does it change? What does the mood tell you about how the poet felt?

FIGURES OF SPEECH

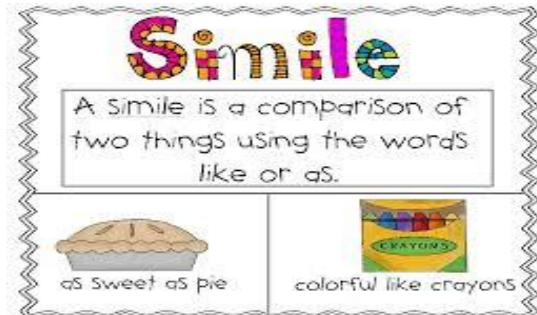
SIMILE

A direct comparison of two things using the words **like** or **as**

Caterpillar

*Like a snail with legs it moves
Carefully like a waddling bridge.
It looks like a little green wire with legs.
It has humps like a camel.*

Martin Thornton (Enjoying more poetry)



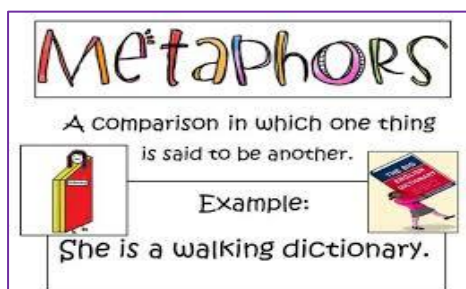
METAPHOR

A direct comparison of two things **without using like or as**

The toaster

*A silver-scaled Dragon with jaws flaming red
Sits at my elbow and toasts my bread
I hand him fat slices, and then one by one,
He hand them back when he sees they are done.*

William J Smith (Enjoying more poetry)



PERSONIFICATION

When you give a **human quality to an inanimate (non-living) object**

The Wind

The wind stood up and gave a **shout**;
He **whistled** on his fingers, and

Kicked the withered leaves about,
And **thumped** the branches with his hand,

And **said** he'd kill, and kill and kill;
And so he will! And so he will.

James Stephens
(Enjoying more poetry)



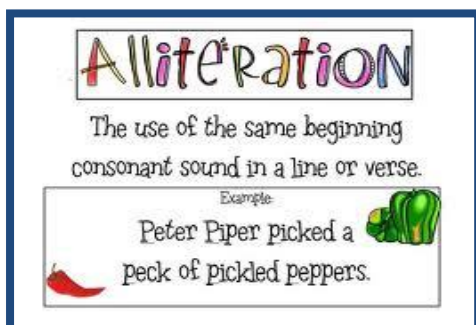
ALLITERATION

The **repetition of consonant sounds**, at the beginning of successive words.

Zzzzz

I see **zebras** from **Zimbabwe**
zipping all around the zoo.
I see **Zeus** up in the **zodiac**,
a **zillion zithers** too.

Kenn Nesbitt



ASSONANCE

The **repetition of vowel sounds** in words (**a e i o u**)

My Puppy Punched Me in the Eye

**My puppy punched me in the eye.
My rabbit whacked my ear.
My ferret gave a frightful cry
and roundhouse kicked my rear.**

Kenn Nesbitt



ONOMATOPOEIA

The use of words that **imitate the real-life sounds and actions**

Mom and Dad are home

**Slam! Slam!
Go the car doors.
Jangle! Jangle!
Go the house keys.
Jiggle! Jiggle!
Go the keys in the door.**

My word wizard



WRITING

Activity 19: Poetry Writing

Write a poem on one of the topics listed below.

- Your poem must have two stanzas of four lines each.
- Each stanza must have one figure of speech in it.
- Give your poem a title.
- Your poem will be read out to the class.

Topics:

1. Nature
2. Sports



THEME 3

LITERATURE

What is Literature?

Literature is any written piece that is of importance.

This is your first year of literature studies.

Here, you will learn how to review other's written work and analyse the style of writing and the significance thereof.

Comparing Genres

This year you will be studying five different genres of literature: Folklore, short stories, poetry, drama and a novel.

The following table points out the differences and similarities between four of these genres. The novel will be done separately.



FEATURES OF A LITERARY TEXT

Feature	Folklore	Short Story	Poetry	Drama
Length	Usually shorter than the average short story.	Length can vary, but short enough to read in one sitting.	Usually quite short, only a few lines long. Some poems though can go on for pages	Dramas are acted on stage and so the length of the script is according to the length of the play.
External Structure	Divided into paragraphs.	Divided into paragraphs.	Divided into lines and stanzas.	Divided into scenes and acts.
Internal Structure			Poems make use of punctuation, changes in font and varying lengths of lines to convey messages.	Written in dialogue. Stage directions and direction to actors are given in italics.
Figurative Language	Yes, figures of speech, sound devices and figurative language are used to create meaning, mood and tone.	Yes, figures of speech, sound devices and figurative language are used to create meaning, mood and tone.	Yes, figures of speech, sound devices and figurative language are used to create meaning, mood and tone. A poem may use extended metaphors to convey the poem's message.	Characters may use figurative language, but because a play consists of dialogue this does not happen often.
Purpose	To teach a moral lesson.	To entertain and share ideas.	To encourage people to think about life and react to the message of the poem.	To be visually entertained. To encourage people to think about life and react to the message of the play.
Genre specific features	Animal characters; unrealistic elements; set in a fantasyland a long time ago; magical elements; good vs. evil; third person narration.	Clear setting; plot; protagonist; antagonist; conflict; rising actions; climax and resolution; different types of narration.	Figures of speech; sound devices; numbered lines; poetic devices; a speaker.	Stage directions; dialogue; props; setting; monologues; soliloquies; asides; narrator.
Types	Fables; Western traditional; African.	Fantasy; horror; classic; drama; science fiction.	Ballad; sonnet; classic; modern; protest; praise.	Pantomime; One act; many acts.

READING AND VIEWING

DRAMA

Drama refers to all kinds of plays. Plays are written to be acted on stage. In other words, a **play** is a story that is acted out. The word 'drama' comes from the Greek word, which means 'action'.

The ancient Greeks watched plays in open-air theatres more than 2000 years ago. Women were not allowed to act in those days, so men had to wear masks for different characters. Today, these marks are the symbols of drama.

The picture of the two masks shows a happy face and a sad face. They represent two main kinds of drama that people watched then: **comedy and tragedy**. Generally speaking, a comedy has a happy ending and a tragedy has a sad ending.

Just as there are many different kinds of stories to read, there are also many different kinds of plays to watch. Here are some examples:

- **Improvisation** - actors get little or no time to prepare for the play.
- **Role Play** - actors pretend to be a character and act out a scene.
- **Mime** - only facial expression and body language are used in the performance.
- **Masked drama** - the main props are masks and the actors use only their voices for expression.
- **Puppet plays** - puppets become the characters.
- **Performance poetry** - actors act out the story from a poem.
- **Musical** - actors use speaking and singing to tell a story.
- **Pantomime** - a funny play for children that is usually performed at Christmas.



- A drama is acted on a stage according to a play script (dialogue).
- A drama is performed using props and scenery.
- The actors/actresses, learn their lines off by heart and act as if they are the actual characters.
- The layout of the drama script shows who speaks and how. At the start of each scene, the setting is described or the stage setting is explained.
- The name of each character is written on the left of the page. No writing goes below the name.
- No quotation marks are used, only a colon after the name of the character.
- Stage directions are instructions to the actors and are written within brackets.

Read the play, “**Every dog has its day**” by Helen Brain and Ted Faulkner. Pg. 105 of the Oxford Literature Anthology.

EVERY DOG HAS ITS DAY

By Helen Brain and Ted Faulkner

The cast:

Eva
Gran
Mom
Dad
Dumi
Brent
Feroza
Learners
Mrs Rinquest (class teacher)
Professor Ngcobo
Mr Lategan

Characters

The setting:

The action takes place in a suburban kitchen, a classroom, a principal’s office, on a river bank and in a school hall.

The setting for the whole play

The props:

Four chairs and a table. (The same five pieces of furniture can be used for the interior scenes placed in different positions. The table can be upturned to represent a rock in the river.)

- A toy dog (Dachshund size)
- Files for the school children
- A large coffee table type book
- A basket and a backpack

The list of objects needed

The staging:

The play needs pace and flow, therefore a curtain is unnecessary. Use overhead lighting to isolate characters, such as the grandmother who is the narrator. If possible, an interchangeable backdrop can be created with painted background scenes on boards: the interior of a kitchen with a window, the back wall of a classroom and a scene showing vegetation.

Activity 20: Every dog has its day

Act 1: Scene 1

1.	Where does Act 1 Scene 1 take place?	(1)
2.	Who is the narrator in this play?	(1)
3.	Describe this setting.	(2)
4.	Describe Eva's character, according to Gran.	(3)
5.	What is the difference between a need and a want?	(2)
6.	Why won't Eva get a dog?	(2)
7.	Describe Eva's behaviour when her Dad tells her that she cannot get a dog.	(2)
8.	Do you think her parents are too strict? Explain.	(2)



Act 1: Scene 2

1.	Describe the setting.	(2)
2.	Name the characters in scene two.	(4)
3.	Why was Eva late for class? What is her punishment for being late?	(2)
4.	What does Mrs Rinquest's sigh tell us?	(2)
5.	What begins the conflict with Eva and her friends?	(2)
6.	Are they justified in getting angry with Eva? Why?	(2)

Act 1: Scene 3

1.	Describe the setting	(3)
2.	Name the new character in this scene.	(1)
3.	What do Eva's opening lines add to her character?	(2)
4.	What characteristics of Mr Lategan suit his stereotype of being a principal?	(3)
5.	What chance does Mr Lategan give to Eva?	(2)
6.	Give one word to describe Eva's feelings when she left the principal's office.	(1)

Act 1: Scene 4

1.	Why does Eva feel miserable and embarrassed?	(1)
2.	Why do you think Eva hates Feroza?	(2)
3.	How did Eva propose to finish the work?	(2)
4.	Would you lend Eva the book? Why?	(2)

Act 1: Scene 5

1.	Describe the setting.	(2)
2.	What does Eva decide to do instead of completing her assignment near the river?	(2)
3.	Why does Eva leave the book behind?	(1)
4.	What distracts Eva's attention away from completing her assignment?	(1)
5.	What else has Eva done that is very charitable?	(2)
6.	What two things did Eva leave behind?	(3)

WRITING

DIALOGUE

What is a dialogue?

A dialogue is a written conversation between two or more people.

It does not use direct speech; therefore **NO INVERTED COMMAS** are used

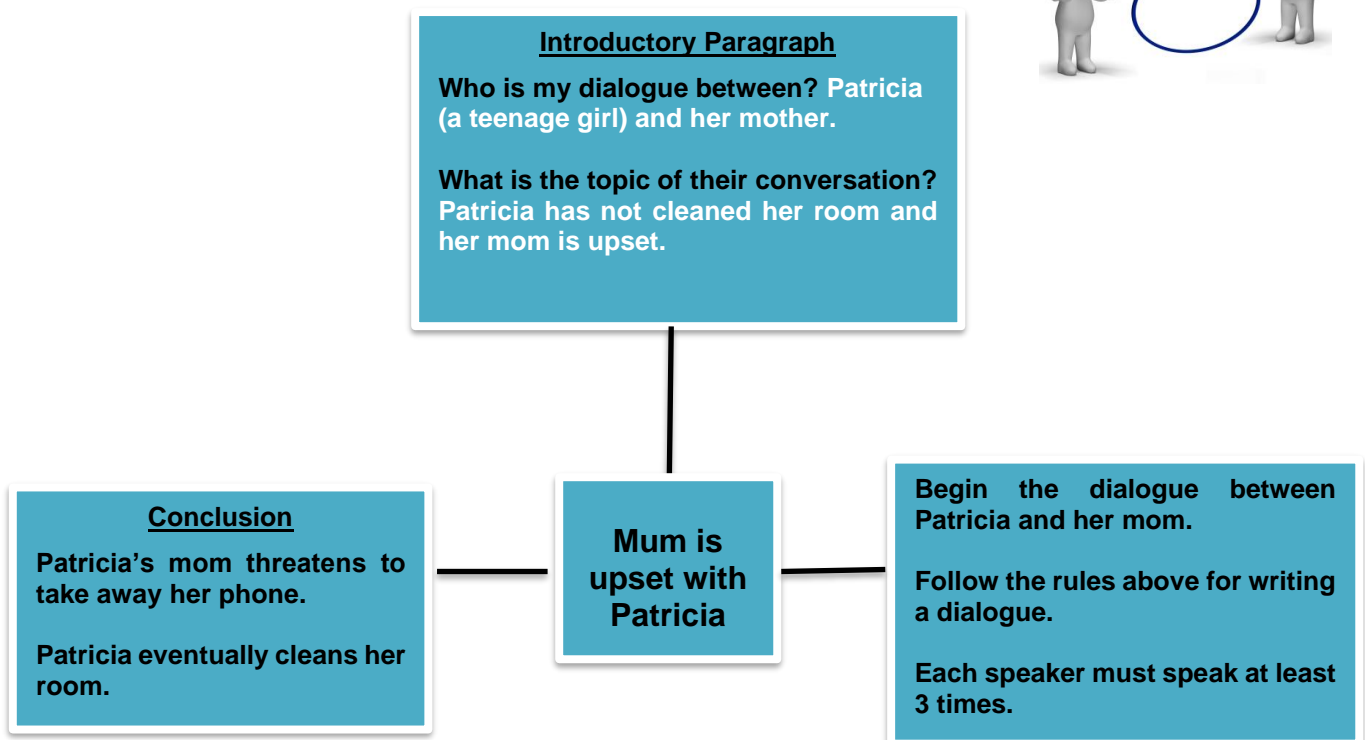
Your dialogue format is as follows:

- Each person's name must be written on the left side of the page.
- A colon must follow each name.
- Skip a line after each speaker.
- Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken.
- **Follow the writing process: vocabulary, mind map, first draft, final draft and word count**



Look at the following example of a dialogue/script:

Mind map:



Final Draft:

This dialogue is between Patricia and her mother. Patricia has not cleaned her room and her mom is upset.

Mother:	How many times do I have to tell you to clean your room?
Patricia:	I am so busy, mom! I have a speech due on Wednesday, I am chatting to Jacob on Whatsapp and I have to rehearse my dance routine.
Mother:	Patricia Nkosi! If you don't clean your room now, you won't have a phone to WhatsApp anybody!
Patricia:	Mom, please! Give me a break. I will clean my room tomorrow.
Mother:	You will clean your room now!
Patricia:	(Sigh) Fine! I will clean up my room.

Activity 21: Writing a Dialogue

Write a dialogue about your visit to the zoo.

This will be a dialogue between you and a friend.

Your dialogue must be 100 - 120 words. Follow the writing process.

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

Lady Montague: Try as I might, I simply cannot get this blessed melody right!

Lord Montague: You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague: *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

LANGUAGE

Activity 22: Common nouns

Write the sentences below in your book and underline the common nouns.

1. There are many trees in the orchard.
2. The doctor went to the hospital to see the patient.
3. The deer and fawn were at the river.
4. They went to the aquarium with their friends.
5. Her sister baked cupcakes for me.
6. The driver parked the car in the garage.
7. My dad is reading the newspaper.
8. Mum forgot to buy the flowers for the party.
9. Harper painted a picture of the ocean.
10. Shelby watered the plants and flowers in the garden.

Activity 23: Proper nouns

Write the sentences below in your book and circle the proper nouns.

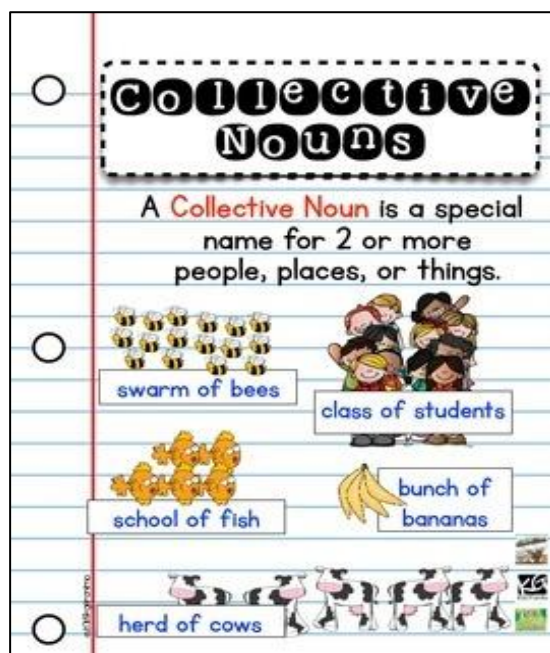
1. We are going to Disneyland for the December holiday.
2. Joshua traded his BMW for a Mercedes Benz.
3. Mary took her mum for lunch to celebrate Mother's Day.
4. "Harry Potter and the Cursed Child" is written in two parts.
5. The song, "Cold Heart" by Dua Lipa and Elton John topped the charts.
6. Tom Newby School won the Eisteddfod competition.
7. She took the award for English, Mathematics and Life Orientation.
8. She drove past Master Street in Benoni.
9. The movie, "Eternals" was ranked as the best movie for 2021.
10. Nike and Yeezy are the best brands.

Activity 24: Collective nouns

Write the sentences in your book and fill in the collective nouns. Use the options from the word box only.

troop	pack	nest	bouquet	choir
	litter	staff	bundle	collection
pride	chest	school	string	flock
	gaggle	pack	stack	swarm
				shoal

- | | |
|------------------------|--------------------------|
| 1. A _____ of pups. | 11. A _____ of cards. |
| 2. A _____ of lions. | 12. A _____ of fruit. |
| 3. A _____ of rabbits. | 13. A _____ of drawers. |
| 4. A _____ of monkeys. | 14. A _____ of hay. |
| 5. A _____ of insects. | 15. A _____ of rags. |
| 6. A _____ of geese | 16. A _____ of singers. |
| 7. A _____ of birds. | 17. A _____ of servants. |
| 8. A _____ of whales. | 18. A _____ of beads. |
| 9. A _____ of fish. | 19. A _____ of pictures. |
| 10. A _____ of wolves. | 20. A _____ of flowers. |



Activity 25: Verbs

Write the sentences below in your book and underline the verbs.

1. My brother frowned at me.
2. The flowers blossomed every year.
3. The crowd cheered for the players.
4. The students arrived late for school.
5. The cashier counted the money.
6. The squirrel scurried up the tree.
7. The alligator snapped its jaw shut.
8. The children hid all the sweets.
9. The boy tripped over the stone.
10. Sarah waited anxiously to see the dentist.



Activity 26: Pronouns

Write the sentences in your book and fill in a suitable pronoun in each sentence.

1. Alli has a kitten. _____ snuggled against _____.
2. My dad is a doctor. _____ works at the clinic.
3. Tara is in the park. _____ is playing on the jungle gym.
4. The students are in the cinema. _____ are watching a movie.
5. My brother and I went to mall. _____ went to buy new clothing.
6. I bought a new play station game. It is _____.
7. The jersey belongs to Diane. It is _____.
8. Kaelo and Karabo own the sweet stall. It is _____.
9. The cricket bat belongs to Tim. It is _____.
10. My sister and I bought a bicycle. It is _____.



SUBJECT-VERB AGREEMENT

The subject and verb must agree in number

To decide whether the verb should be singular or plural:

- ♣ Find the subject
- ♣ Decide if the subject is singular (one) or plural (many)
- ♣ Match the verb to the subject as per the rules below.

Rule 1:

If you have a singular subject, you must use the verbs: **is, was, has, does** or add **s** to the end of the verb.

Example 1:

The boy is sleeping.

The **boy** - **singular subject**

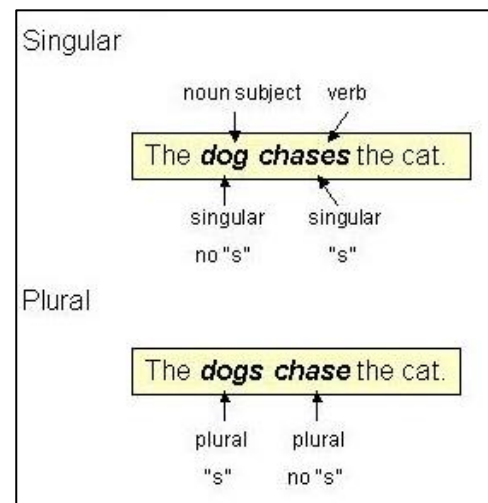
Therefore, the **verb is singular** – **is**

Example 2:

The boy sleeps every five hours.

The **boy** - **singular subject**

Therefore, the **verb takes an s** at the end – **sleeps**



Rule 2:

If you have a plural subject, you must use these verbs: **are, were, have, do**.

Plural verbs **DO NOT** have an **s** at the end.

Example 1:

The boys are playing.

The **boys** - **plural subject**

Therefore, the **verb is plural** – **are**

Example 2:

The girls write a poem.

The **girls** - **plural subject**

Therefore, the **verb does not take an s** at the end



Activity 27: Subject-verb agreement

Write the sentences in your book and circle the correct verb. Check if the subject is singular or plural to decide on which verb to choose.

1. Mice like / likes to eat cheese.
2. The chicks follow / follows the mother hen around.
3. My sister sew / sews her own clothing.
4. The shoes hurt / hurts my feet.
5. The child play / plays on the beach.
6. The children hide / hides the Easter eggs.
7. I sell / sells lemonade.
8. You need to listen / listens to the new daily.
9. Lisa and her friends decide / decides not to go for supper.
10. The teachers mark / marks the learners' books.

Subject and Verb Agreement	
A subject and verb must work together.	
Subject and Verb Agreement Rules:	
Rule	Example
1. If the subject is singular, then you will add an S to the action verb.	1. <u>The girl</u> plays with her dolls.
2. If the subject is plural, you do NOT add an S to the action verb.	2. <u>The girls</u> play with their dolls.
3. I and you are singular, but you do NOT add S to the action verb.	3. <u>I</u> play with my dolls.

Activity 28: Tenses

Write the sentences below in your book and change them to the tenses listed in brackets

1. She taught the dolphin new tricks. (present tense and future tense)
2. The puppy eats all her food. (past tense and future tense)
3. Dad will teach her how to ride a bike. (past tense and present tense)

4. Lauren swims at the Summer Olympics. (**past tense and present tense**)
5. The kite flew past the building. (**present tense and future tense**)
6. Leyah will wear a blazer to school. (**past tense and present tense**)

THEME 4

LANGUAGE

ADJECTIVES

**Adjectives are words that describe nouns and pronouns.
They are used to make writing more interesting and detailed.**



Activity 29: Adjectives

Write the sentences in your book and underline the adjectives.

1. The tall gentleman wore a blue coat.
2. Jim was a mischievous boy who always played silly pranks on people.
3. We expected heavy rainfall in the afternoon.
4. The ugly old witch spoke in a deep scary voice.
5. The orange ball was found near the wooden gate.

6. The furry cats were chasing the brown rats through the green garden patch.
7. Colourful beads were scattered all over the dusty floor.
8. The strict parents punished the disobedient children for their rude behaviour.
9. The black horse jumped over the high fence.
10. The grumpy children did not play on the colourful swings.

DEGREES OF COMPARISON

Adjectives have **three degrees of comparison:**
positive, comparative and superlative.

- The **positive** is a simple description of **one thing**
- e.g. **fast** car or **comfortable** bed.

- The comparative compares **two things**:
 e.g. the **faster** of the two cars - add **er** to the adjective.
 The **more comfortable** bed of the two - add **more** before the adjective.

- The **superlative** compares **more than two things**:
 e.g. the **fastest** car of all the cars - add **est** to the adjective.
 The **most comfortable** bed of all the beds. – add **most** before the adjective.

- When the **adjective ends in y**, you will **drop the y** and **add ier**:
 e.g. **happy – happier – happiest**

- At times, the **adjective will change completely**:
 e.g. **many – more – most**

- Sometimes you need to **add a double letter to certain words**
 e.g. **big – bigger – biggest**

Positive	Comparative	Superlative
little	less	the least
much/many	more	the most
good	better	the best
bad	worse	the worst
far	farther	the farthest

Activity 30: Degrees of Comparison

Fill in the missing degree of comparison. Remember, the spelling of certain adjectives may change and some adjectives will change completely.

1. great		greatest
2.	cleverer	
3. beautiful		
4. good		
5.		cleanest
6.	less	
7.	more careful	
8.		smallest
9.	thinner	
10. far		



SINGULAR AND PLURAL NOUNS

Rules for forming plurals

- Most plural words are formed by adding **“s”** to the end of a singular nouns:
 dog = dogs house = houses
- Some words only appear in the plural form e.g. scissors, pants, trousers, clothes, maths, news.

However, the following rules also apply when changing to plural form:

1. When words end with **‘ch’ ‘s’ ‘ss’ ‘sh’ or ‘x’** - **add ‘es’** to form the plural.
 church = churches
 box = boxes
 princess = princesses
2. If a word ends in **‘f’ or ‘fe’** **drop the letters and add ‘ves’** to make a plural
 calf = calves
 knife = knives
3. If the word ends in a **vowel + y**, then **add “s”**
 holiday = holidays
 key = keys
4. If the word ends in a **consonant + y**, then **add “ies”**
 lady - ladies
 apply – applies
5. Add **-s** to most nouns that end in **o**
 radio = radios
 stereo = stereos
6. Add **-es** to a few nouns that end in **o**
 echo = echoes
 hero = heroes

PLURAL NOUNS					
Regular Nouns add -S		Ends in S, CH, SH, X or Z add -ES		Ends in F or FE remove F/FE add -VES	
1 car	2 cars	1 bus	2 buses	1 leaf	2 leaves
1 dog	2 dogs	1 match	2 matches	1 wolf	2 wolves
1 book	2 books	1 dish	2 dishes	1 life	2 lives
1 house	2 houses	1 box	2 boxes	1 knife	2 knives
1 apple	2 apples	1 quiz	2 quizzes	Exceptions: roof - roofs cliff - cliffs	
Ends in VOWEL + Y add -S		Ends in CONSONANT + Y remove Y add -IES		Irregular Nouns	
1 day	2 days	1 city	2 cities	1 man	2 men
1 key	2 keys	1 baby	2 babies	1 child	2 children
1 boy	2 boys	1 story	2 stories	1 foot	2 feet
1 guy	2 guys	1 party	2 parties	1 tooth	2 teeth
1 donkey	2 donkeys	1 country	2 countries	1 mouse	2 mice
				1 person	2 people
Ends in VOWEL + O add -S		Ends in CONSONANT + O add -ES		No Change	
1 zoo	2 zoos	1 hero	2 heroes	1 sheep	2 sheep
1 radio	2 radios	1 echo	2 echoes	1 deer	2 deer
1 stereo	2 stereos	1 tomato	2 tomatoes	1 fish	2 fish
1 video	2 videos	1 potato	2 potatoes	1 series	2 series
1 kangaroo	2 kangaroos	Exceptions: piano - pianos photo - photos		1 species	2 species

Activity 31: Singular to Plural nouns

Write the singular nouns in your book and convert them to plural nouns.

- | | |
|----------|-----------|
| 1. shirt | 6. pup |
| 2. reply | 7. knife |
| 3. shelf | 8. tomato |
| 4. watch | 9. toy |
| 5. sheep | 10. bus |

Activity 32: Plural to Singular nouns

Write the plural nouns in your book and convert them to singular nouns.

- | | |
|------------|--------------|
| 1. thieves | 6. ponies |
| 2. cities | 7. potatoes |
| 3. brushes | 8. teeth |
| 4. kites | 9. loaves |
| 5. news | 10. children |

HOMOPHONES AND HOMONYMS

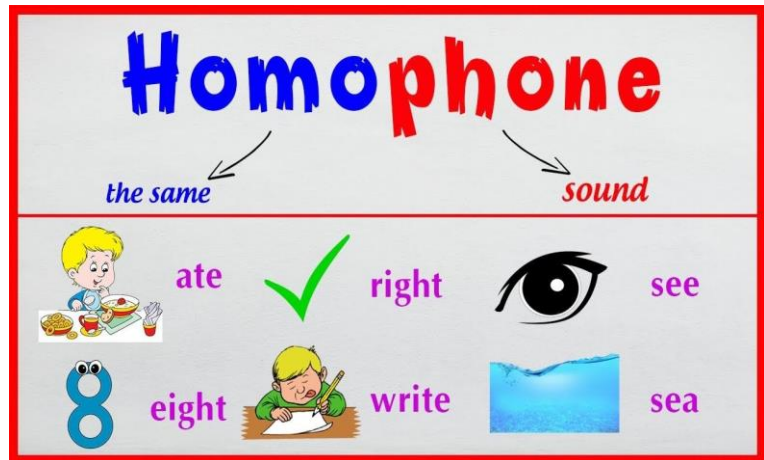
Homophone - a word that

- sounds the same
- different spelling
- different meaning

Examples:

allowed – aloud

cereal – serial



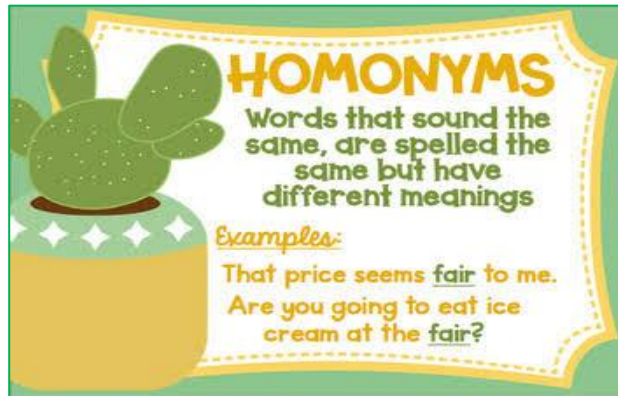
Homonyms - a word that

- sounds the same
- spelling is the same
- different meaning

Example:

fly (insect) – fly (aeroplane trip)


fair (equal treatment) – fair (funfair)



Activity 33: Homophones

Write a homophone for the words listed below.

1. write
2. flour
3. knew
4. meat
5. sea
6. chews
7. peace
8. tail
9. mail
10. soar

 Air Heir	 Hair Hare	 Weak Week
 Mail Male	 Right Write	 Son Sun
 Sea See	 Sell Cell	 Tale Tail
 Won One	 Waist Waste	 High Hi

Activity 34: Homonyms

Write two sentences for each homonym listed below. Each sentence must show a different meaning.

1. cricket
2. tie
3. watch
4. lie
5. mean
6. light



RIDDLES



RIDDLES

Definition: a riddle is a statement or question that has a double or hidden meaning. Think of a riddle as a puzzle to be solved.

EXAMPLE 1:

"WHERE DOES ONE WALL MEET THE OTHER WALL?"

At the corner!

EXAMPLE 2:

**"I AM WEIGHTLESS,
BUT YOU CAN SEE
ME. PUT ME IN A
BUCKET, AND I'LL
MAKE IT LIGHTER.
WHAT AM I?"**

A hole

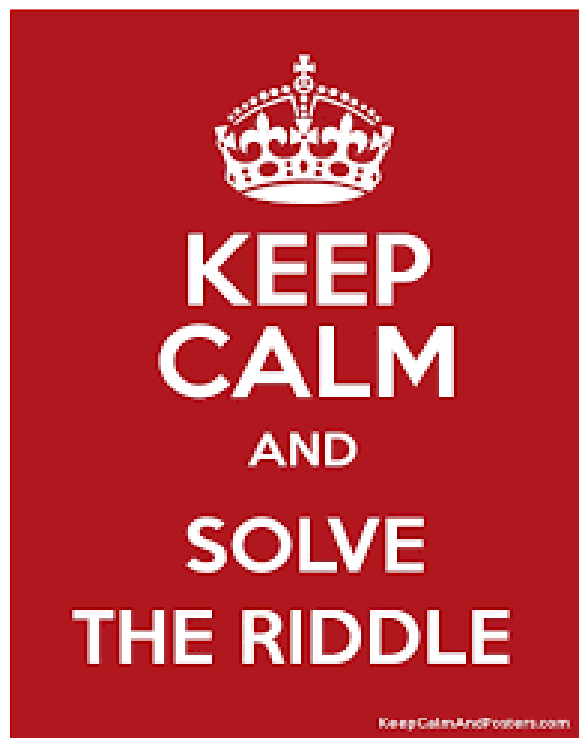
EXAMPLE 3:

**"I HAVE A TAIL, AND
I HAVE A HEAD, BUT
I HAVE NO BODY.
WHAT AM I?"**

A coin

Activity 35: Riddles

Write down two riddles that you can share with the class.



IDIOMS AND PROVERBS

Idioms

An idiom is a group of words used in a way that gives the group of words a new figurative meaning.

It is used as an expression.

Example: Over the moon

Literally - this means above the moon.

Figuratively - this means excited or extreme happiness



Proverbs

Proverbs are short sayings that are widely known and used frequently.

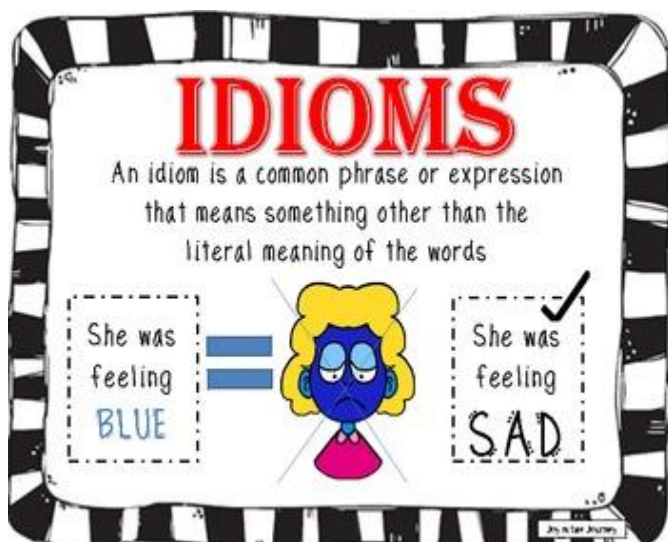
They give advice on daily circumstances.

These also have literal and figurative meanings.

Example: The apple doesn't fall far from the tree.

Literally - fruit from a tree drops next to that tree.

Figuratively - A child is very similar to their parents.



Proverbs in English -2		English With Life
Proverb	Meaning	
Don't count your chickens before they hatch.	Don't expect a positive result before you actually see it	
Don't put all of your eggs in one basket	Don't put all of your hopes and resources into one goal or dream	
Don't put too many irons in the fire	Don't try to do too many things at the same time; focus on one thing at a time	
Easy come, easy go	When you make money quickly, it's very easy to lose it quickly as well	
Good things come to those who wait	If you are patient, good things can happen	
Honesty is the best policy	It's always better to tell the truth than it is to lie	
There is no place like home	Your home is the most comfortable place in the world	

Activity 36: Idioms

Match the Idioms to its meaning and then write it down in your book.

IDIOM	MEANING
1. Curiosity killed the cat	To share information that was previously kept hidden.
2. Out of the frying pan and into the fire	Get two things done with a single action
3. Let the cat out the bag	Being inquisitive can lead to an unpleasant situation.
4. Kill two birds with one stone	It is very expensive
5. Costs an arm and a leg	Things are going from bad to worse

Activity 37: Proverbs

Match the Proverb to its meaning and then write it down in your book.

PROVERB	MEANING
1. No pain, no gain	Make decisions carefully. Think about it first.
2. Leave no stone unturned	It's better if you do something later, than not do it at all.
3. Look before you leap	If you don't work hard, you'll never achieve your goal.
4. Better late than never	It is always better to be truthful.
5. Honesty is the best policy	To achieve your goal, you should try every possibility.

WRITING

REVIEWS

- A review is given when books, films/dramas, restaurants, etc. are discussed or evaluated.
- The aim of a review is to give the reader an overall impression of the good and bad aspects of the book, film/drama, or restaurant.

- The reader can then make up his/her mind using the information from the review.
- If the review focuses on a book, the review will give the name of the book and the author.
- If reviewing a restaurant, the name of the restaurant as well as the name of the owner is given.
- If reviewing a film/drama, the name of lead actor or actress and the name of the director will be given.
- An opinion is given by the person doing the review on how he/she experienced the film/drama, book or restaurant.
- It is written in the third person.
- Although this is an opinion, it should consist of enough facts to render the review objectively.
- The title of the review, as well as the star ratings, usually gives a good indication of the experience the reviewer had.

Example of a movie review

Spies in Disguise

Lance Sterling

Walter Beckett

Will Smith and Tom Holland have great chemistry in their new animated buddy-comedy, which gives this film its charming, crowd-pleasing energy.

Superspy, Lance Sterling (Will Smith) and scientist, Walter Beckett (Tom Holland) are almost exact opposites. Lance is smooth, suave and debonair. Walter is not. Walter lacks in social skills, but he makes up for in smarts and invention, creating the awesome gadgets Lance uses on his epic missions. When events take an unexpected turn, Walter and Lance suddenly have to rely on each other in a completely new way and if this odd couple cannot learn to work as a team, the whole world is in peril.



Spies in Disguise does a great job of tackling the film's themes like teamwork and trying to break the cycle of violence to create a safer future, in a way that younger viewers can easily understand. There really is not anything new with the animation, but there are some pretty awesome visuals in the movie that plays with lighting and colour that stand out. Holland and Smith's performances help tie the animation together and with the help of Mark Ronson's soundtrack, creates an entertaining animated movie.

Spies in Disguise delivers plenty of fun for viewers – silly comedy for kids and some dark humour for adults. Viewers of all ages will be pleased with what *Spies in Disguise* have to offer. I rate this movie 4/5 stars.

Example of a restaurant review

Sandra's Restaurant

Owner: Sandra Locken

Sandra's Restaurant is a new and upcoming restaurant on Green Road in Midrand. It is a very modern and spacious restaurant which is very comfortable to dine with your family. The theme is modern, contemporary and the restaurant design is stunning. They can keep cater for a private function.

The food at Sandra's is absolutely delicious and well-cooked. Well done to their chefs! You can choose from many tasty dishes from their menu, such as roast chicken, grilled steak, fried fish, rice, pasta, various soups and an array of salads and fruit. They even cater vegetarian meals. While you are there, indulge in their homemade bread, which is made from their secret recipe. Their desserts are delicious! The pineapple pie and specially prepared ice cream is really a treat and I have to recommend this as a try when you go there. The prices of the meals are reasonable and can be enjoyed by all. The waiters are very friendly and helpful. Sandra's is open every day for lunch and dinner, so if you don't feel like cooking at home, then visit them for great, appetizing food that you will enjoy thoroughly.

Sandra's is definitely the new hotspot for amazing food. I enjoyed all the meals that I ordered and will definitely be making a return visit, especially to enjoy the homemade bread. I rate this restaurant 5/5 stars!

Activity 38: Review

Write a review of your choice, using the guidelines above. Your word count must be 120 - 140 words. Follow the writing process.



Star Ratings



READING AND VIEWING

FOLKLORE

A folklore is a traditional story that is passed on from generation to generation. It often teaches a moral and includes unrealistic elements. Fables, folktales, myths and legends are all part of folklore.

- A folklore starts with setting the scene and introducing the characters.
- The problem or conflict that the characters must solve is introduced.
- The plot develops (usually is three events) as the characters try to solve the problem or conflict.
- The plot leads to the most interesting event in the story.
- The problem is solved, everything is explained and the story ends.

Activity 39: Folktale

Read the short story, “Mole and the mask” on pg. 14-18, by Ann Walton and answer the questions that follow.

Questions:

1. What did Msonthi hear as he was walking along the road? (1)
2. What did he find in the ditch? (1)
3. How did Msonthi help this person? (3)
4. Describe Msonthi’s character from this action of his. (1)
5. What did this person give to Msonthi for his help? (1)
6. What was special about this gift? (2)
7. What warning did this person give Msonthi about the gift? (2)
8. On what animal did Msonthi try the power of the mask? (1)
9. Who was the chief of the village? (1)
10. How did he try to stop Msonthi? (2)
11. Why wouldn’t anyone volunteer to the chief’s second request for help? (2)
12. Who eventually decided to help the chief and why? (3)
13. Explain how Mole was able to steal the gift from Msonthi. (4)
14. What happened to the mask when the chief threw it into the fire? (2)
15. What did Msonthi do when he saw the chief approaching his hut? (1)
16. How did Msonthi feel when he did not find the mask? (1)
17. What did Msonthi do when he could not find the mask? (2)
18. How did Msonthi die? (1)
19. Why was the chief happy when Msonthi died? (1)
20. What is the moral of the story? (1)



THEME 5

LANGUAGE

ROOTS, PREFIX AND SUFFIX

We change the meaning of a word by putting something before or after the root word.

- ❖ The main word is called the **root word**.
- ❖ What comes before the root word is called the **prefix**.
- ❖ What comes after the root word is called the **suffix**.

A list of some prefixes and their meaning

Re = again or back e.g. **re**charge or **re**turn

Un = not or opposite e.g. **un**able or **un**happy

Dis = not e.g. **dis**honest

Pre = before e.g. **pre**fix

Bi = two e.g. **bi**cycle

De = away e.g. **de**worm

Over = too much e.g. **over**slept

Mis = wrong e.g. **mis**took

Non = not e.g. **non**-fiction

Prefixes

re- again  reread	un- not  unhappy
pre- before  prewrite	mis- wrong  misspell
over- too much  oversleep	dis- not  disagree
im- not  impossible	non- not  nonfiction

Suffixes

-ful full of  colorful	-less without  fearless
-ed already happened  jumped	-ing happening now  sitting
-ly how it is done  slowly	-able able to  growable
-er more  taller	-est most  biggest

Activity 40: Prefixes

Add prefixes, from the block above, to the root words.

- | | |
|------------|-------------|
| 1. view | 6. certain |
| 2. charge | 7. possible |
| 3. appear | 8. do |
| 4. compose | 9. safe |
| 5. honest | 10. school |

A list of suffixes and their meaning

ly and y – forms an adjective e.g. **lovely and windy**

less = without e.g. **homeless**

ful = full of e.g. **colourful**

ing = happening now e.g. **playing**

wards – direction e.g. **backwards**

able = able to e.g. **growable**

ed – shows past tense for adjectives and verbs e.g. **looked and frosted**

ness – shows abstract nouns e.g. **happiness**

er = more e.g. **taller**

est = most e.g. **smallest**

(note that spelling will change with words ending in y – you drop the **y** and add **i**)

Activity 41: Suffixes

Add suffixes, from the block above, to the root words.

- | | |
|-----------|------------|
| 1. rain | 6. teach |
| 2. friend | 7. look |
| 3. after | 8. read |
| 4. kind | 9. full |
| 5. home | 10. beauty |

Activity 42: Root words

Write the words below in your book and underline the root word.

- | | |
|-------------|----------------|
| 1. nonsense | 6. wrongly |
| 2. newest | 7. painting |
| 3. encode | 8. usually |
| 4. teacher | 9. deconstruct |
| 5. misplace | 10. Disconnect |

CLAUSES

A **clause** is any group of words that has both a subject and a verb.

There are two types: **dependent clauses** and **independent clauses**.

1. The independent clause (main clause)

- A dependent clause is made up of a group of words that contain a subject and a verb.
- These words make a complete sentence and express a complete thought.

E.g. **The van came to a halt.**

Subject – **The van**

Verb – **came**

2. The dependent clause (subordinate clause)

- This part of the sentence can have a subject and a verb, but it does not have a complete thought.
- A dependent clause is not a complete sentence, therefore it must be joined with an independent clause to make it a complete sentence.
- A dependent clause can appear in front of the independent clause or after the independent clause.
- A comma may sometimes separate the main clause from the subordinate clause.
- Subordinate conjunctions: after, before, as, because, that, if, when, whenever, where, whereas, although, whether, until, while, once, since, than, unless, why, however.

E.g. **While it was moving**, the man jumped out of the car.

Activity 43: Clauses

Underline the main clause in each sentence

1. She got her first dog when she was four years old.
2. My brother fell sick because he ate too many chocolates.
3. You should take an umbrella as it may rain today.
4. Once dad finishes his work, we will go to the mall.
5. I will take my cat to the vet before I go to work.
6. I can pay my rent, since I got paid yesterday.
7. Although I was scared, I crept inside the dark room.
8. He decided to read a book, while he was waiting.
9. They danced, until the music stopped.
10. If I can find my wallet, we can go for ice cream.

SUBJECT AND PREDICATE

- ❖ In order to have a complete sentence, each sentence must have a subject and a verb.
- ❖ These two parts of speech are the fundamental parts of the subject and predicate that make up a sentence.
- ❖ Every sentence has a subject and a predicate, or it is not considered a complete sentence.

WHAT IS A SUBJECT?

- ❖ A **subject** is the person or thing that is doing an action, or the person or thing that is the focus of the sentence.
- ❖ Most of the time the subject comes at the beginning of a sentence, in which case, it is very easy to identify.
- ❖ A subject can be more than one word. Include **The/My as the subject** if it is at the beginning of the sentence.

E.g. Mary likes to run at the park.

In this case, the person who is doing the action is **Mary**, therefore, **Mary** is the subject.

E.g. **My brother throws the ball.**

In this case, the person who is doing the action is **My brother**, therefore, **My brother** is the subject.

(Note: The subject can be more than one word)

WHAT IS A PREDICATE?

- ✦ The predicate of the sentence is the part that contains the action.
- ✦ It is the part of the sentence that is not the subject and includes all the descriptions of the action and the objects that are affected by the action.

E.g. **Mary likes to run at the park.**

The question you can ask yourself here is, “What does Mary do”?

The answer, **likes to run at the park**, is therefore the **predicate**.

The **predicate includes the verb** and the rest of the words in that sentence.

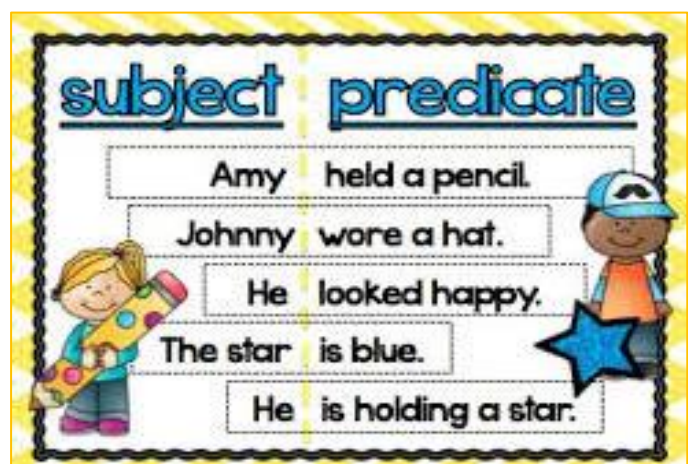
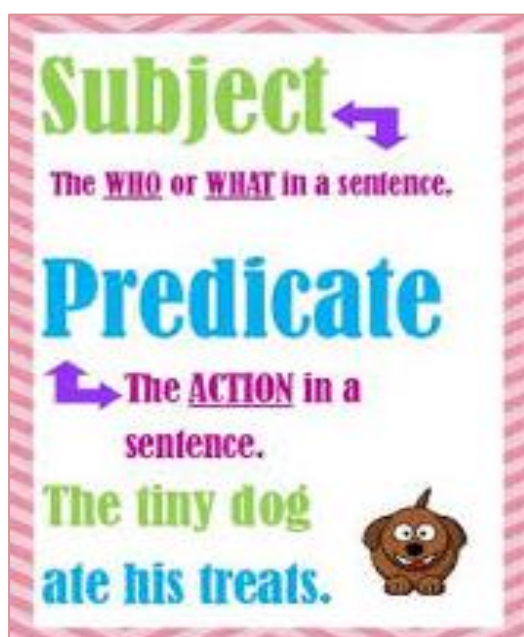
E.g. **My brother throws the ball.**

When you have multiple nouns, the concept is the same.

The entire sentence that excludes the subject, is the predicate.

If the sentence has objects, either direct or indirect, they are part of the predicate.

In this sentence, **throws the ball** is the **predicate**.



WHAT IS THE OBJECT?

- ∞ The object is the noun or pronoun that receives the action of the verb.
- ∞ A direct object tells what or whom after an action verb.

E.g. He paints the poster.

Ask yourself whom or what receives the action?

What did he paint?

Therefore, '**poster**' receives the action of painting and becomes the **object**.

E.g. Jane hit the ball.

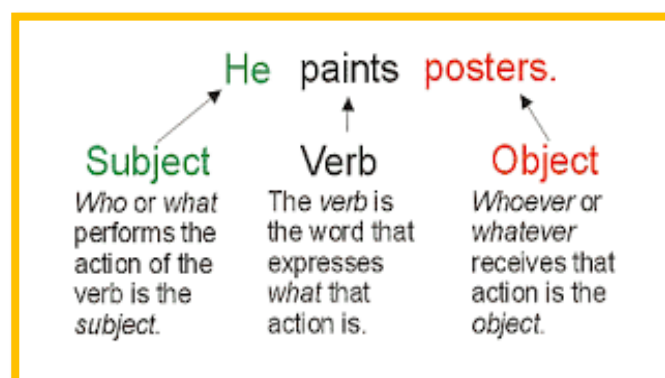
The ball receives the action of **hitting**.

Therefore, **ball** is the **object**.

Activity 44: Subject and Predicate

Write the sentences in your book. Circle the subject and underline the predicate. Write the letter **V above the verb.**

1. The sun was shining brightly today.
2. The dogs were barking loudly at the intruder.
3. My younger brother is an army officer.
4. A rich merchant bought all the spices.
5. Shelly is going for a dinner party tonight.
6. Amy, Carol and Tracy forgot to buy a present for their dad.
7. The microwave fell off the truck.
8. A baby giraffe crossed the road at the park.
9. The beautiful girl won the beauty contest.
10. Several children went to rides together.



WRITING

REFLECTIVE ESSAY

- A reflective essay is an essay in which the writer examines his or her experiences in life (self-reflection).
- The writer then writes about those experiences, sharing how he or she has changed, developed or grown from those experiences.
- This should be about an important event or journey in their life.
- It should be about something that changed the way they see themselves and their world.
- The experience should explore their personal ideas, feelings, and opinions about the event and how it affected them.

Activity 45: Reflective Essay

Write a reflective essay about a time in your life when you experienced either failure or success. Write about that experience and how it changed your life. Your word count is 100 – 120 words.

Follow the Writing Process:

Vocabulary

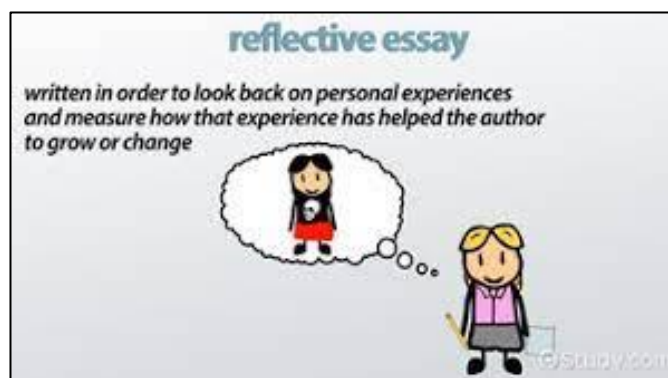
Mind map

First draft

Editing (check spelling/contractions/abbreviations/capital letters)

Final draft

Word count



LISTENING AND SPEAKING

LISTENING COMPREHENSION

Listening comprehension is more than simply hearing what is being said.

It involves:

- **the ability to take in information from what is being read.**
- **the ability to respond to instructions/questions i.e. being able to answer questions based on the passage.**
- **the ability to share ideas, thoughts and opinions i.e. being able to respond verbally to questions that are asked.**
- It is important for a child to give their full attention to what is being read.
- Children must look at you when they listen to maintain focus throughout the read.
- Their full attention is important, and this gets them into the habit of giving their full attention to what is being said.

5 TIPS TO DEVELOP EFFECTIVE LISTENING SKILLS

Step 1: Face the speaker and maintain eye-contact.

Step 2: Be attentive, but relaxed.

Step 3: Listen to the words and try to picture what the speaker is saying.

Step 4: Don't interrupt. Ask questions only to ensure understanding.

Step 5: Try to feel what the speaker is feeling.

Activity 46: Listening comprehension

Types of Listening

- There are various forms of listening. These are as follows:
- 1) **Casual Listening:** Casual listening is to listen to someone or something without much attention and concentration. This type of listening has no specific purpose.
- 2) **Focused listening:** Focused listening is intentional and systematic process. The listener gives his full attention and concentration on what the speaker is saying to get information, knowledge and ideas. This type of listening is also considered as "Intensive Listening"



VISUAL LITERACY

ADVERTISING

The AIDA Principle is used in Advertising

A - Attention - the advert must get the reader's attention by using bold writing/colour/attractive words/slogans/logos/pictures/etc.

I - Interest - the advert must create an interest in the reader, to want to read/try out/know more. They normally use the price of the product, free items/upsized, other extras that come with the product.

D - Desire - the poster must create a desire for the reader to go and buy the product or it must appeal to their emotions (depends on the type of advertisement)

A - Action - after reading the advert, the reader takes action, by either buying the product or taking action against something.



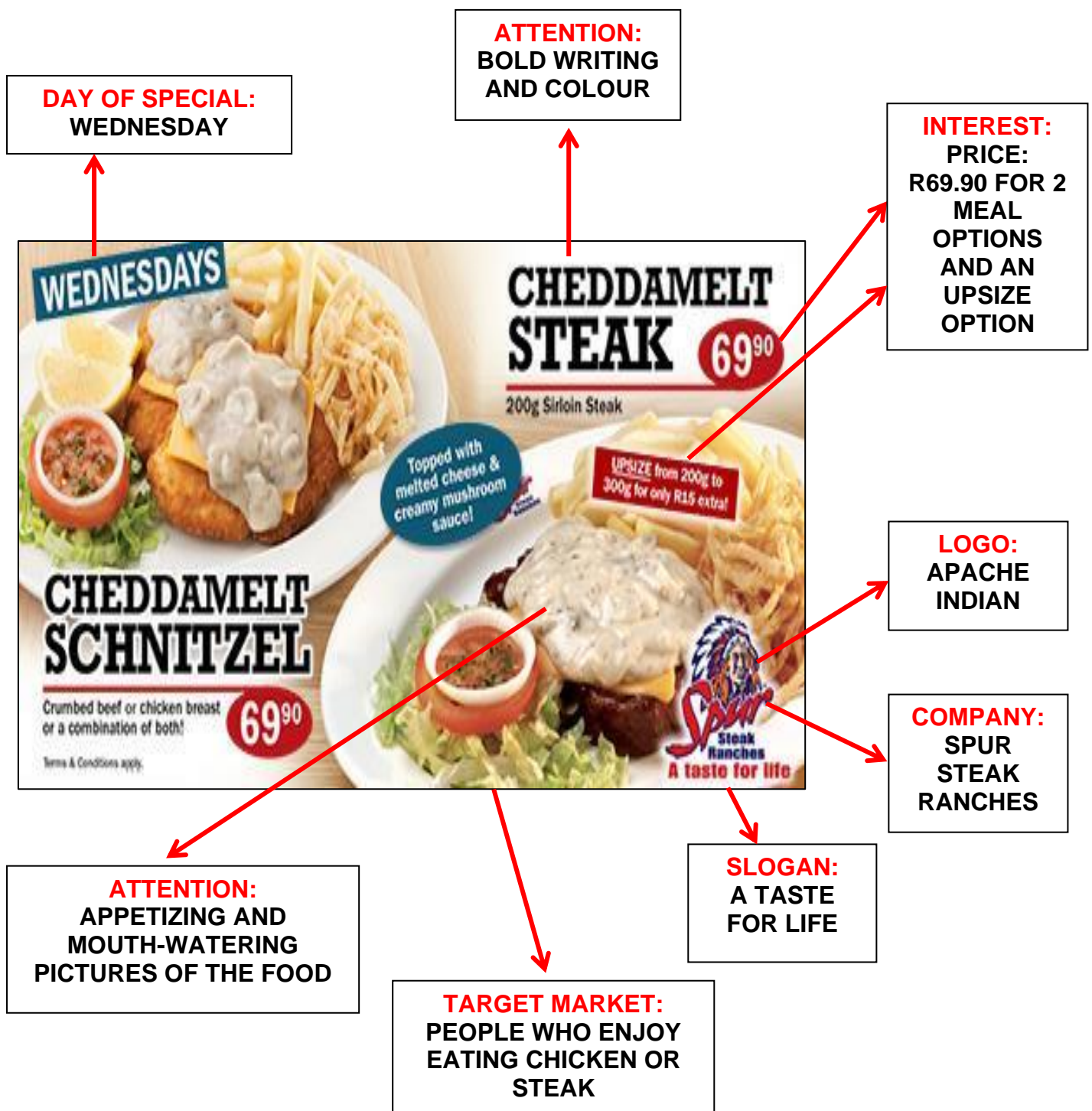
STRUCTURE OF AN ADVERTISEMENT

1. **Headings/Writing** – the writing is bold and colourful to attract the readers' attention.
2. **Pictures** – the pictures are usually colourful/tempting to attract the readers' attention. Adverts also include pricing or value items to get the readers' attention.
3. **Slogan** – this is the catch phrase of the company. The company becomes known

because of their slogan – often repeated.

4. **Logo** – this is the picture that is associated with the company.
5. **Target market** – the people for whom that advert is intended.
6. **Language** – sometimes adverts use rhyme, repetition and figures of speech to enhance their adverts.

ANALYSING AN ADVERTISEMENT



Activity 47: Visual Literacy

Read the advertisement below and answer the questions that follow.



Tuesdays
Buy one
get one FREE!

Panarottis
Pizza Pasta

Buy any Standard Size Pizza or Pasta & get one FREE!

Terms and Conditions apply. Available all day.
Only pay for the more expensive item.
No takeaways. Cannot be used in conjunction with any other promotion. VAT incl.

UPSIZE TO A LARGE
~ **ADD R18** per pizza.

Big on Family.
Big on Pizza.

Imported Pizza Flour
ITALIAN
Durum Wheat Pasta

Questions:

1. Name the products that this advertisement is promoting. (2)
2. What is Panarottis' slogan? (1)
3. What is the logo for Panarottis? (1)
4. For which day of the week is this special only valid? (1)
5. Who is the target market for this advertisement? Underline your answer. (1)
 - a) People who have kids.
 - b) People who enjoy eating pizza and pasta.
 - c) Italian people.
 - d) People who do not enjoy pasta, but will go for this deal because it offers one free meal.
6. State one term and condition that is mentioned. (1)

7. How much must you pay, to upsize this meal? (1)
8. How does this advertisement get your Attention and Interest? (2)
- a) Attention
- b) Interest

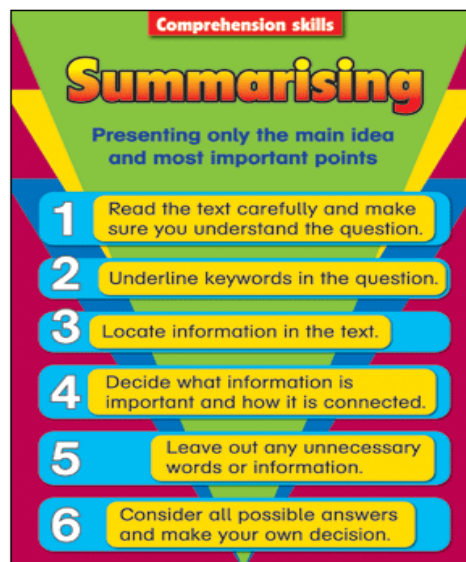
WRITING

SUMMARISING

- A summary is a simple version of the story.
- It teaches you to be brief and to the point.
- Only the main ideas are used in a summary.
- Leave out all examples, definitions and extra information.
- Leave out quotations and opinions as well.
- Use your own words wherever you can.

STEPS TO WRITE A SUMMARY

- 📖 Read the passage.
- 📖 Highlight the main ideas in the passage.
- 📖 Decide what important details are needed.
- 📖 Decide what information is irrelevant.
- 📖 Write the first draft, with these main ideas only.
- 📖 Make sure that these ideas are in order.
- 📖 Now try and write these main ideas in your own words.
- 📖 Write your final draft in one paragraph.
- 📖 Add your word count.



Activity 48: Summarising

Read the passages below and summarise it as follows:

- 1) Underline/Highlight the six main ideas in each paragraph.
- 2) Use the main ideas and write one paragraph.
- 3) Use your own words when you write the paragraph.
- 4) Your paragraph must be between 50 – 60 words.
- 5) Include the title in both drafts.
- 6) You must write a first draft and a final draft.
- 7) Add the word count at the end of your summary.

Bones

A human skeleton is made up of 206 bones, which give your body structure. Bones grow and change during your lifetime just like the other parts of your body. When you are a baby some of your bones are made of a flexible material called cartilage.

Bones let you move in different ways, and protect your internal organs. As you grow and eat foods containing calcium like milk and cheese, the cartilage grows too and is eventually replaced by bone. It takes 25 years for your bones to get as big as they are going to be.

The bones in your back are called your spine, which holds your body upright, and lets you twist and bend. It also protects the bundle of nerves running from your brain down to all the rest of your body called the spinal cord. There are 26 bones, called vertebrae, in your spine.

Attached to the back of your spine are your ribs. Most people have twelve sets of ribs, twelve bones on the right side of the body and twelve on the left. Your ribs protect your heart, lungs, and liver.

Where two bones meet is called a joint. Joints can be fixed or moveable. The other kind of moveable joint is called a ball-and-socket joint. These kinds of joints are in your shoulders and your hips. A ball-and-socket joint allows movement in every direction.

Your skull is a set of twenty-two bones that protect your brain and makes up the structure of your face. Your skull has fixed joints, except for your jaw, which is a moveable hinge joint.

COMPREHENSION GUIDELINES

Step 1: Read through the questions first and then read the passage.

Step 2: Underline or highlight keywords/sentences in your questions and passage.

Take note of the mark allocation per question.

Step 3: When answering questions, make sure that you find the information in the passage. If you are asked to give an opinion or make suggestions, take note that these answers will not be found in the passage as they are your opinions/suggestions.

Step 4: Answer all question in full sentences.

Pay careful attention to punctuation and spelling, especially in language.

Step 5: Give enough information to get all the marks allocated to a question.

Step 6: When you are done, read through your questions and your answers again, to make sure that they make sense and that the answers actually pertain to the question asked.

COMPREHENSION GUIDE WORDS

- In tests or exams, most questions contain a guide word.
- Guide words are the words that indicate the action to take when you answer the question.

Guide word	Meaning
How	In what way or manner; by what means.
Who	Which person/people.
What	Asking for information to specify something.
Why	For what reason or purpose.
When	At what time.
Define	To give the formal meaning.
Describe	To write a detailed account of facts, events or people.
Explain	To tell the facts in detail; to tell about the reason.
Compare	To show both the differences and the similarities.
Contrast	To compare by showing the differences.
List	To produce a list of words, sentences or comments.

Identify	To say what it is.
Justify	To give a statement of why you think something is so. Give reasons for your statement or conclusion.
Quote	Write a word, phrase or sentence from the passage to prove something.
Discuss	To present arguments for and against a point of view and reach a conclusion. The arguments must be supported with appropriate evidence.
Prove	To show by argument or logic that something is true.
State	To describe the main points in precise terms.
Summarise	To give the main ideas, not the details.
Suggest	To give possible reasons.

COMPREHENSION AND LANGUAGE

Activity 49: Comprehension - Surfing

Read the questions first, and then the passage. Thereafter, answer the questions.

Questions:

1. Who were the first European people to witness surfing?
2. Who was the Hawaiian Olympic medallist? What was his nickname?
3. What did this Olympic medallist do in Sydney?
4. Compare the surfboards that were used before 1940, to the ones used after 1940.
5. Name two materials that surfboards are made from.
6. Which type of surfboard is known as a 'thruster'? Describe the "thruster".
7. What is a "leash" - paragraph 5? What is its purpose?
8. In paragraph 5, the writer mentions 'skegs'. Give a reason why "skegs" are used in surfing.
9. Explain the sentence below, from paragraph 6, in your own words.

They have put Australia on the map ...

10. Quote a sentence, from paragraph 6, which tells us that surfing is for all ages.
11. Name two all-time great surfers.
12. Summarise the story.

SURFING

1 Surfing is believed to have been born in Hawaii around CE (AD) 400. It was deeply ingrained in Hawaiian culture, religion, rituals and beliefs. The first European people to witness surfing were Captain James Cook and his crew in 1788. They documented men surfing on long oval-shaped boards.

2 Australians were first introduced to surfing in the summer of 1915, when a Hawaiian Olympic medallist by the name of Duke Kahanamoku (also known as 'The Duke') visited Freshwater Beach in Sydney. He held a surfing exhibition and demonstrated how to carve a solid surfboard from wood. Isabel Letham was the very first Australian to experience the thrill of surfing when she joined "The Duke" on a tandem surfboard ride.

3 Surfing equipment has developed significantly since the early days of surfing. Boards were originally carved from solid pieces of timber, making them very heavy to carry and not easy to manoeuvre in the water. They were used until the early 1940's, when they were replaced by hollow plywood surfboards, which were more portable and had increased manoeuvrability on the wave. Modern surfboards are made from polyurethane foam, with wooden stringers to provide strength, and fibreglass cloth and polyester resin. This type of board is stronger and more durable than a hollow plywood board. Surfboard technology is constantly evolving, and a new type of board is starting to hit the market. This board is made of epoxy and is even stronger and lighter, and can be mass-produced. Even more incredible manoeuvres will surely be attempted now!

4 There are three main types of board and some specialised ones.

- Long boards: around three metres in length. They are very stable and make it easy to paddle into and catch waves. However, their size makes them difficult and heavy to carry around.
- Short boards: just over two metres in length. They are also known as 'thrusters' and are best suited to experienced surfers. They are very lightweight and easy to manoeuvre in the waves.

- Fun boards: around two and a half metres in length. They are in between long boards and short boards and are designed for 'fun'. They are quite wide across, making allowances for bigger surfers or those with intermediate skills.
- There are also a number of niche-type boards that experienced surfers choose to match their skill level, surfing style and weather conditions.

5 Other equipment used by surfers includes “the leash”, which is a cord that ties the surfboard to the surfer’s leg. This prevents the board being washed to shore and from hitting other surfers. Surf wax is applied for traction. It helps to stop a surfer’s feet from slipping. Fins or ‘skegs’ are also used on the underside of the surfboard to aid surfing technique. These can either be part of the board or can be attached and changed according to surfing conditions.

6 Surfing is considered by many to be a lifestyle, not a sport, and with more than three million Australians hitting the surf each year, it is one of the most popular recreational activities for all ages. The surf culture in Australia has given rise to some of the all-time greats in surfing – people like Layne Beachley, Mick Fanning, Phillip MacDonald, Trent Munro, Taj Burrows, Nathan Hedge and Midget Farrelly. They have put Australian surfing on the map and made other proud surfing nations sit up and take notice.



Activity 50: Comprehension – Edward Teach “Blackbeard”

Read the questions first, and then the passage. Thereafter, answer the questions.

Questions:

1. What happened in 1713? Write your answer in your book.
 - a. The War of Spanish Succession started.
 - b. Blackbeard blockaded Charleston Harbour.
 - c. Blackbeard was born.
 - d. Many privateers turned to a life of piracy.
2. What did Blackbeard do, before he became a pirate?
3. Which of the following might be considered surprising in consideration of Blackbeard's reputation? Write your answer in your book.
 - a. He is referenced in famous novels, video games, cartoons, and more.
 - b. He never killed or tortured anyone.
 - c. He would try to scare enemies by lighting his beard on fire.
 - d. He stole countless amounts of food, weapons, liquor, and coins.
4. List three items that Blackbeard would steal off the ships.
5. Explain what Blackbeard did at Charleston Harbour.
6. Why did Blackbeard abandon some of his crew?
7. How did Blackbeard meet his end?
8. List two places where Blackbeard is referenced.
9. Summarise the story.

Edward Teach “Blackbeard”

1 Edward Teach, better known as “Blackbeard”, was an English pirate during the Golden Age of Piracy. After serving in the British navy, he, like many others, turned to a life of piracy when the War of Spanish Succession ended in 1713.

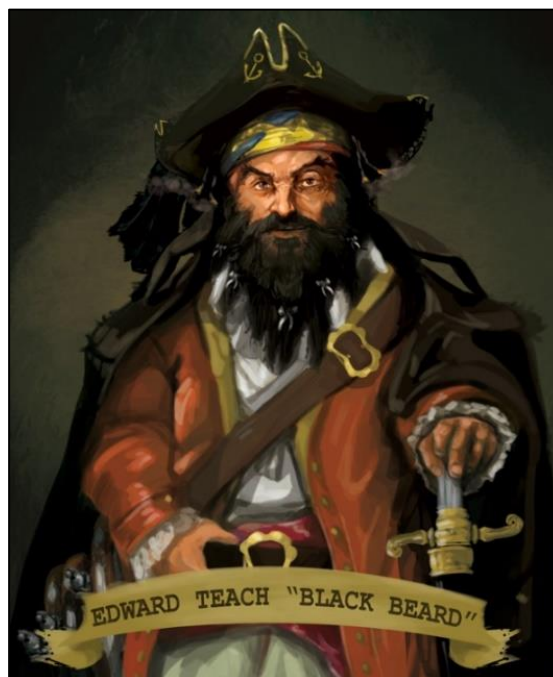
2 In a few short years, Blackbeard gained a notorious reputation as he and his crew attacked settlements in the Caribbean Sea and along the Atlantic Coast of North America. Blackbeard would plunder merchant ships, board them, and steal all the gold, jewels, coins, food, liquor, and weapons. It was said that Blackbeard's appearance alone was enough to cause the enemy to surrender. According to legend, Blackbeard would often tie burning fuses to the end of his beard when the enemy was in his presence. Despite his reputation, there are no accounts of Blackbeard killing or torturing anyone.

3 Blackbeard is perhaps most famous for his legendary blockade of Charleston Harbour, South Carolina. In 1718, Blackbeard entered Charleston Harbour in his ship known as Queen Anne's Revenge with three smaller ships. He proceeded to plunder five merchant ships entering or leaving the harbour. Shipping traffic in the harbour came to a standstill in fear of the pirates. In one of the vessels, Blackbeard took a group of prominent Charleston citizens as hostages, who were later ransomed for a chest full of medicine.

4 Blackbeard then escaped north, where he ran three of the ships aground and abandoned most of his crew. Many believe Blackbeard abandoned his crew so he could keep a greater portion of the treasure acquired from Charleston. Nevertheless, Blackbeard escaped to North Carolina and accepted a pardon under the royal Act of Grace.

5 Blackbeard finally met his end in November of 1718 after the governor of Virginia, Alexander Spotswood, placed a bounty on his head. He was killed in a naval battle off the coast of North Carolina by Robert Maynard. Maynard cut off Blackbeard's head and hung it on his ship.

6 Today, Blackbeard is perhaps the most well known of all the pirates. He is referenced in many works of literature including Robert Louis Stevenson's *Treasure Island*, as well as in numerous video games, theme park rides, cartoons, comics, and movies.



Activity 51: Comprehension – The Amazon Rainforest

Read the questions first, and then the passage. Thereafter, answer the questions.

Questions:

1. Which continent is about the same size as the Amazon rainforest?
2. Which of the following is not a layer of the rainforest? Write your answer in your book.
 - a. understory
 - b. emergent
 - c. sub-canopy
 - d. canopy
3. What is the function of drip trips in the canopy?
4. What is responsible for life in the Amazon rainforest?
5. Where do most of the fruits and flowers of the rainforest grow?
6. Which layer of the rainforest is braced by huge buttress roots?
7. Name two decomposers as mentioned in the story.
8. Why do few plants grow in the understory? Write your answer in your book.
 - a. There is not enough water.
 - b. There is not enough sunlight.
 - c. Their leaves are too large.
 - d. There are not enough nutrients.
9. Why do plants in the understory have to rely on insects to pollinate their flowers?
10. Answer True or False.

The animals that survive in the emergent layer are able to touch the ground.

The Amazon Rainforest

1 The Amazon is the world's largest tropical rain forest. It covers an area of nearly 2.8 million square miles, which is nearly the size of the continent of Australia. The Amazon rain forest gets its life from the majestic Amazon River, the world's second-largest river, which runs directly through the heart of the region. The rain forest itself is simply the drainage basin for the river and its many tributaries. The vast forest itself consists of four layers, each featuring its own ecosystems and specially adapted plants and animals.

2 The forest floor is the lowest region. Since only 2 percent of the sunlight filters through the top layers to the understory, very few plants grow here. The forest floor, however, is rich with rotting vegetation and the bodies of dead organisms, which are quickly broken down into nutrients integrated into the soil. Tree roots stay close to these available nutrients, and decomposers, such as millipedes and earthworms, use these nutrients for food.

3 The understory is the layer above the forest floor. Much like the forest floor, only about 2–5 percent of the sunlight reaches this shadowy realm. Many of the plants in the understory have large, broad leaves to collect as much sunlight as possible. The understory is so thick that there is very little air movement. As a result, plants rely on insects to pollinate their flowers.

4 The layer above the understory is the canopy. This is where much of the action in the rain forest occurs. Many canopy leaves have specially adapted leaves, which form “drip tips.” Drip tips allow water to flow off the leaves, which prevents mosses, fungi, and lichens from occupying the leaves. Leaves in the canopy are very dense and filter about 80 percent of the sunlight. The canopy is where the wealth of the rain forest’s fruits and flowers grow.

5 The emergent layer is above the canopy and is the top layer of the rain forest. Trees in the emergent layer break through the canopy and may reach heights of 200 feet. Leaves in the emergent layer are small and covered with a special wax to hold water. Seeds are blown to other parts of the forest. Trees that rise to the emergent layer are massive. Many are braced by huge buttress roots. Trunks can be 16 feet in circumference. Many animals that survive in the emergent layer never touch the ground.



Activity 52: Comprehension - Roommates

Read the questions first, and then the text. Thereafter, answer the questions.

Questions:

1. What is the setting of this story? (1)
2. State two reasons why the narrator decided that he needed a dog? (2)
3. Why did the narrator's cousin say that ferrets made excellent pets? (2)
4. In paragraph 3, the narrator mentions an encyclopedia. What is an encyclopedia? (1)
5. Describe the appearance of the ferret. (2)
6. What did the narrator name his ferret? (1)
7. Quote a sentence from paragraph 4, which tells us that the narrator used up all his money to buy himself the ferret. (2)
8. List two reasons why the narrator was experiencing sleepless nights. (2)
9. Mention two ways in which the narrator took care of his pet ferret. (2)
10. "Then I would lure him back to his cage with a treat - fresh carrots." – Paragraph 6. Explain what the narrator means by 'lure'. (1)
11. Why did the narrator's bed smell like "ferret chow" – paragraph 8? (1)
12. Why did the narrator refer to the ferret as his "roommate" – paragraph 11? (1)
13. In your opinion, should the mum have given the ferret away, while the child was at soccer camp? (1)
14. What did the narrator learn from his relationship with Fred? (1)

Roommates

- 1 It all started in the summer that I decided I needed a dog. I did not have any sisters or brothers to play with, and I had never had a pet. It seemed to me that a dog would liven things up.

"Absolutely not!" gasped my mother.

We lived in a small quiet hotel that my parents owned and managed. A barking, bouncing dog would definitely disturb the peace.

- 2 I tried to think of other animals that I could talk my parents into getting. Cats were out because my mother was allergic to them. I considered a bird or a fish. No, too dull. A mouse? Too small. A rabbit? Too big. A hamster? Too sleepy. I was about to give up.
- 3 Then my cousin told me about the ferrets that he used to have. He said that they would make excellent pets because they were smart and really fun animals. I looked up ferrets in an encyclopedia. They belong to the weasel family. Their bodies are long and slim. They have brown or silver fur, and their eyes are beady and alert. They like to sleep a lot, but need playtime every day.
- 4 I found a pet store that sold ferrets. I watched them move around the cage in their funny lopsided way. I was sure that I had found the perfect pet - not too big, not too little, active and smart. My parents finally agreed. Buying the ferret wiped out my savings, but at least my cousin let me borrow a cage. Fred Ferret was mine.
- 5 After Fred moved into my bedroom, my sleepless nights began. He napped a lot during the day and got very busy at night. As soon as I turned off the light, Fred began to run on his exercise wheel. Then he crunched his food, chattered and ran some more. When I wanted to play with him during the day, he was often sleepy. He curled up in his 'den' - an empty oatmeal box in the corner of his cage. When I tried to wake him up, he just yawned and yawned. Sometimes, he nipped me, but more often he just gave me a beady glare and went back to sleep.
- 6 I gave Fred fresh food and water every day and cleaned his cage every Friday. I scrubbed the cage with hot water, changed his litter box and washed the towels he snuggled into. As I cleaned, Fred explored my room. He would push things off my desk and run around with my dirty socks. Then I would lure him back to his cage with a treat – fresh carrots.
- 7 One Friday the carrots did not work. Fred was having too much fun under my bed. He darted around so fast; I could not catch him. I left his cage door open that night expecting him 'home' in the morning. I could not have been more wrong.

- 8 During the night, Fred chewed his way into my mattress! As I lay in bed, I heard him scrunching around under me. For the next few nights, I kept filling his food dish, hoping to lure him back to his cage. That was a big mistake. When I dozed off, Fred snatched the food and stuffed it into my mattress. My bed smelled like ferret chow! Night after night, I tried to stay awake to catch him, but he was too clever.
- 9 Then, I started talking to Fred at night as we shared the mattress. He would hold still, listen, and chatter back. He sounded like a happy camper. I could understand how he felt. Fred had made a new home for himself and I guess I respected that. He needed his own space just as I needed mine.
- 10 When I went to soccer camp, I had to tell my mother where Fred was living. She got a funny look on her face. When I came back, she picked me up at the bus stop.
“Mike,” she said, “Fred has a new home.”
Somehow, my parents had caught Fred. They had convinced my aunt and uncle to let my cousin take care of him, with the promise that I could visit whenever I wanted.
- 11 I missed living with Fred, except for cage cleaning, but I had learned a few things. Taking good care of a pet is a lot of hard work. As I lay on my new mattress at night, I thought about how I would talk and Fred would chatter back. In a strange way, I felt like I got to know him. He had been my roommate, my first animal buddy.



Source: RIC Publications – *Teaching Comprehensions*

Activity 53: Language

1. Find a **synonym in paragraph 5** for the word: (1)
slept
2. Find an **antonym in paragraph 6** for the word: (1)
stale

3. List the **common** and **abstract noun** from the sentence below. (2)

A barking, bouncing dog would definitely disturb the peace.

- a) Common noun
- b) Abstract noun

4. Circle the **subject** and underline the **predicate** in the sentence below. (2)

He sounded like a happy camper.

5. Read the sentences below and give **one example** for each **part of speech** that is listed. (5)

After Fred moved into my bedroom, my sleepless nights began. He napped a lot during the day and got very busy at night. As soon as I turned off the light, Fred began to run on his exercise wheel. Then he crunched his food, chattered and ran some more.

- a) Proper noun
- b) Plural noun
- c) Compound noun
- d) Adjective
- e) Verb

6. Write a **homophone** for the word that is written in bold. (1)

I hurt my leg and it was very **sore**.

7. Write down the **countable** and **uncountable nouns** from the sentence below. (2)

I scrubbed the cage with hot water, changed his litter box and washed the towels into which he was snuggled.

- a) Countable noun
- b) Uncountable noun

8. Change the **simple present tense** sentence to the **simple past and future tense**.

Simple Present Tense: I find a pet store that sells ferrets.

- a) **Simple Past Tense** (1)
 - b) **Simple Future Tense** (1)
9. Explain the **Idiom** and **Proverb** below.
- a) Birds of a feather flock together. (1)
 - b) To be as fresh as a daisy. (1)

Activity 54: Punctuation - Comma

Write the sentences in your book and add commas as needed.

1. Let's buy bananas apples and oranges for our picnic.
2. Ladies I was hoping you would all donate money to the campaign.
3. The team is doing well but I think they are going to lose.
4. Yes I agree with everything you are saying.
5. He said "We are going to make it on time."
6. Every morning we have the same routine.
7. My mom says "Good morning kiddos!"
8. First we eat breakfast.
9. Then we pack our lunch with grapes crackers and cheese.
10. Finally we head to the bus stop.

Activity 55: Apostrophe - Possession

Write the sentences in your book and fill in the apostrophe to show possession.

1. The dogs blanket was found in the garden.
2. Angelas muffins looked amazing.
3. The mices cages were filled with cheese.

4. The cars tyres have to be filled with air.
5. The teachers classrooms will all be cleaned this week.
6. His childs backpack was left on the airplane.
7. Roys tie matched his grandfathers tie.
8. We were introduced to the childrens principal.
9. Someone left the pizzas box open all night.
10. The womens restroom was closed for repairs.

Activity 56: Apostrophe - Contractions

Write the words in your book and fill in the apostrophe to show contraction.

1. she is
2. are not
3. cannot
4. they will
5. I am
6. could have
7. did not
8. does not
9. could not
10. I will

Activity 57: It / It's

Write the sentences in your book and circle the correct form.

Remember:

Its = possession

It's = contraction for **It is**

1. I love this school! (Its / It's) an amazing place.
2. The hamster enjoys running on (its / it's) wheel.
3. The store? (Its / It's) doors were locked, so we couldn't enter.

4. I think (its / it's) a lovely idea to give the dog (its / it's) bone.
5. (Its / It's) not easy to ride a bike, but I can do it.
6. Your cat is so much fun. What is (its / it's) name?
7. (Its / It's) not often that my birthday takes place on a Saturday.
8. My car and (its / it's) tires need to go to the garage for repairs.
9. She thinks (its / it's) wonderful to take a walk in the park every afternoon.
10. When we go to the store (its / it's) normal for us to buy lots of sweets.

Activity 58: Tenses

Change the words below to past tense

1. leave
2. fall
3. dig
4. drive
5. choose
6. fly
7. bend
8. do
9. fight
10. bring

Past and Present Tense Verb			
Present Tense	Past Tense	Present Tense	Past Tense
am	was	forget	forgot
become	became	get	got
begin	began	go	went
bite	bit	grow	grew
break	broke	have	had
bring	brought	know	knew
come	came	leave	left
choose	chose	lose	lost
do	did	read	read
drive	drove	ride	rode
eat	ate	spell	spelt
fly	flew		

Activity 59: There and Their

There means “at that place” and is used to talk about a specific location.

Their indicates ownership.

Choose one option and rewrite each sentence in your book.

1. I brought there / their gifts to the party.
2. If you look there / their, you will see my new bike.
3. They parked their / there car under the shelter.
4. Do not go their / there because you will fall over.
5. The boys put there / their boots in the cupboard.

<i>Their</i> vs. <i>There</i>	
Meaning → anything that belongs to the third person Possessive Determiner	Something specific at a distance Adverb, Noun, Pronoun, Adjective, Interjection
Sentence → I'm here as their bodyguard.	Do we have to go there today?

ORALS

- Reading is very important and should be done for about 10 minutes every day.
- Reading builds your vocabulary, which helps you, when you have to do creative writing.
- Reading out aloud is also very important because it makes you a better public speaker
- Good reading skills comes with practice, so read a variety of texts i.e. novels, magazines, newspapers, newsletters, etc.

ORAL GUIDELINES

- When you read, make eye-contact. Train your eyes to read ahead. This will come with practice, so read aloud as often as you can.
- Take note of certain punctuation marks when you read e.g. pause when you see a comma, show expression when you see an exclamation mark and change the tone of your voice when there are different speakers (direct speech).
- Do not read too fast as this will affect your fluency and audibility.
- Read at a moderate pace and pronounce words clearly.
- Projecting your voice and using the correct tone and expression is important when you read so that you do not sound monotone.
- If you make an error with a word, stop, re-say the word, and move on.
- Reading aloud is all about practise.

Oral Presentation Tips

- Some tips for oral presentations:
 - Body language is important
 - Speak loudly and clearly
 - Try to put some feeling into your voice
 - Do not read from notes
 - Maintain eye contact with your audience
 - Speak to your audience
 - Don't be afraid to take a pause
 - Don't be afraid to correct yourself

