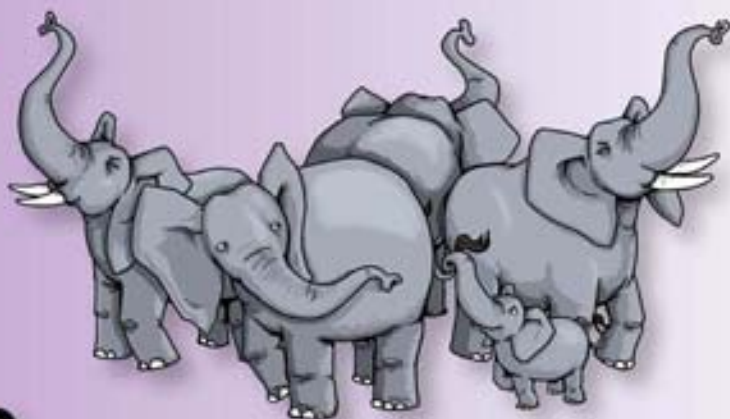




# Clever English

First Additional Language



T Govender • MCW Hugo  
E Jacobs • E Moller



# 7

Learner's  
Book

# Clever English

## First Additional Language

### Learner's Book

Grade 7

T Govender, MCW Hugo, E Jacobs, E Moller



**Clever English First Additional Language Grade 7 Learner's Book**

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# Introduction

Dear Learner

Congratulations! You are now in Grade 7, the first year of English Senior Phase. We would like to share some information about this book with you.

This book consists of 20 units; one for every two weeks of the year and each with a variety of fun language texts, skills and activities. Page through it and see the many tables, illustrations and photos. Each unit has a heading that gives you an idea of the unit's theme.

In each unit you will find the following:

- a short list of items on the very first page indicating what to expect in the unit;
- important words that you will come across in different activities. These words are there to help increase your vocabulary, and improve your spelling and pronunciation.
- five different sections; each with its own explanations and hints. There are also activities for you to complete. A small clock will give you an idea of the amount of time you should take to complete an activity.

Each unit consists of the following sections:

- Listening and speaking activities as well as reading sections in which you will hear, read about and discuss interesting people, such as superheroes, celebrities, places and things.
- Writing sections which will give you opportunities to learn to write a variety of things, and even to create and design advertisements and posters. There are also hints on keeping your very own personal diary!
- A language section that revises language items so that you can brush up on language matters that might still worry you.
- An additional section called "Extra activities", which has games and other interesting activities.

The various sections have clear headings so you can find your way easily through the book. Take note of the following icons which show these different sections and skills:

Listening and speaking



Reading and viewing



Writing and presenting



Language structures and conventions



We the publishers and authors, hope you will enjoy this year and learn much from this book we wrote especially for you.

## In this unit you will ...

have an opportunity to introduce yourself	✓
identify different emotions	✓
listen to a story about Tsepo's really bad day and answer questions	✓
listen to a definition of bullying and answer questions	✓
report on your own experiences of bullying	✓
read about a personality potion and discuss the different features of a story, as well as answer questions	✓
read an article based on a YouTube video clip and answer questions	✓
decipher a rebus and write one of your own	✓
write a story based on your personal experience, and	✓
show your knowledge of nouns, punctuation and tenses.	✓





## The personality potion (part 1)

1

### Important words

**helpless:** being in a situation or feeling that one cannot act without the help of others

**inventor:** a person who creates original or new objects

**liquid:** a fluid such as water that flows when poured

**personality:** a person's character or qualities

**potion:** a drink that is thought to be magic or useful as a medicine

**talent:** a special ability a person has



### Introducing yourself to others

Remember the following hints when you have to introduce yourself to others:

- Speak clearly.
- Make eye contact.
- Some useful phrases to introduce yourself are: I would like to introduce myself to you, my name is \_\_\_\_\_. / Hi, I'm \_\_\_\_\_ (your name). / I'm \_\_\_\_\_ (your name).
- If you want to introduce someone else, say: I would like to introduce \_\_\_\_\_ (person's name). / Please meet \_\_\_\_\_ (person's name). / I'd like to introduce \_\_\_\_\_. / Have you met \_\_\_\_\_ (person's name)?



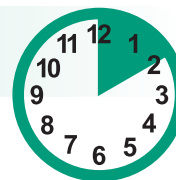
### Classroom activity 1



It's your time to introduce yourself to the rest of the class and tell your classmates something about your character. Use one or two words that best describe you. Try to remember the names of your classmates and remember the good qualities that they will voice about themselves. (If a classmate is very shy, introduce him or her to the class.)



## Classroom activity 2



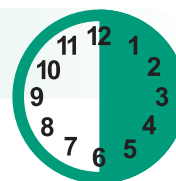
In groups, carefully study the artwork on page 1 of this *Learner's Book*. How many different emotions can your group identify? Be creative and give reasons your answers.

Your teacher is going to read a passage about a boy called Tsepo. You will be told how to listen to the reading and how

to make notes of important things, such as main and supporting ideas, names of characters and descriptions of them.



## Classroom activity 3

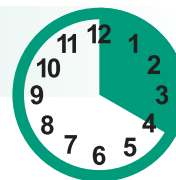


You have listened to the story of Tsepo's bad day. Now see if you can answer the questions below. Make use of the notes you made while listening to the story.

1. With the help of your partner, name the characters in the story. Try to give both names and surnames where possible.
2. Look at the picture above. Can you identify any of the characters in the picture? Which clues in the passage help you identify the characters?
3. What is it that Tsepo likes best?
4. Tsepo's mother thinks he is not normal. What is normal behaviour for children of Tsepo's age?
5. Tsepo says that his day "stank". Explain what he means by this.
6. Let's make some predictions. What do you think will happen next in the story? (Share with your group.)



## Classroom activity 4



Your teacher is going to read you a definition of *bullying*. Answer the following questions based on both the passages that have been read to you.

1. Who is the bully in *The personality potion*?
2. Who is the target in *The personality potion*?
3. Which kind of bullying can you identify in *The personality potion*? Take into account the type of bullying mentioned in the second passage.
4. Give a reason for your answer to Question 3.

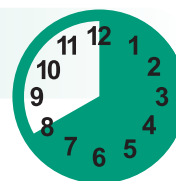


When you have to talk about or discuss anything, it is important to:

- first think about **what** you want to say; then
- pay attention to **how** you say it, e.g. your tone (speaking loudly and softly), focus on whether you are making eye contact. Do you make use of gestures? (**Remember:** all these help to bring your message across successfully.)



## Classroom activity 5



Bullying is a problem that happens in schools all the time. In a group, discuss the problem of bullying. Do you have any experience of bullying? You can tell a story from your own experience, or you can tell the group about a newspaper story you have read about bullying. Don't be shy! Speak your mind!



## The personality potion (part 2)

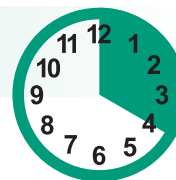
2

Have you ever thought about what makes you choose a specific book to read? Well, for a start, the cover should be eye-catching with interesting and colourful illustrations or photographs. The cover should give you an idea of what the story is about. The title is important as well. If the title is a little mysterious, you may be immediately interested to find out more.





## Classroom activity 6



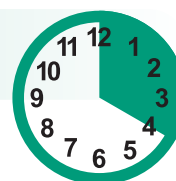
Before you read the next part of *The personality potion*, discuss in your groups what you think the cover of the book might look like. What colours should the artist use to catch the reader's attention and which character(s) should be on the cover?

Design your own cover for this story book. Your teacher will give you all the resources you will need. Remember to include the title of the book, using interesting letters (font).

You have heard about Tsepo's horrible day. What more could go wrong? It's the day after Tsepo received the personality potion from his uncle. Will it work? Can a person really drink a potion to give them courage? Let's find out.



## Classroom activity 7



In this activity you will first read the text silently by yourself. Then take turns with your partner to read it aloud. Pay attention to how you use your voice to show the different feelings of the characters in the story. There are two main characters in this passage. What will their voices sound like? See if you can make them come alive.

### Important words

- amazed:** to be overcome with wonder
- chant:** to shout or repeat a word or a phrase many times
- fumble:** to handle something very awkwardly
- pick on:** to find fault with someone
- twist:** to turn or rotate forcefully

## The personality potion (part 2)

At break Tsepo saw Tolo coming straight towards him on the sports grounds. Tsepo didn't have time to think. Quickly he fumbled in his pocket for the personality potion and took a sip. If it really worked, he desperately needed it now.

"Specs! I've been looking for you," came the menacing words.

"Oh, have you? What for?" Tsepo's voice sounded uncertain.

"Where's it?" Tolo held out his hand to Tsepo. "Fudge bar, Specs. Give!"

"It's in my bag ... but there's one problem. You can't have it." Tsepo was amazed at the words he'd just spoken. It must have been the potion speaking. He felt more confident. "It's my fudge bar. You can get lost."

A crowd was gathering around them. No one had ever told Tolo to get lost before. They wanted to see what would happen.

Tolo took hold of Tsepo's arm and started to twist.

"I think you should lay off the sweets, Tolo. Your teeth are going green. Everyone calls you *Grotgums*."

All the children who had gathered around them burst out laughing. Here was quiet, shy Tsepo Bala, standing up to the worst bully in school.

"*Grotgums! Grotgums!*" the crowd started chanting.

Tolo stared at them, looking quite uncertain all of a sudden. He liked to pick on younger kids when they were alone. He wasn't used to this. The bully let go of Tsepo's arm and ran off.



(Adapted from: *The personality potion* by Alan MacDonald, Oxford University Press. 2005.)



## Classroom activity 8



The English saying "to fight fire with fire" means to use the same methods as your opponent to defeat him or her. What is your opinion?

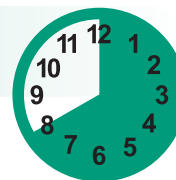
1. Did Tsepo fight fire with fire?
2. Is it acceptable to fight fire with fire?
3. Can you think of a better way that Tsepo could have handled the situation?

Do you still remember the difference between *skimming* and *scanning*?

If you **skim** read something you read through it very quickly to get an idea of what it is about. If you are looking for a specific word or number – like in a telephone directory – we say you are **scanning**.



## Classroom activity 9



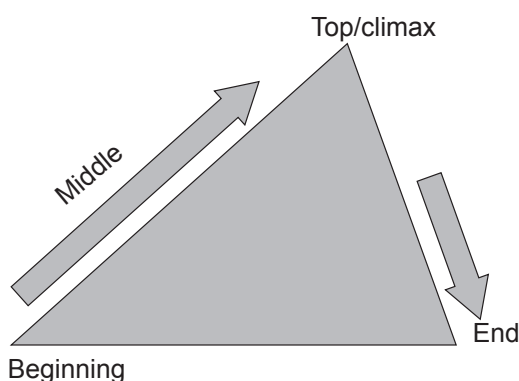
Let's see how well you read the passage, *The personality potion (part 2)*.

1. Skim through the passage to find which characters speak. (The words of the characters are in quotation marks.)
2. Close your eyes and visualise the scene. Where do you “see” the encounter taking place? Tell your partner.
3. Are the following statements facts or opinions? Check the passage before you decide.
  - a) Tsepo was very unsure of himself.
  - b) Tsepo received a personality potion to help him cope.
  - c) Tolo is the bully's surname.
  - d) No one liked Tolo.
  - e) The personality potion gave Tsepo courage.
  - f) Tsepo refused to give his sweets to the bully.
  - g) Sweets are bad for your teeth.
4. Skim the passage to find a word that means *to feel despair*. The word is used as an adverb in the passage. (**Remember:** An adverb tells us more about a verb.)
5. “It must have been the potion speaking.” It is impossible for a liquid to speak. The literary device where lifeless objects are given human qualities is called *personification*. See if you can explain in your own words what is meant by the sentence, “It must have been the potion speaking.”
6. During the listening activities you heard about different kinds of bullying. Find an example of the following types of bullying:
  - a) physical abuse
  - b) harassment
  - c) verbal abuse.

Now we are going to revise the different aspects of a short story. You will first be given some help and then you must answer a few questions.

## Important elements of a story

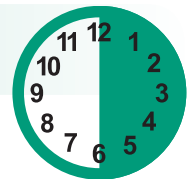
1. The *plot* is the story that the author shares with us, the reader. A plot always has a beginning, a middle, a climax and an ending. It's easy to understand when you look at the diagram alongside.



2. *Conflict* is a disagreement between the characters in a story. Conflict can be directed outwardly towards other characters (external conflict), but it can also be directed inwardly (internal conflict). Conflict is often emotional and a person can blame him- or herself and others for it.
3. The *narrator* tells a story. The narrator can be a character in the story or someone who is not part of the action but tells the reader everything. This type of narrator is called a *third-person narrator*. He or she knows everything, sees everything, is everywhere and can even tell the reader about the feelings and thoughts of the characters.
4. The *theme* is the message the author wants to get across to the reader.
5. The *setting* is the time and place in which a story takes place.



## Classroom activity 10



1. You have now heard and read the story of the personality potion. Talk about the plot in your groups. Decide what the climax of the story is.
2. Give an example of both internal and external conflict in the story.
3. What kind of narrator does the story have?
4. What is the theme of the story that you read?
5. What is the setting of this short story?

Here are two wise proverbs from our indigenous heritage that remind us what some of the effects of bullying are, both for the bully and the victim.

*He who hates, hates himself.* (Zulu proverb)

*He who offended forgets, but he who suffered from the offense does not.*

(Setswana proverb)

With your teacher, discuss what you think each proverb means.

Would you like to find out what information there is on YouTube about bullying? Then read Classroom activity 11.



## Classroom activity 11



Bullying is a serious issue. Sometimes people write amusing stories to get their message across, like in the story, *The Personality potion*, but to others bullying is no laughing matter. In the following article based on a YouTube video clip, we will read about a real boy who was the target of bullies. Read the passage at least twice.

## Bullying is no laughing matter

A teenage boy posted a video on YouTube in August, in which he uses note cards to share the heartbreaking story of what a lifetime of being bullied has done to him.

"I get bullied every day," he explains, adding that the abuse he's suffered from classmates began when he was in Grade 1. "I've cut ... a lot," he writes on another note card and displays several self-mutilation scars for the camera.

"Suicide has been an option ... many times."

Then he reveals that he's about to start Grade 8, but since he has only one close friend remaining, he's does not feel ready to return to school. "I'm scared to go back," he writes, explaining why in the following set of note cards:

*A lot of people  
hate me. I don't  
know why.*

*But I guess I do,  
because I kind of hate me  
too. I can't do this anymore.  
I'm tired of being torn  
down and then building  
myself up, only to be torn  
down again.*

*But I'm not going  
anywhere.  
Because I'm stronger  
than that.*



(Adapted from: [www.gawker.com](http://www.gawker.com))

## Let's revise some language matters

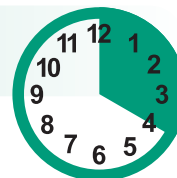
When we name something, we make use of nouns. There are different types of nouns, such as:

- *common nouns*: These give names to everyday things, such as *boys, girls, learners, teachers, bullies*.
- *concrete nouns*: These also give names to objects, people and animals. The difference between a concrete noun and a common noun is that a concrete noun names something you can feel or touch, e.g. *card, hand, desk, door*.
- *abstract nouns*: These name things we experience through our senses, e.g. *joy, fear, hope*.
- *proper nouns*: These name particular people, places or things, such as *Tsepo Bala, Andile Tolo, Uncle Cebo, Durban, Thursday*.

- *countable nouns*: *boys, girls, bullies* → because these have plural forms, they are countable.
- *uncountable nouns*: *courage, happiness, fear* → because these do not have plural forms, they are therefore uncountable.



## Classroom activity 12



Skim read the article in Classroom activity 11 to answer the following questions.

1. Which tenses are used in this article?
2. Find two proper nouns in the first paragraph.
3. The second paragraph makes use of a concrete noun. See if you can spot it.
4. Skim read the part of the passage in italics. An abstract noun is used twice there. See if you can find it.
5. How long has the bullying been taking place? You will have to do some maths here.
6. How does the boy communicate his thoughts and feelings in the video clip?
7. Find a synonym for “putting on show”.
8. Find a word that means “to hurt oneself on purpose”.
9. In which grade is the boy currently?
10. What is the boy’s feeling towards himself?
11. Find two positive sentences that show that there is hope for this boy.
12. Let’s do some dictionary work. Find the word *cut* in the dictionary. You will notice that in most dictionaries the word is used twice, once with an *n* next to it for *noun*, and once with a *v* next to it for *verb*. Is *cut* used as a verb or a noun in the article? Use the word *cut* as a noun and a verb in two sentences.



## I have a story to tell

3

## The writing process

In all writing, the steps that we are going to look at next are important. Study them carefully because you will use them every time you write.



## Steps for writing

**plan:** first think what you would like to say, then jot down all the ideas you want to use

**draft:** this is your first try – also called your rough work

**revise:** carefully read through own writing to see if it says what you had in mind – is it interesting?

**edit:** improve where you can: look at your spelling, punctuation, sentence construction, paragraphing and maybe even your ideas again.

**proofread and present:** rewrite in a neat format for your teacher to assess – make sure you are proud of your final product

## Map your ideas

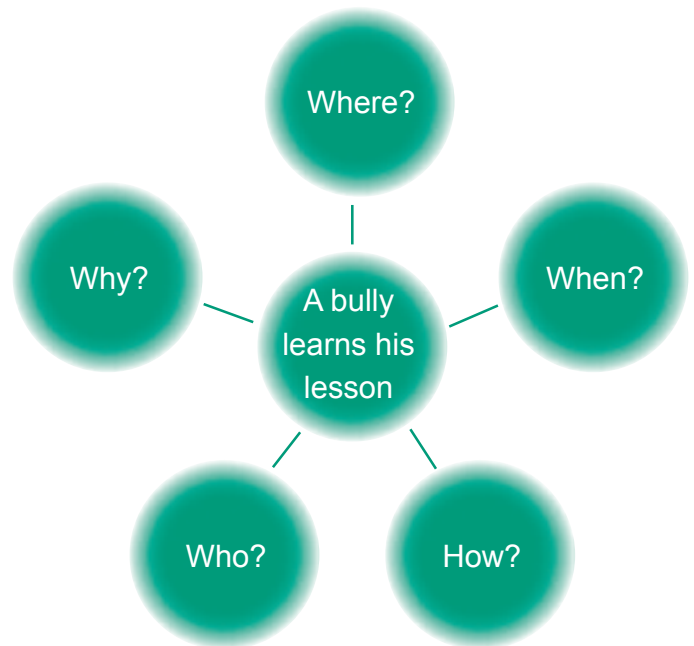
Do you want more help?

A good way to plan your writing is to draw a mind map. It starts with a central theme or main idea in the middle and the supporting ideas come out of it, almost like the legs of a spider. Look at the example alongside to help you draw your own mind map.

You are now going to write your own story.

Study the picture below and let your imagination take over. It's a good idea to

write in the simple past tense when writing a story. The title of the story should be: *A bully learns his lesson*. You must write your story in one paragraph and it should be 100–110 words in length.



## A few more things to remember while you are writing:

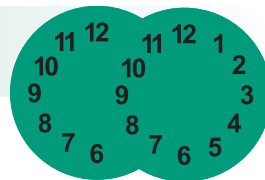
- A **paragraph** should always have a main thought or idea. This is the **topic sentence** of the paragraph, which shows what the paragraph is about.
- Link your main idea (topic sentence) with the rest of the paragraph (the supporting ideas) by using of **conjunctions** – these are words such as *and*, *but*, *because*, *who*, *when* and *while*.



Do you want some help? Follow the steps in Classroom activity 13 on the next page.



## Classroom activity 13



1. Start by writing down all the ideas that pop into your head. This is called brainstorming.
2. Draw a mind map similar to the example given earlier.
3. Now write the first draft of your paragraph. Make sure you keep to the topic and the specified length.
4. When you have finished your draft, look at the rubric that your teacher will provide to see whether you have paid attention to all the important aspects.
5. Now read your own draft copy carefully. Ask other learners to read it too and listen to their advice with an open mind. Make changes.
6. Revise your writing by improving your word choices. Use a dictionary to eliminate spelling errors.  
**Spelling hint:** When a single-syllable word ends in a single consonant, double that consonant – get – **getting**; cut – **cutting**; plan – **planning**.
7. Proofread your draft again.
8. Now write a final copy as neatly as possible. Will your teacher be satisfied?
9. If you think your paragraph is very interesting, share it with your group or the class.



## The personality potion (part 3)

4

### Important words

**genius:** a very clever person  
**blank:** showing no emotion  
**grinning:** showing your teeth when you smile  
**bicarbonate of soda:** a type of salt with a double portion of carbon dioxide; used in baking



Let's find out what happens at the end of the story.

### The personality potion (part 3)

"You are a genius, Uncle Cebo. That personality potion was amazing."  
Uncle Cebo looked blank. Then his face lit up. "You mean it worked?"  
Tsepo went on to tell Uncle Cebo the whole story of what had happened with Tolo.

He looked at Uncle Cebo, who was grinning like a cat that just got a bowl of cream. "What's so funny?"

"Shall I show you what was in that personality potion?" Uncle Cebo went into the kitchen and came back with two bottles. Inside them were the green liquid and the white powder. "Green food colouring and bicarbonate of soda. That gave it the fizz," said Uncle Cebo. "That's all I put in the potion."

Tsepo stared at the bottles in disbelief. "You mean it was all a trick? There wasn't really a personality potion? But how come it changed me? I was a different person."

"Because you believed in the potion, but really you just believed in yourself. There was no magic."

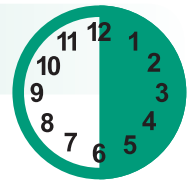
"I suppose I must be fairly normal," Tsepo said out loud.

"Normal? Who wants to be normal?" laughed Uncle Cebo.

(Adapted from: *The personality potion* by Alan MacDonald,  
Oxford University Press. 2005.)



## Classroom activity 14



1. Look at the first sentence of the passage, starting with "You are a genius." It is written in the present tense. In the past tense it would be: "You were a genius." Find three more sentences in the passage that are written in the present tense, and rewrite them in the past tense.
2. Find three sentences in the passage that are written in the past tense, and rewrite them in the present tense.
3. Look at the sentence from the passage, "What's so funny?" It is written as a question. It can be changed into a statement to read: "It is so funny." Find at least three statements in the passage and change them into questions.



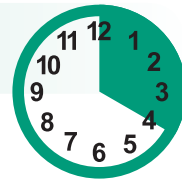
## Classroom activity 15



1. Rewrite the following sentences, adding the correct punctuation marks (such as colons, semi-colons, full stops and commas):  
Girls bully by using emotional violence they make others feel alienated and alone Some tactics used by girls who bully include anonymous prank phone calls harassing e-mails deliberate exclusion name calling and spreading rumours
2. Use the word *bully* in two sentences, once as a verb (a doing word) and once as a noun (a naming word).
3. Nouns can be countable and uncountable. Which underlined word is countable and which is uncountable:

- a) Much bullying takes place in schools these days.
  - b) We don't have many bullies in Grade 7.
- (Hint: A countable noun can have a plural form.)

## Extra activity 1



*How to make someone sensationally strong*

First, pour some spider juice into the pot.

Then, add some frogs' eggs.

Next, add three worms.

Then, stir five times with a dirty spoon.

Next, boil for  $6\frac{1}{2}$  minutes.

Finally, say: "Give me the muscles of a mighty mouse."

1. It is fun to write your own "magic potion". Write a recipe for your own potion. The following guide can help you:

How to \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Next, \_\_\_\_\_

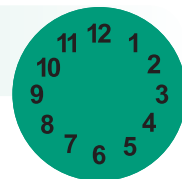
Then, \_\_\_\_\_

Finally, \_\_\_\_\_

2. Underline all the nouns in your potion. Circle each common noun you used.



## Extra activity 2



Being bullied is  
the pits



Read the following text on the cyber bullying and answer the questions on the next page.

• • • • • Cyber bullying refers to sending harassing texts, e-mails or instant messages,  
 • • • • • as well as putting intimidating or threatening comments on websites or blogs.  
 • • • • • Receiving bullying text messages can make a teen feel unsafe and lead to school  
 • • • • • absences.

1. What is the meaning of the word *cyber*? Use a dictionary to help you.
2. Find as many nouns as possible in the short passage.
3. Write a list using a colon by referring to the information mentioned in the passage.
4. Do a survey in your class: How many learners feel that they have been the target of a bully at some time or other?
5. Make a poster to discourage bullying in your class. Make it as eye-catching and colourful as possible.
6. Think of an original slogan against bullying and use it as part of your poster.

### Extra activity 3



A rebus is a sentence or a word represented by pictures to explain different syllables or words. The following is a sentence usually spoken by bullies. Play language detective and see if you can figure out what it says.



Here is some good advice for bullies:



Can you think of a rebus of your own?

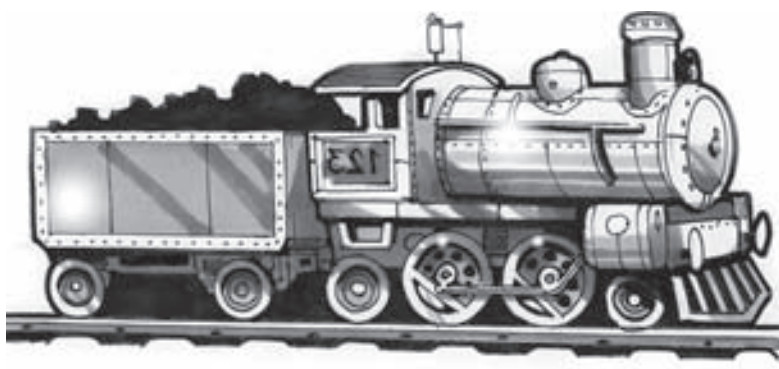
## In this unit you will ...

listen to the poem, <i>From a railway carriage</i> by Robert Louis Stevenson, as well as to the translation of the Zulu poem <i>Woza Nonjinjikazi</i> by BW Vilakazi	✓
listen to the lyrics of the song, <i>The climb</i> by Miley Cyrus	✓
prepare to read aloud in class	✓
read about and answer questions about <i>Skimbleshanks: The railway cat</i>	✓
read and discuss <i>The fast train</i>	✓
write an original poem consisting of at least two stanzas (verses)	✓
answer questions about the logo of the Gautrain	✓
match idioms with their correct meanings	✓
do language exercises to stay on track with your language development	✓
write and decorate your goals for this year, and	✓
answer questions about an advertisement.	✓



## From a railway carriage

## 1



## Important words

**brambles:** plants with thorny leaves, e.g. blackberry bushes  
**clambers and scrambles:** to climb using your hands and feet over difficult ground  
**ditch:** a long, narrow tunnel  
**hedge:** a fence formed by low trees or bushes  
**lumping:** to move with difficulty  
**meadow:** a piece of grassland  
**plain:** a level piece of land, over which you can see far  
**tramp:** a person who walks on foot in order to get a job (sometimes also used to refer to a homeless person)



Have you ever ridden on a train? Have you noticed how the scenery flies past at breakneck speed? You are going to listen to a poem about a train but your teacher will first tell you something about the poet. Close your eyes and visualise (see) all the sights described in the poem.



## Classroom activity 1



Talk about these questions with your partner.

1. What people does the poet see while travelling by train?
2. What are the people you listed for Question 1 doing?
3. The poem was written from the viewpoint of a child. Which two references in the poem come from the experiences of children rather than grown-ups?
4. To what does the poet compare the sights he sees through the carriage window.
5. The speed with which the sights pass by is compared to a type of weather occurrence. Write down this comparison.
6. Did you enjoy listening to the poem? Give at least two good reasons for your answer.

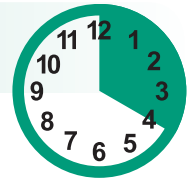
Many people think that a piece of writing is only a poem if it rhymes. The truth is that the rhythm is far more important than the rhyme. It is because of the rhythm that we can see that songs are poems set to music. Tell your group something about your favourite songs. Why do you like them?

Now listen to the song by Miley Cyrus, which teaches a powerful message about keeping your life on track.

Popular singer, Miley Cyrus



## Classroom activity 2

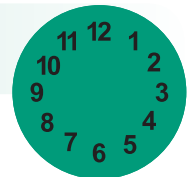


Answer the following questions based on the song, *The climb*.

1. In songs, some parts of the lyrics are sometimes repeated. This is known as the chorus. Which lyrics form the chorus in this song?
2. In the previous listening exercise your teacher told you about a simile: where two ideas are compared using the words *as* or *like*. We can also compare without using *as* or *like*, e.g. instead of saying *life is like a box of chocolates* (a simile), we can say *life is a box of chocolates* (a metaphor).  
With what are the struggles of teenagers compared to in this song?
3. Evaluate: Do you think that the metaphor used in the song is a good one? Give reasons for your answer.
4. Which uphill battles do teenagers have to face these days?
5. What is the advice given in the song?



## Classroom activity 3



Prepare a passage to read aloud in class. Your reading should be 2–3 minutes long. Consider the following when you prepare:

- Find a passage you and your classmates will like.
- Make sure that the passage has a good start or introduction and a logical conclusion.

- Use a dictionary to make sure of the meanings of all the words.
- Make sure of the correct pronunciation of all the words. If you are uncertain about anything, ask your teacher. Figure out the emotions that the writer had in mind when writing the passage and try to use them in your reading.
- Pay attention to the punctuation marks. In normal speech, your voice will go down at the end of a sentence and go up when you ask a question. Try to vary the speed of your reading. Using only one tempo throughout can be very boring. Remember to pause at the end of a sentence – there is a full stop. A comma also means you pause slightly.
- Body language is also important when you read – expressions on your face and movements with your head and even your hands help to tell your story.
- Practise reading the passage at home. Remember, the more you practise, the easier it will become.

Be careful! Reading is addictive!



## The railway cat: Keeping everyone on track

2

Would you like to find out something about a very, very special cat? In the poem you are going to read you will see that the cat, Skimbleshanks, is very important, especially to himself.



### Important words

**Night Mail:** a train that rides through the night to deliver mail

**thimble:** a small metal cap to protect a finger, but in this case, it refers to a small quantity of liquor

**porters:** people hired to carry other people's luggage

**stationmaster:** the official in charge of a railway station

**nimble:** able to move very quickly

**saunter:** to walk in a leisurely way, rather slowly

**Northern Hemisphere:** the northern half of the earth; South Africa is in the Southern Hemisphere

**den:** a small room where a person stays or works

**berth:** a place to sleep

## Skimbleshanks: The railway cat

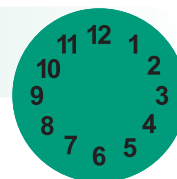
- There's a whisper down the line at 11.39  
When the Night Mail's ready to depart,  
Saying "Skimble where is Skimble has he gone to hunt the thimble?  
We must find him or the train can't start."  
All the guards and all the porters and the stationmaster's daughters 5  
They are searching high and low,  
Saying "Skimble where is Skimble for unless he's very nimble  
Then the Night Mail just can't go."  
At 11.42 then the signal's nearly due  
And the passengers are frantic to a man – 10  
Then Skimble will appear and he'll saunter to the rear:  
He's been busy in the luggage van!  
He gives one flash of his glass-green eyes  
And the signal goes "All Clear!"  
And we're off at last for the northern part 15  
Of the Northern Hemisphere!
- Oh it's very pleasant when you have found your little den  
With your name written up on the door.  
And the berth is very neat with a newly folded sheet  
And there's not a speck of dust on the floor. 20  
There is every sort of light – you can make it dark or bright;  
There's a button that you turn to make a breeze.  
There's a funny little basin you're supposed to wash your face in  
And a crank to shut the window if you sneeze.  
Then the guard looks in politely and will ask you very brightly 25  
"Do you like your morning tea weak or strong?"  
But Skimble's just behind him and was ready to remind him,  
For Skimble won't let anything go wrong.  
You can leave all that to the Railway Cat,  
The Cat of the Railway Train! 30

by TS Eliot

(Adapted from: <http://www.americanpoems.com/poets/tseliot/5534>)



### Classroom activity 4



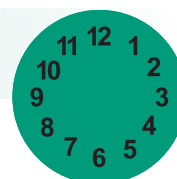
1. This is a story-poem, which is also called a narrative poem. Who is the main character in this story?
2. The main character's name is written in two different ways. Look at the title and the first few lines. Why did the poet write the character's name this way?

3. At what time is the train scheduled to depart? Look carefully at the clues. The specific time is not given in the passage.
4. What are the people whispering about in the first line?
5. Look carefully at the words at the end of the lines. Do these words rhyme? Is this what you would expect in a poem?
6. There is rhyme in this poem. Make a list of the rhyming words in the poem.
7. Look carefully at how the poem is constructed (built). This is called the typography of the poem. What do you see?
8. The moods of the two stanzas differ quite a lot. Can you explain the difference in mood?
9. Is the train in the poem a goods or a passenger train? Read carefully and give the clues that helped you decide on your answer.
10. A metaphor is a comparison that does not use the words *as* or *like*. Skim read the first stanza again. With what does the poet compare Skimbleshank's eyes?

Do you remember what you learnt about the proverb “keeping on track”? It can be used literally or figuratively. In the next poem the speaker compares his life to a journey on a train and on a boat. He might not always know where he is going, but in the end he returns home to his family and the people who care for him. Listen carefully as your teacher explains the poem.



## Classroom activity 5



### The fast train

lost somewhere unknown,  
seems like I have been waiting here forever,  
cast adrift on a troubled dream,  
bubbling and bobbing in the sea of life;  
  
crisscrossing through life  
trying to make sense of the time  
when the close ones, turned their backs on me  
and walked all over my life,  
it all now seemed a distant dream;  
  
there's nothing wrong, I assured myself  
just a misaligned soul trying to break free,  
just like a slow burning candle inside a dark room,  
hoping to spread its light to places unreachable;

5

10



the things you do, will come back to haunt you,  
 after all this time, as the days and months pass by 15  
 I had lost my way, I couldn't see,  
 I was blind and confused, temporarily;  
 and then came the moment,  
 I opened my mind and let my soul out;  
 Freedom! 20  
 breaking the (emotional) shackles that bound me,  
 I had been waiting for this moment, all my life  
 to catch the fast train,  
 that will take me back to life and  
 bring me closer to home! 25  
 by Praveen  
 (Adapted from <http://www.poetryoflife.com/the-fast-train/#ixzz1yjvdUeFa>)

Trains have also played a role in the history of our country. Listen to the first verses of a translation of a Zulu poem, *Woza Nonjinjikazi*. See if you can spot evidence of the following in the poem:

- the train is admired for the grace of its movement;
- the train is compared to a monster that snatches the men from their villages (because they have to work on the railway lines); and
- two generations are taken away by the train but the train brings no news about where they are.

**Woza Nonjinjikazi** (Come! Monster of steel!)  
 Come, you monster made of steel,  
 You prancing dancer of the roads  
 Who races on your double tracks  
 Clamped with iron braces!  
 You curve and climb, descend and wind 5  
 Across the uplands and the plains.  
 Yet you who snatched our fathers' fathers  
 Away from home and family,  
 Are deaf to prayers for news of them;  
 Ignoring questions, all you do 10  
 Is tear on faster and faster still.  
 by B.W. Vilakazi  
 (Adapted from: [http://eprints.ru.ac.za/1363/1/One\\_particular\\_railway\\_poem\\_is\\_cherished\\_by\\_most\\_South\\_Africans.pdf](http://eprints.ru.ac.za/1363/1/One_particular_railway_poem_is_cherished_by_most_South_Africans.pdf))



## I am a poet

3

A poem is an exciting way to express yourself. Every word has to be carefully considered. This is what makes poetry such an interesting art form. Read the following poem for inspiration.

### I wrote an awful poem

I wrote an awful poem;  
it was bad in the extreme.  
I showed it to my sister  
and it made my sister scream.

I gave it to my mother  
5  
and she promptly flipped her lid.  
My father blew a gasket,  
and my baby brother hid.



I brought my poem with me  
when I came to school today. 10  
My teacher nearly fainted  
and my friends all ran away.

I never knew a poem could be  
such amazing fun,  
but that was such a blast, 15  
I think I'll write another one.

by Kenn Nesbitt

(Source: [www.poetry4kids.com/poem-459.html](http://www.poetry4kids.com/poem-459.html))

Once you have read the poem, look at the title again. Do you think the poem is awful? Discuss with your partner.

## Some revision for poetry

**alliteration:** the repetition of the consonant sounds at the beginning of words, e.g. baby brother

**metaphor:** a comparison where the words *as* or *like* are never used

**personification:** human qualities are given to objects

**simile:** a comparison using the words *as* or *like*

**tone:** the feelings conveyed in a poem or other piece of literature

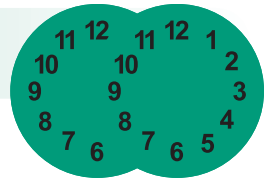
Before you do the next activity, read through the three poems in this unit again. Are there some sentences that you really liked? Why? Maybe because of:

- the choice of words or expressions – “my father blew a gasket”
- punctuation marks such as question marks or exclamation marks – “All clear!”

Write down a few sentences that you like and talk about them in your groups.



## Classroom activity 6



Study the illustration alongside and write a poem of two stanzas in which you express your own ideas and feelings. You can interpret the illustration literally or figuratively – you decide! Use the steps your teacher will give you to make your writing easier. Have fun! Decorate or illustrate your poem to make the meaning clearer. Your teacher will give you an opportunity to share your poem with your group once you have finished writing it.



## On track to the future

4



## Classroom activity 7



Look at the logo of the Gautrain alongside.

1. Do you think the logo is effective? Why?
2. The word *Gautrain* is a proper noun because it is the name of a specific train. When we combine two different words, we get a compound noun, e.g. tooth + paste = toothpaste; black + board = blackboard. See how many compound nouns you and your partner can form.



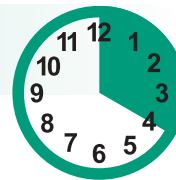
## Idioms and proverbs

Can you still remember the difference between an idiom and a proverb? Don't worry – here's help:

- Proverbs are short, clever sayings that are mostly true, e.g. *Many hands make light work* and *A fool and his money are soon parted*.
- Idioms are sayings of which the meanings are not immediately understandable, e.g. *off the track* (away from) and *on track* (going according to plan).



## Classroom activity 8



Let's see if you can match the idioms below with their correct meanings:

Idiom	Meaning
1. Blow off steam	a) to lose enthusiasm
2. Pick up steam	b) to leave
3. Run out of steam	c) in an isolated place
4. Under your own steam	d) to get rid of energy or emotions
5. Make tracks	e) to become derailed
6. The wrong side of the tracks	f) without help
7. Jump the track	g) to make enough power to carry on
8. Off the beaten track	h) not such a good part of town

Do you feel you are making good progress with language? Let's move on to something more difficult.

## Finite verbs

- A finite verb is a verb that can stand on its own and still make sense.
- With a finite verb, you can make a completely understandable sentence, e.g. "I travel."
- The finite verb indicates the tense or the time in which the action takes/took place.

Your teacher will help you with a few more examples.



## Classroom activity 9

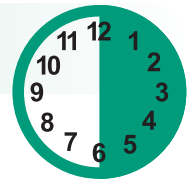


In the passage below you will find interesting information about South Africa's new fast train. When you have finished reading, answer the questions that follow.

.....  
The Gautrain is a high-technology rapid rail network that runs between Johannesburg and Tshwane. There are 24 luxury trains that will travel in both directions. Gautrains run at a high speed of 160 kilometres per hour with quick stops at 10 stations. Experts predict that by 2015, Gauteng will be the 14th largest urban region in the world, with a population of 14.6 million. The Gautrain will support and enable the economy of the province to grow.  
.....

1. Find three finite verbs in the passage.
2. Find the proper nouns in the passage.
3. Imagine you are standing on the platform when the Gautrain flashes by quickly. You are amazed by this experience. Give one word you could use to illustrate your amazement.
4. Let's use a dictionary and increase our vocabulary. Find a synonym from the passage for the following words:  
 a) speedy                      b) very comfortable                      c) metropolitan  
 d) knowledgeable people
5. Find an antonym from the passage for each word:  
 a) rural                      b) disable                      c) decrease
6. The Gautrain is *ours*. *Ours* is a possessive pronoun. Write two sentences of your own to show the pride you have in our country. Use possessive pronouns in each sentence, because this country belongs to us!
7. Read the following sentence: *The Gautrain runs, quickly as a flash, every day between Johannesburg and Tshwane.* What is the function of the commas in this sentence? Write a sentence using commas, where the commas have the same function as in this sentence.

### Extra activity 1



Look at the advertisement of the Gautrain and answer the questions that follow on the next page.



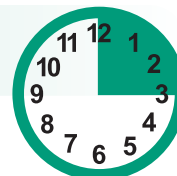
**If you run out of  
steam we never do!**

The Gautrain is more than a train, it helps SA to pick up steam. Ride the Gautrain and you will never be caught on the wrong side of the track.

1. How many idioms can you find in this advertisement.
2. What would a good name be for fast trains that run in KwaZulu-Natal and in the Western Cape?
3. Design a logo for a fast train in KwaZulu-Natal or in the Western Cape.
4. Find and write down the pronouns from the advertisement.

You are amazed by this experience. Give one word you could use to illustrate your amazement.

## Extra activity 2

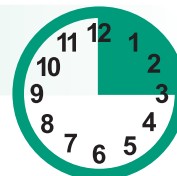


Let's do some remedial work.

Complete the following paragraph by adding the appropriate descriptive, finite verbs:

The train \_\_\_\_\_ out of the station. It \_\_\_\_\_ up the hill and then \_\_\_\_\_ underground to take me to where I \_\_\_\_\_ to be. Yesterday I \_\_\_\_\_ out of the window and \_\_\_\_\_ many sights passing by. I saw a horse that \_\_\_\_\_ in the field and a child \_\_\_\_\_ down a road. The trees \_\_\_\_\_ in the wind, while I \_\_\_\_\_ by. My family \_\_\_\_\_ patiently for me to arrive. They \_\_\_\_\_ when they \_\_\_\_\_ me. A train is a cord that keeps families together!

## Extra activity 3



At the beginning of this unit you wrote down what you have to do to keep on track. Decorate the paper on which you wrote down your personal goals. Put it up on the wall where it can inspire you every day.

## In this unit you will ...

discuss a short drama	✓
listen to a drama and answer questions	✓
take part in a dialogue	✓
read about a misunderstanding	✓
read a poem about the use of cell phones	✓
write a dialogue of a conversation between a child and a parent about a cell phone contract	✓
do language exercises based on a cell phone advertisement	✓
build word pyramids, and	✓
read and translate a poem written in text language.	✓



Lol

1

Did you know that *nomophobia* is the fear of being without your mobile phone? It is a term that comes from the phrase “no-mobile-phone”.

Someone is a *nomophobiac* when he or she tends to become anxious without their phone; when it runs out of battery or has no network coverage.

Does this sound like someone you know – someone you see when you look in the mirror, perhaps?



## Important words

**gasp:** to catch your breath so that others can hear it (usually when feeling shocked)

**gloomy:** almost dark; expression of a depressing feeling

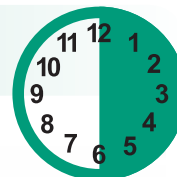
**offended:** caused displeasure

**superior:** to be better in value

**unison:** joined together



## Classroom activity 1



Let's have an informal discussion about the short drama you have just listened to. In your groups, answer the questions based on what you have heard and what you have seen in real life. Keep to the topic, because your group will have to give feedback.

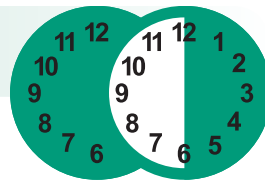


1. Is the drama you have just listened to realistic? Can something like this really happen?
2. Describe the characters as you imagine them to be. Remember all the names of the characters.
3. Is the use of cell phone or SMS language acceptable in schools? List a few reasons for your answer. Try to convince the class of your opinion.
4. What could happen if you use cell phone or SMS language in assignments? Refer to what you have heard, but also give your own opinion.
5. You have now heard what an acronym is. What acronym was used in the passage?
6. The teachers each thought that the acronym stood for something different. Can you think of other possible explanations of the acronym by people who do not know the real meaning?
7. Make a poster of another acronym that people use to shorten a message. Write the acronym and the explanation, and then decorate your poster appropriately.

Parents and children don't always agree about the use of cell phones. Most parents think that a cell phone is an unnecessary evil. Have you discussed cell phone concerns with your parents? Your teacher will read you some good advice to solve cell phone problems at home.



## Classroom activity 2



### Formal assessment – Spoken dialogue

Complete the following dialogue with your friend. One person will have to assume the role of a parent or caregiver and one the role of the child. Be careful to defend your position while still being courteous.

- .....
- Mother:** Janine, are you on your cell phone again? I spoke to you and you didn't even hear me.
- Janine:** Oh, Mom, I'm just catching up on the latest gossip. Susan and Ben are ...
- Mother:** I really don't want to hear. I think it is high time that we set some rules in this house about when and how cell phones should be used.
- Janine:** Is it really necessary? My grades are good and I don't get into trouble often.
- .....

Now you and your partner can complete the dialogue. Remember:

- to give the opinions of both sides
- to aim to reach a conclusion that will be accepted by both sides
- that body language forms part of the dialogue.

Each person should speak at least four times. Your dialogue should be about two minutes long.



## Dramas or plays

2

A **drama** is written to be performed on a stage, so try to visualise the scene as you read. Pay attention to clues that tell you where and why the actions take place.

Here are some features that we associate with a drama:

- As in a short story, there is a plot, i.e. a storyline.
- There are different characters who speak to one another.
- The stage setting makes use of props (theatrical property) such as chairs and decorations, which indicate where the scene takes place.
- The stage directions are written in brackets.
- The speakers' names are listed, followed by a colon and then their actual words (which are not in inverted commas).



You are now ready to listen to the drama your teacher will read to you.

## Important words

**overdue:** later than expected

**budget:** a plan to spend money within a limit

### Cell phones drive me crazy

**Setting:** Mr Govender and Mr Peterson are looking at soccer shirts at a sports shop.

**Mr Govender:** I am really excited to buy new soccer shirts.

**Mr Peterson:** It's been long overdue. I hate it when our school's team runs on the field in shabby rags. I just hope that our budget is enough.

**Mr Govender:** Don't worry! The principal said he would give the go-ahead. We should just text him the amount and he will say yeah or nay.  
*(Mr Peterson picks up a shirt and holds it out to Mr Govender.)*

**Mr Peterson:** Now this is the shirt of a winning team. I have seen some of the bigger teams play in something like this.  
*(Mr Govender smiles and nods his head.)*

**Mr Govender:** This year our team is exceptionally good. I can picture them with the trophy in these tops.  
*(Both gentlemen look as pleased as punch. Their expressions change to shock when they see the price tag.)*

**Mr Peterson:** This is over our budget.

**Mr Govender:** Let's text the principal. It's his decision.  
*(Mr Peterson sends a text message. A few moments later the reply comes through.)*

**Mr Peterson:** He says, "no price 2 high!" Wonderful! He feels the same way I do: no price is too high for our soccer team.

**Mr Govender:** I am not so sure that is what he meant. Maybe he means, "No, the price is too high!"  
*(The two men sigh. What exactly did the principal mean?)*



## Important words

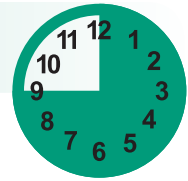
**drama:** literature which is written to be performed

**conflict:** a struggle between opposing beliefs

**climax:** the most important part of a story, usually near the end



## Classroom activity 3



### Formal assessment – Comprehension

1. Name the characters in the drama.
2. Explain what happens in the plot (story) in 2–3 full sentences.
3. You have heard about these characters before. In your own words, explain what you have learnt about them (their occupation and approximate age, for example).
4. Where does this scene take place?
5. When the two men see the price of the shirts, they experience conflict. Explain their conflict and say what kind of conflict it is. (Refer to the previous unit if you have forgotten.)
6. Why are some of the sentences written in italics? Who speaks these words on stage?
7. What is the climax of the drama you have just read?
8. Scan the passage again to find clues that explain the following expressions:
  - a) shabby rags
  - b) give the go-ahead
  - c) yeah or nay
  - d) as pleased as punch
  - e) over our budget.
9. What is the theme or main idea the author wants to get across in this drama?
10. Do you think people can learn a lesson from this drama? Explain.
11. What do you think the principal meant in his text?

You have now read about cell phones and cell phone language, and how they can sometimes lead to miscommunication. Now read the poem on page 33 and see if you can make a list of positive and negative habits that go along with cell phones.

You will notice that the poem consists of nine stanzas, each consisting of four lines.

The lines rhyme in pairs:  
aa; bb; cc; dd.



## Important words

**alibis:** if you have an alibi, you can prove that you were somewhere else when a crime was committed

**come to blows:** start to fight

**curfew:** in this context, a rule that children must be at home at a certain time

**emitting:** sending out heat, light, smell or sound

**grandiose:** very important

**jitters:** feelings of anxiety before an event

**tether:** to fasten something

**thrill:** a sudden strong feeling of either fear or joy

### Preteen pretext

My teenybopper has a phone;  
She really never is alone.  
It beeps and jitters day and night,  
Emitting a tiny bluish light.

Her ring tone is the latest rage,      5  
As other preteens text and page.  
One-liner messages appear  
That make her grin from ear to ear.

The latest crisis, who likes whom,  
The rock star with the best perfume; 10  
Such weighty matters cause her thrill  
And elevate our monthly bill.

And yet, the silver lining glows,  
For we have never come to blows.  
I never have to raise my voice,      15  
Because I have a high-tech choice.

If school assignments pile sky high,  
I exhale with a weighty sigh.  
Like every modern mom who cares,  
I simply telephone upstairs.      20

When chores demand her energies,  
I simply text her, asking "Please!"  
No alibis or missing word,  
Because it's clear that she has heard.

And if my daughter goes outside      25  
To visit friends, both far and wide,  
Her curfew's easy to enforce  
With her new cellular resource.

This beeping tether holds her close,  
While helping her feel grandiose.      30  
If separation ever occurs,  
My speed dial links my heart to hers.

Our handy cell phones help us out.  
Convenient, easy, with no doubt.  
Yes, certainly, they have their place. 35  
But can't we talk once, face to face?

(Adapted from: <http://www.helium.com/knowledge/141940-poetry-teenagers-and-cell-phones>)

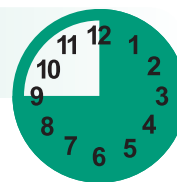
## Some important features of a poem

Before you read the poem again, work through the following features of a poem:

- The external structure has *lines* arranged in *stanzas* (verses).
- The internal structure could have *rhyming* words, *rhythm* and *figures of speech*, such as similes, metaphors and personification.
- A poem often has a theme – in other words, a *message* for the reader.
- A poem always conveys a certain mood; it could be happy, sad or humorous.



### Classroom activity 4



1. How many stanzas are there in this poem?
2. How many lines are there in each stanza?
3. What do you see with regard to main ideas in each stanza?
4. Indicate the rhyme scheme in each stanza.
5. Read stanza 2. Explain the girl's feelings. Justify your answer by quoting a word from the poem. (**Remember:** Use the correct punctuation marks.)
6. Look carefully at the poem. How do we know that the preteen is a girl?
7. Who is the speaker (narrator) in the poem?
8. How old are preteens?
9. Is "the silver lining" referred to in stanza 4 literal or figurative? Explain.
10. "My speed dial links my heart to hers." Explain this image.
11. What, according to the speaker, is the biggest problem of cell phones?
12. After reading the poem, what is your opinion? Do cell phones help the relationship between parents and children or not? Explain.



### The cell phone contract

3

## Important things to remember when writing a dialogue

A dialogue is a conversation between two people. When writing a dialogue, you never use inverted commas (quotation marks). The speaker's name, followed by a colon, is written neatly in a column on the left-hand side of the page, followed by the direct words of the speaker. The tone is usually pleasant and conversational, depending

on the relationship between the speakers. It's a good idea to draw a thin pencil line to keep the speakers' names and their words separate. Leave a line open between the two speakers' words. If you want to give extra information, such as how something is said or what the person does, write it in brackets next to the words of the speaker.

### The writing process

Use each of the steps of process writing when writing a dialogue:

- **Plan:** First think about what you would like to include; then write down your key ideas. You could even make use of a mind map to help you plan.
- **Draft:** Write your first rough draft. Include everything you want to say.
- **Revise:** Look at what you have written.
  - Does it all make sense?
  - Have you included everything you want to mention?
  - Are your sentences all the same length? Are there linking words such as *and*, *when*, *then* and *because*?
  - Make the changes you feel you need to make.
- **Edit:** Work through your revised draft.
  - Check your spelling and punctuation.
  - Look at the format of the dialogue.
  - Change those things that are not right.
- **Proofread:** This is the final check to see if everything is fine.



If you are happy with your work you can present it to your teacher.

Before moving on to Classroom activity 5, study the contract on the next page.

### Important words

**abide:** to stay in a place or keep to a rule

**contract:** a formal agreement that can be enforced by law

**device:** an instrument (such as a cell phone)

**inappropriate:** not suitable for a certain age or situation

**prank:** a foolish trick usually not intended to harm someone

## Cell phone contract

I, \_\_\_\_\_ (name of child) agree that my parents/caregivers may provide me with a cell phone if I agree to the rules for using it. The rules include, but are not limited to, the following:

- I must agree to give the device immediately to my parents when they ask for it.
- I must fully cooperate in showing them the contents of my device, including contacts, pictures, videos, text messages, or anything else stored on it.
- I will not use my phone on school nights after 22:00.
- At bedtime, or whenever my parent/caregiver asks for it, I will give the device to him/her and get it back the next day.
- I will abide by my school's rules regarding the use of cell phones.
- I will not use my phone for prank calls or to harm or bully anyone.
- I will not store any inappropriate content on my phone, ever.

I understand that I must keep to these rules or my phone will be taken away from me for as long as my parents/caregivers decide.

Signed on the \_\_\_\_\_ day of \_\_\_\_\_ (month) \_\_\_\_\_ (year)

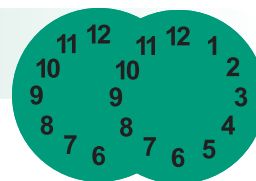
\_\_\_\_\_  
Signature of parent

\_\_\_\_\_  
Signature of child

(Adapted from: <https://sites.google.com/site/parentteencellphoneagreement/a-parent-teen-cell-phone-agreement>)



## Classroom activity 5



### Formal assessment – Write a dialogue

Now it's your turn to write a dialogue. Here is some good advice: if you really want to be a successful writer, plan very carefully before you even start writing.

When you got home after school you found the newest cell phone on the market on your bed with the contract above next to it. At first you were very pleased but then you started thinking that your parents expected just too much. Write a dialogue of the conversation that you had with your parents about the contract and the new cell phone.

A good writer will try to see a problem from all sides.

Your dialogue should not be longer than one page.

Try your best. This dialogue will be assessed.



## A smart kid needs a smart phone

4

### Important words

**affordable:** can be bought, not too expensive

**colleagues:** fellow workers

**SMS:** abbreviation for *short message system*

**social network:** a large system that enables you to keep in touch with many people (such as Facebook)

**surf the web:** to search for information on the Internet

**touchscreen:** a computer display that responds to the touch of a finger on its surface

**upload:** to send information from one computer to another



**WIN A FRUIT PHONE!**

1. The Fruit Phone has a built-in camera and uploads to your social network with a click. You can also surf the web anywhere, anytime

2. Introducing the first Fruit Phone, a smartphone with a touchscreen – making a large display touchscreen device more affordable than ever

3. To stand a chance of winning a Fruit Phone, simply SMS "I want to win" to 13579

4. It is easy to stay in touch with Fruit Phone fun. It offers an affordable and simple way to stay in contact with friends, family and colleagues

### Punctuation

At the end of a question we put a question mark (?), e.g. Did you enjoy *Preteen pretext*? If you want to indicate emotion in your answer, you could make use of an exclamation mark (!), e.g. Yes! I enjoyed the poem.

## Nouns

- We use *proper nouns* to name a specific person, place or thing, e.g. Janine or *Preteen pretext*.
- *Common nouns* name everyday things, e.g. teenagers, learners, teachers.
- *Possessive nouns* show that something belongs to someone, e.g. *Mr Peterson's* phone. Mr Peterson is one person (singular) so we add an 's to Peterson. We could also have said *the phone of Mr Peterson* (which just sounds clumsy). If we want to indicate possession in the case of a *plural noun* that ends in an -s, we add only an ' (apostrophe) after the -s, e.g. the *learners'* phones (which means the phones of the learners).

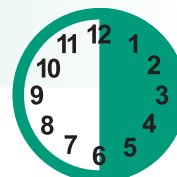
## Finite verbs

A finite verb has a *subject*, a *number* and a *tense*, e.g. *He listens carefully*.

The verb *listens* is the *present tense*, *singular* of the verb *to listen* and the sentence has a subject *he*.



## Classroom activity 6



1. A finite verb is a verb or doing word that can stand on its own.  
Look at the advertisement on the previous page. See if you can find a finite verb in the advertisement?
2. The words "FRUIT PHONE" refer to a proper noun. Find some common nouns in the advertisement in the first speech bubble.
3. Look at the following sentence from speech bubble 4: "It is easy to stay in touch with Fruit Phone fun."
  - a) In which tense is this sentence written?
  - b) Rewrite this sentence in the simple past tense.
  - c) Find the pronoun in this sentence.
  - d) Write the sentence as a question.
  - e) How would you write the sentence if you didn't agree with the statement?
4. Imagine that you won the phone. Write down your reaction to this news.  
Remember to use the correct punctuation.
5. Your little brother wants to use your new phone. What will you say to him? Write three sentences using the clues below:
  - a) Use an interjection and an exclamation mark.
  - b) Use a possessive pronoun.
  - c) Use a question mark.
6. Read the advertisement again. Make a list of all the features the Fruit Phone has.  
Start your sentence with, *The Fruit Phone can* \_\_\_\_\_.

7. Which one of the following idiomatic expressions best describes someone who enjoys a higher status because of the cell phone he or she uses?
  - a) it is out of this world
  - b) carry the world on your shoulders
  - c) go up in the world
  - d) means the world to me
8. Can you think of any other idiom that describes a cell phone in your life?

## Sentences

When we write sentences, the subject and the verb should always agree. This is called *concord*, and means that the verb and the subject must match in number. An example is: She *uses* her phone every day. In this sentence, the verb gets an –s because the word *she* shows that there is only one person. If we make this a plural sentence, it becomes: They *use* their phones every day. Now look at the following sentence: She and he *use* their phones every day. (she + he = they)

What is a *simple sentence*? A simple sentence is a sentence that makes sense on its own and has a *subject* and a *verb*, e.g. “I eat.” – “I” (subject) → “eat” (verb)

What is the *simple past tense* of “I eat”? The answer is “I *ate*”. Other examples of the *simple past tense verbs* are: write – wrote; do – did; find – found; teach – taught; look – looked.



### Classroom activity 7



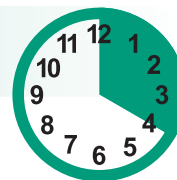
Rewrite the following sentences in the plural form. Take special care to use the rules of concord – in other words, subject and verb agreement.

1. The magazine has an advertisement for a cell phone.
2. A cell phone is a necessity in my life.
3. The boy talks on his cell phone while walking.
4. The girl keeps her cell phone in her handbag.
5. Does a cell phone make life easier?
6. A teenager is targeted by a cell phone company.
7. A cell phone was used in an emergency.
8. This cell phone has many features.





## Classroom activity 8



Rewrite the following paragraph. Replace all the underlined words with:

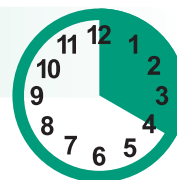
1. antonyms
2. synonyms

Some people think they are very modern when they take out their stylish, new cell phones. I think it is just rude to text while having a conversation. Cell phones might be affordable but they can show disrespect if you use them all the time.

## Let's revise pronouns

A *pronoun* is used in the place of a *noun*, e.g. Mr Govender told me. In the place of "Mr Govender", we could say: He told me. For a *female* we would say, She told me. If a *plural* is referred to, we would say: They told me.

## Extra activity 1



Poetry can be written in many different forms. This is a poem written in SMS language. An SMS poem is poetry that fits inside a text message. This means it has fewer than 160 characters.

### Txtin iz mesin

txtin iz mesin,  
mi headn'me englis,  
try2rite esays,  
they all come out txtis.  
gran not plsed w/letters shes getn,      5  
swears i wrote bete  
b4 comin2uni.  
& she's ...

by Hetty Hughes

(Source: <http://nevermindthetagmemics.wordpress.com/2010/09/27/mind-ur-sms-poetry/>)

Now try to rewrite this poem in proper English using the correct punctuation, spelling and grammar.

## in this unit you will ...

listen to an African folktale	✓
discuss a folktale in groups	✓
read and answer the comprehension exercise <i>The dove who spoke the truth</i>	✓
read, discuss and answer questions about a poem	✓
read and evaluate a book review	✓
write a book review about a book you read	✓
complete idioms	✓
answer language questions based on a passage, and	✓
use homophones, homonyms and polysemy.	✓



## Tink-tinkje puts a feather in his cap

1

Your teacher will read you a folktale from further up our continent about a small but very clever bird. Look at the meanings of the new words in the word box provided to help you understand the story.



## Important words

**ashamed:** felt guilty of something

**disgusted:** felt angry or upset about something

**drowsy:** sleepy

## Important words

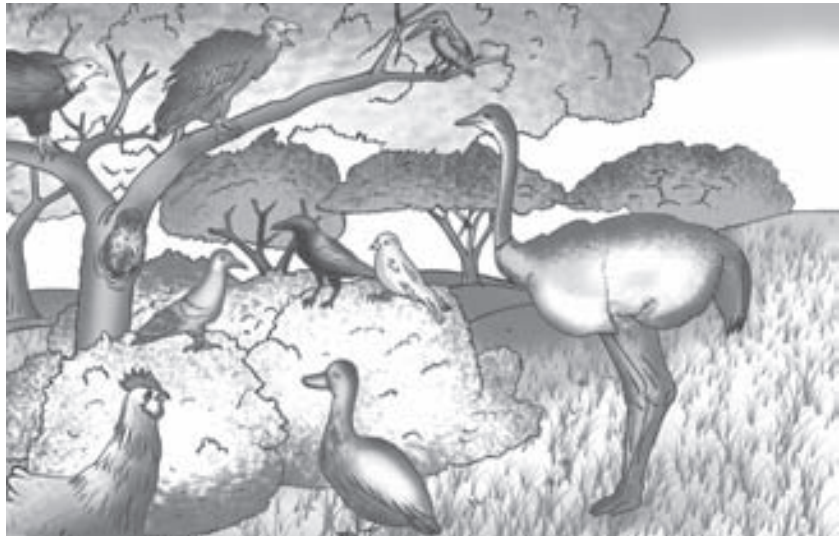
**guard:** to watch or to keep safe

**tink-tinkje:** a small bird of about 11–13 cm, found in the eastern parts of South Africa

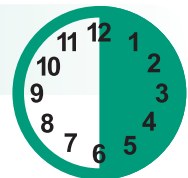
**vagabond:** a person with no stable address or job, who is thought to be lazy or worthless

**vulture:** a large bird with an almost featherless head and neck, which feeds on dead animals

Did you know that a *feather in your cap* means a symbol of honour or achievement for something you did? This is an English idiom, one of many that you will learn during this unit that has something to do with birds. So don't be a *bird brain*, answer the following questions!



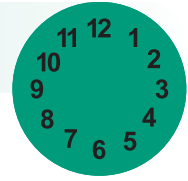
## Classroom activity 1



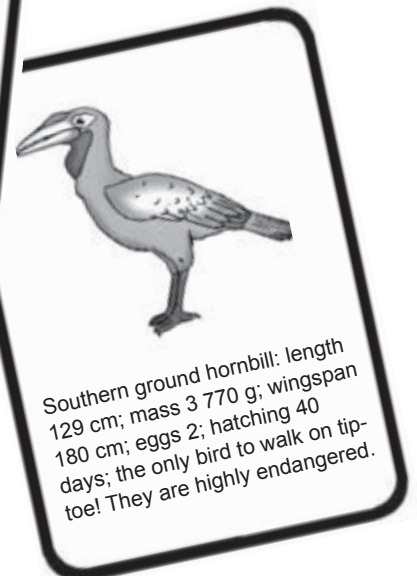
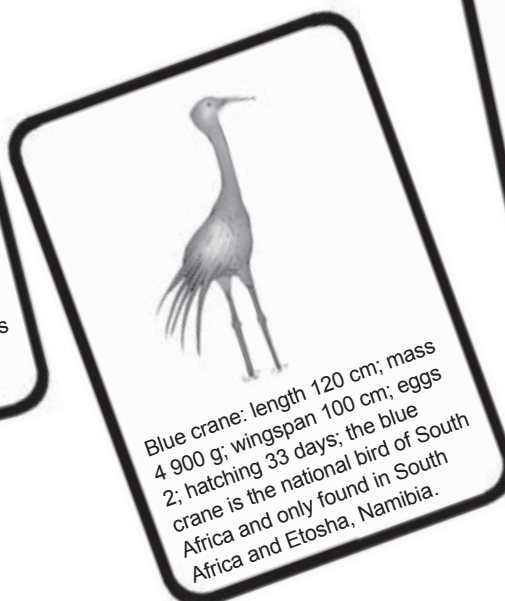
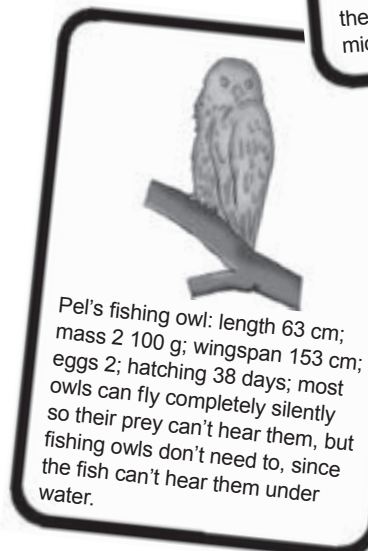
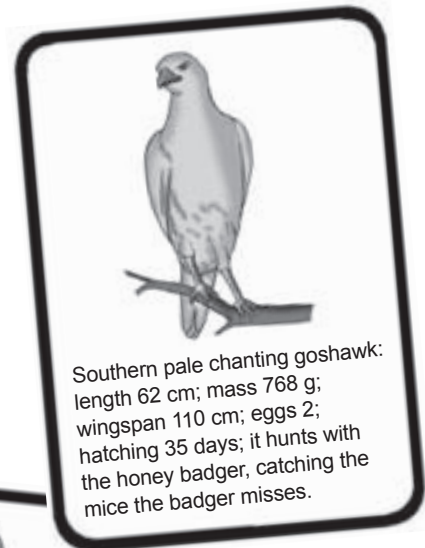
1. Why did the birds want a king?
2. Why did the following birds not qualify to be king?
  - a) ostrich
  - b) eagle
  - c) owl
3. Which criteria for a bird-king are mentioned in the passage?
4. Look at your answer to Question 3. Why is Tink-tinkje an unlikely choice for a king?
5. How did the birds react to Tink-tinkje's deception?
6. Which two things done by Tink-tinkje tell us that he is a tiny bird?



## Classroom activity 2



1. Discuss the characters in this folktale. Take the following into account what the character looks like, what the character says and what he or she does.
2. According to your group, what is the lesson we could learn from this folktale?
3. What characteristics does a king or a leader need in order to gain the respect of his or her followers? Name as many characteristics as you can. Try to give examples from your own life.
4. Would you follow Tink-tinkje? Give good reasons for your answer.
5. It's your turn to appoint a king for all the birds. You will have to defend your choice. Does your king show the characteristics of a leader? Does your king behave like a leader? Does your king look like a leader? You can use the cards alongside to help you choose, but you may choose any other bird that you think is suitable!





## My goose is cooked!

2

Can doves can speak? Think not? Well, let's find out if they can by reading the following passage ...



### Important words

**sought:** past tense verb of *seek*; to look for

**shrewd:** clever, especially when it is to your own advantage

**greedy:** a strong desire to get something

**flatter:** to compliment someone, often insincerely, in order to please him or her

**mischievous:** naughty

**hospitality:** to be welcoming towards guests

**shun:** to avoid on purpose

**adorn:** to decorate

### The dove who spoke the truth

The dove and the wrinkled little bat went on a journey. Soon a storm arose, and the two sought shelter. They could find none until they came to the tree where Owl lived.

"Let us knock here," said the shrewd bat.

The selfish owl told them to enter, and grudgingly invited them to share his supper.

Dove was too tired to eat, but the

greedy bat's spirits rose when he saw the spread before him. He was a sly fellow, and began to flatter his host. He praised the owl's wisdom and courage, his gallantry and his generosity – though everyone knew it was all lies. All this flattery pleased the owl.

But Dove had not uttered a word. The owl turned to her. "Miss Pink-Eyes, you are a dull guest."

"Have you no words of praise for our host?" exclaimed the mischievous bat.

The dove simply said, "Master Owl, I can only thank you with all my heart for the hospitality and shelter. I cannot flatter nor make pretty speeches like Bat. But I thank you."



"What!" cried the bat, pretending to be shocked, "Is that all you have to say to our host? He is the wisest, bravest, most gallant and generous of gentlemen. I am ashamed of you!"

Owl snarled, "Truly, you are ungrateful. You do not deserve my hospitality. Go away!"

The two drove the dove into the storm.

When the morning dawned, Dove flew to King Eagle. Great was the indignation of that noble bird.

"Let them be outcasts. Let them live in darkness. And you, little dove, learn this lesson: shun the company of flatterers. But for your pure heart your name shall be used by poets to rhyme with love."

(Adapted from: <http://books.google.co.za>)



### Classroom activity 3



1. Draw a mind map of the bat's character. Start by drawing a circle in the middle of the page. Now arrange all the words that describe the bat in a circle around the centre.
2. Why did the dove and the bat try to find shelter?
3. The owl was a nasty bird, so why did the bat and the dove ask him for shelter?
4. Why did the bat flatter the owl?
5. The owl addresses "Miss Pink-Eyes" in the passage.
  - a) Whom did he speak to?
  - b) Why did the owl use this nickname?
  - c) What tone do you think is associated with this nickname?
6. Can you use degrees of comparison? Let's try.
  - a) The bat was bad but the owl was \_\_\_\_\_.
  - b) The bat said the owl was the (brave) \_\_\_\_\_ and the (wise) \_\_\_\_\_ of all the birds.
7. Who is the king of the birds in the passage?
8. Did the king behave like you would expect a king to behave? Justify your answer by referring to the passage.
9. True or False? The king listened with anger to what the dove had to say. Justify your answer by quoting from the passage.
10. Scan the passage to find a word that means:
  - a) polite and courteous
  - b) unwillingly
11. Scan the passage to find a word that has the opposite meaning of "meagre".
12. Skim read through the passage again to find its message. Write 2–3 sentences about how you could apply the message of this passage to your daily life.

Poetry is definitely not for the birds! The beautiful songs of birds and their graceful movement in flight have inspired many poets over the years. Read the following poem about how people adorn themselves with bird feathers. This short poem has four stanzas. Note how the poet has carefully structured the poem. In the first and the last stanzas, he or she writes about the hat, but in the two stanzas in the middle he or she writes about his or her feelings. To make sure you understand the poem, ask your teacher for the meanings of any other words you do not know.

### Important words

**pew:** a long, wooden bench in a church

**maiden:** a young girl

**azure:** blue (the colour)

**sheen:** a soft, shiny appearance

**pine:** to long for someone or something

**bonnet:** the metal lid over the front of a car; in this context, it is an old-fashioned hat that ties under the chin

**anonymous:** from an unknown source

### A broken wing

In front of my pew sits a maiden –  
A little brown wing in her hat,  
With its touches of tropical azure,  
And the sheen of the sun upon that.

Through the coloured pane shines a glory,  
By which the vast shadows are stirred,  
But I pine for the spirit and splendour,  
That painted the wing of that bird.

The organ rolls down its great anthem,  
With the soul of a song it is blent;  
But for me, I am sick for the singing,  
Of one little song that is spent.

The voice of the preacher is gentle;  
“No sparrow shall fall to the ground”;  
But the poor broken wing on the bonnet,  
Is mocking the merciful sound.

5

10

15



by Anonymous

(Source: <http://books.google.co.za>)

Before you do the activity that follows, revise the features of poetry in the previous unit.



## Classroom activity 4



1. Who sits in front of the speaker?
2. The speaker sits in a place of worship. Find at least two clues in the poem that prove this.
3. What colour is the feather in the hat?
4. Where did the bird probably come from? The answer is in stanza 1.
5. *Synecdoche* is a figure of speech where a part of an object is mentioned to represent the whole object. In stanza 2, find a word that represents a whole window.
6. The poet uses his/her senses. He/she describes what he/she sees and hears, and this awakens certain feelings. What feelings does the poet experience?
7. Who is the poet? Do we know anything about him/her?
8. In stanza 3, the poet uses the verb *blent*. This is an incorrect way to use the verb. What is the right way to use the verb? Why did the poet use the wrong form of the verb?
9. Explain in your own words *one little song that is spent*.
10. What is the message the poet wants to get across?
11. Did you like the poem? Yes or no is not enough – give reasons for your answer.



## Don't be chicken – let's write a review!

3

A **review** is a personal response to a book, poem, painting, film or even a restaurant. It's where you give your impressions. It is very subjective because it's all about your own feelings, opinions and judgements.

### Important words

**publisher:** a person or firm whose business it is to publish books, newspapers and other printed material  
**publication date:** the date on which a piece of writing goes on sale to the public

**Note:** Never start writing until you have planned well. Organise your thoughts on a mind map. Remember, to ensure that you produce a prize-winning product, adequate time should be spent on planning well.

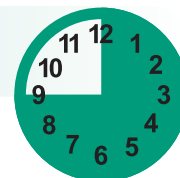


Follow these hints to write a good book review:

- Use a clever and attention-grabbing title.
- Give your own opinion. If you think the book is wonderful, say it, but always give a reason for your opinion(s).
- Give the **title**, **author**, **publisher**, **publication date**, **number of pages** and special features such as **photographs** or **illustrations** (or pictures that go with the words).
- Also write your own name if you reviewed the book.
- Comment on the tone of the book.
- Keep in mind the readers for whom the book was written.
- Use many adjectives and words that convey emotions.
- Use the present tense.
- Be informative, but not boring.
- Try to persuade the readers of your review.



## Classroom activity 5



Study the book cover below and read the book review that follows.

In groups discuss whether this is a good book review or not. Would you buy the book? Is there any other information that you would have liked in the review? Be honest. This will help you when you have to write a book review of your own.

### More winged words from Mr Bird himself

by A. Writer

Don't go out on a wing and a prayer. Whether you are a serious bird-watcher who spends weekends and vacations in bird hides or just your average Joe, who visits the Kruger Park once a year, *Birds of the Kruger National Park* is just the book for you.

In recent times, the author has established himself as a knowledgeable bird lover and this book is no exception. The colourful illustrations and clear layout make it easy to use, even for bird brains. Not only does it give information, but it will double as a lovely coffee-table book that will impress your friends. Definitely the proverbial two-birds-with-one-stone idea.

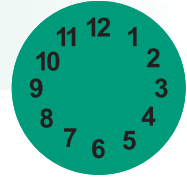
The Kruger Park is visited by millions of tourists every year. This book is the essential field guide when speaking about birds. From the small mossie right to the majestic bateleur and everything in between is covered. Where to look and what to listen for are discussed and explained.



So don't just sit there! It's available at most good book shops and at the Parks Shop. This book is a must-have for every South African nature lover. A little bird told me that every bird lover should get it.



## Classroom activity 6



It's your chance to chirp about something!

You are a critic for your school newspaper. Write a book review of 110–120 words about a book that you have read. Use the guidelines and the example to help you. Remember the writing process. Come on! Here's your chance to fly high.



## Language is as easy as chicken feed

4

Look at the following:



The boy *cranes* his neck to see better.

The *crane* sits on the *crane*.

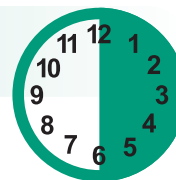
### Important words

**polysemy:** a word or phrase that can be used in different contexts to express two or more different meanings

Can you see that the word *crane* can have different meanings, but the meanings are related in a way? First we get the type of bird – a crane. Then we get a type of construction equipment that reminds us of a crane bird because of the long “neck” part. Lastly there is the verb that means to stretch out one’s neck to see something better. This is a **polysemy**.



## Classroom activity 7



The bush is alive with twitters, chirps, trills and warbles of birds.

Together these can sound like an orchestra in full swing – yet each performer picks its tune for a special purpose. Bird sounds range from simple calls to complex songs and all of them carry important information. Calls often consist only of a single note yet they can have a variety of meanings.

(Adapted from: “Singing in the brain” by Phil Hockey,  
*Wild Magazine*, Autumn 2011, p.54)

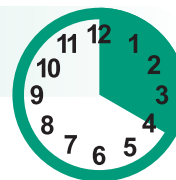
1. Write down the nouns in the first sentence.
2. Which tense is used in this paragraph?
3. Use a dictionary. Write two sentences using each of the words below. In each sentence the word should have a different meaning:  
a) twitter      b) chirp      c) warble      d) complex      e) calls
4. Write the following sentences in the past tense:
  - a) Many birds risk being eaten by hawks.
  - b) The bird who spots danger warns his mate or offspring.
  - c) The bird doesn't want to give his position away.
  - d) The fork-tailed drongo mimics the alarm calls of the babbler.
  - e) The babbler hears the alarm call and drops the food.
  - f) The drongo steals the babbler's food.
5. Complete the following sentences by adding a simple present tense verb:
  - a) Usually we \_\_\_\_\_ birds \_\_\_\_\_ in the trees.
  - b) A chorus of birdsong \_\_\_\_\_ us in the morning.
  - c) Cape sugarbirds \_\_\_\_\_ from a perch during their breeding season.
  - d) The call of a *piet-my-vrou* (red-chested cuckoo) \_\_\_\_\_ like its name.
  - e) The Cape robin-chat's Afrikaans name \_\_\_\_\_ *janfrederik*.

In this unit you have been introduced to quite a number of different birds. There was, for example, an owl, a dove and an eagle. The names of the birds all form their plurals by adding an –s to the word, e.g. owls, doves, eagles. Did you notice that the plural of ostrich is ostriches?

**Remember:** When the last letters of singular nouns are *ch*, *sh*, *s* or *x*, we usually add –es to form the plural. Some exceptions are *stomach* and *monarch* where you add –s instead of –es. This is because the *ch* in these words sounds like *k*. Other examples include: *arches*, *branches*, *brushes*, *addresses*, *buses* and *boxes*.



## Classroom activity 8



Did you know that a person who studies birds is called an *ornithologist*?

You don't have to be an ornithologist to answer the following bird riddles. (A riddle is a difficult and amusing question to which you must guess the answer.)

1. I'm the part of the bird that's not in the sky. I can swim in the ocean and yet remain dry. What am I?
2. I can only be used when I am broken. What am I?
3. Why do birds fly north in the winter?
4. What kind of bird is always sad?
5. What bird is always with you at the dinner table?
6. What is a small swallow called?

Can you think of your own riddle to impress the class with?



## Classroom activity 9



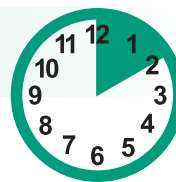
Complete the following idioms by filling in the correct bird. Use the words below. A word can be used more than once.

goose      duck      chicken      turkey      ostrich      eagle      owl

1. The old lady is not a spring \_\_\_\_\_.
2. We are trying to see him, but I think it's a wild \_\_\_\_\_ chase.
3. Let's be frank and talk \_\_\_\_\_.
4. The student working late is a real night \_\_\_\_\_.
5. She avoids problems with her \_\_\_\_\_ politics.
6. He has \_\_\_\_\_ eyes; he sees everything.
7. If I stay here I will be a sitting \_\_\_\_\_.
8. This is where I stop. I \_\_\_\_\_ out.
9. I don't care; it's like water off a \_\_\_\_\_ back.
10. My grandfather is as wise as an \_\_\_\_\_.



## Classroom activity 10



Let's pretend you are the teacher. A learner has written the following paragraph about the African fish eagle. Unfortunately the paragraph has many mistakes. Correct all the underlined words.

The mail eagle has a brown tale. Fish is its pray. Though it is a wild bird the yoke of its egg is still yellow. An eagle was last scene at a water hole. My hole family was two excited to utter a word.

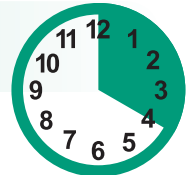


### Important words

**homonyms:** words that sound the same, are spelt the same, but their meanings differ

**homophones:** words that sound the same, but the spelling and the meaning differ

### Extra activity 1



Look at Classroom activity 10 again. The underlined words and the words that you replaced them with are homophones – in other words, words that sound the same but their meanings and spelling differ. Use these pairs of words in new sentences to show their other meanings.

### Extra activity 2



In 1894 a few American bird lovers came together to discuss the plight of birds. National Bird Day was established to draw attention to the exploitation of pet birds and birds in captivity. In our country there is no such day. Let's see if you can get people to agree that there should be a bird day in South Africa. Prepare a short speech of 1–2 minutes to persuade your friends and family. You can even make a poster to put up in class.

Your teacher will give you the rubric before you present your speech so that you know how you will be assessed.



# Clever English

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