

English Home Language Grade 7

By:

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C O N N E X I O N S

Rice University, Houston, Texas

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Collection structure revised: September 9, 2009

PDF generated: October 28, 2012

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Chapter 1

Term 1

1.1 Listening Exercise¹

1.1.1 ENGLISH HOME LANGUAGE

1.1.2 Grade 7

1.1.3 Module 1

1.1.4 LISTENING EXERCISE

1.1.4.1 Listening exercise

Your teacher will read to you the poem *Silver*, written by Walter de le Mare.

1.1.4.2 Instructions:

1. Listen to the poem with your eyes shut and picture what the moon sees.
2. Make a quick list of the things you remember.
3. Listen again and then add to your list if necessary.
4. Using wax crayons, draw the scene in detail, using your list to help you. Use white wax (or ordinary white candle) where you want your touches of silver. Once you are satisfied with your drawing, wash over the entire page with dark blue or navy or black ink (watered down a bit) or water paint.
5. Check the answers on your list as read out by your teacher.

[LO 1.1, 1.2.1]

Checklist:

1. fruit on trees
2. thatched house with windows
3. dog in his kennel
4. doves asleep in a cote
5. mouse
6. fish
7. reeds
8. stream

Painting:

Extra points are awarded to the touches of silver:

¹This content is available online at <<http://cnx.org/content/m23228/1.1/>>.

1. silver fruit
2. silver trees
3. silver thatch
4. paws of dog
5. feathers of doves
6. claws and eye of mouse
7. reeds
8. stream

The windows and fish may be silver too to show that they have caught the gleam from the moonbeams.

What sound do you notice being repeated in this poem? Why do you think the poet used this ‘trick’?

“A picture paints a thousand words” ... but words paint pictures as well as create atmosphere. Poets select words carefully in order to awaken these in your imagination.

By repeatedly using the **s**-sound in this poem, the poet has made use of **alliteration**. In this case, it helps to create a quiet atmosphere of silvery silence.

Alliteration =

[LO 1.3]

Another ‘trick’ used by poets is called **simile**. To make the picture clearer, one thing is compared to another. The words **as** or **like** are part of the comparison.

Couched in his kennel, **like a log**

Now we know that the dog was stretched out and not curled up.

Take a look at these clever simile poems:

SPIDER

Legs crouched like a lunar module

He descend slowly

Towards a gentle touchdown.

VACUUM CLEANDER

What is that weaving about

Like a silver elephant’s snout?

Complete these similes by adding words of your own.

1. He is as hungry as a _____
2. It is as light as a _____
3. She was as cool as a _____
4. I feel as sick as a _____
5. My teacher is as proud as a _____ of my neatness.

[LO 3.7.1]

The poet also selects verbs very carefully. Consider the choice of **peers** instead of **looks**. Discuss it in your group and report your opinion.

[LO 3.7.1]

The following words have to do with using your eyes. Use each of them as verbs in sentences of your own.

see peep squint

[LO 4.3]

Now find the only FAST word in the poem. Why did that creature need that action?

[LO 3.7.1]

SILVER

Slowly, silently, now the moon

Walks the night in her silver shoon;

This way, and that, she peers, and sees

Silver fruit upon silver trees;

One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.
Walter de la Mare

- Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
- Swan swims over the sea. Swim, swan, swim. Swan swam back again. Well swum swan!

Collect some tongue twisters of your own and bring them along for your group to try out. Have a competition to see who the fastest talker in the class is.

While you are out there collecting things, collect poems about the moon and bring them for us to read and enjoy!

Use the poems brought to class to draw up each of the following from within your group:

- A comprehension test on one poem. Supply the memorandum too.
- A cloze procedure test.

A listening/note-taking opportunity (like for Silver).

Try not to use the same poems as the other groups in the class. Challenge the other groups to answer your quizzes.

Once in a blue moon you might have to unjumble proverbs and use the correct punctuation too. Consider the moon blue!

lie dogs let sleeping
glitters all not gold that is
moss stone gathers a rolling no
your all basket one put in eggs don't
is strike hot while iron the it
work many make hands light
play when away the is the cat will mice

Table 1.1

[LO 6.4.2]

1.1.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
<i>continued on next page</i>

1.1 listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales);
1.2 listens actively and carefully for specific information and main ideas, and responds appropriately for example:
1.2.1 takes notes, summarises and passes on information accurately;
1.3 recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs), this will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 shows understanding of information texts;
3.4.1 identifies main ideas and explains how details support the main idea;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
3.7.1 simple literary devices and use of language (e.g. word play, register).
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions).
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
<i>continued on next page</i>

6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 1.2

1.1.6 Memorandum

Ask learners to close their eyes and listen carefully to the poem by Walter de la Mare. Read it to them. They are to take particular note of WHAT THE MOON SEES as she passes over the scene below. Warn them to be ready to make a list as soon as the poem has been read. Have a page and pencil at the ready. Read it once and then allow learners to make their list. Give them about 2 minutes. Then read it again (they may not make notes while listening) and then allow them to complete their list. The poem must not be shown to the learners until after their paintings have been completed.

The 's' sound. It is as though you are whispering.

Alliteration = **same letter or sound repeated for effect.**

Complete these similes by adding words of your own.
1. He is as hungry as a wolf .
2. It is as light as a feather .
3. She was as cool as a cucumber .
4. I feel as sick as a dog .
5. My teacher is as proud as a peacock of my neatness.

Table 1.3

PEERS INSTEAD OF LOOKS

Peers: This is more than just looks.

It is looking with difficulty (maybe through mist / clouds) and searchingly. What is there to see?

EYES AS VERBS

I see you. Close your eyes and don't peep. I squint when sun shines in my eyes.

FAST WORD

scampering

The mouse had to be fast in case of owls out hunting.

PROVERBS

lie dogs let sleeping	Let sleeping dogs lie.
glitters all not gold that is	All that glitters is not gold.
moss stone gathers a rolling no	A rolling stone gathers no moss.
you all basket one put in eggs don't	Don't put all your eggs in one basket.
is strike hot while iron the	Strike while the iron is hot.
work many make hands light	Many hands make light work.
play when away the is the cat will mice	The mice will play while the cat is away.

Table 1.4

1.2 Moon Language²

1.2.1 ENGLISH HOME LANGUAGE

1.2.2 Grade 7

1.2.3 Module 2

1.2.4 MOON LANGUAGE

1.2.4.1 FLY ME TO THE MOON!

Read through the piece below and then decide what words you think best fit the missing spaces. Try not to use the same word more than once and be sure to use one word per space.

Two _____ from Earth landed on a strange planet. The weird
 _____ who lived there came out to meet them. The
 spacewomen were a bit _____.
 But the creatures were very _____. They took the women to their
 _____. They gave them some food. The women laughed
 when they saw the creatures eating. They used two _____
 and two forks at once! They ate two different kinds of food at the same time.
 The spacewomen had brought some gifts from Earth. When they gave them
 to the creatures they were puzzled. The explorers had brought some gloves
 and some pullovers. The gloves were of no use because the creatures only
 had _____ fingers on each hand. The _____
 were useless because all the creatures had four arms.
 One of the creatures went back to _____ with the spacewomen.
 The creature took part in the Olympic Games. The crowd was amazed when
 they saw the creature _____ a javelin, a shot, a hammer and
 discus all at the same time! The creature won four gold medals.

LO 6.2.1	
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Table 1.5

1.2.4.2 I SEE THE MOON - THE MOON SEES ME

Just like the heart has scientific facts (a muscular organ which pumps blood throughout the body) as well as “emotional” connotations (love is housed in the heart), the moon has as well.

Research the facts about the moon.

- This is not to be about the historical facts about the moon.
- Pay special attention to the impact the moon has on nature. Think about things like the ocean tides, cycles, religions, etc.
- Pick sub-headings for each group member and then prepare feedback, which you will present as individuals within a group.

²This content is available online at <<http://cnx.org/content/m23231/1.1/>>.

LO 5.2.5	
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Table 1.6

1.2.4.3 LUNAR ECLIPSE: COULD THIS BE THE DARK SIDE OF THE MOON?

Now that you are more clued up about the moon and its impact on our world, consider this...

1.2.4.4 What if we had no moon?

CAF the question. (Consider All Factors - like a brainstorm.) List your theories.

LO 5.2.3	
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Table 1.7

1.2.4.4.1 BLUE MOON? BAD MOON RISING?

Have heard about testing a person's IQ? This means testing the Intelligence Quotient or capacity. Nowadays, there is plenty of talk about EQ – Emotional Quotient. Being intelligent about book-learning and facts is one way of being educated, but getting in touch with our own and others' emotions is a very important life-skill.

The moon has always been considered a mood-setter. Just think about some of the romantic scenes you have watched in the movies or on TV. Probably the first one you might recall is the spaghetti-eating scene from *Lady and the Tramp*. “When the moon hits your eye like a great piece of pie/ That's amoré!”

Or what about the moon being used to create a scary atmosphere? Remember the scene from *Snow White* when she is lost in the forest and everything becomes creepy - the trees even seem to reach out to catch her in the blue moonlight that casts shadows everywhere!

And what about all those frightening werewolf stories? There HAS to be a full moon for all the weirdness to start happening. It is enough to make anyone want to bay to the moon!

So here is a challenge for your group: Put your heads together and get more than dandruff! Plan a group dramatisation involving music / the written word / clips from videos ... to show how the MOON can create a variety of atmospheres. Don't be shy – put on your very best act.

LO 2.4.2		LO 2.4.3		LO 2.4.6	
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Table 1.8

Using the group dramatisations as inspiration, write two pieces of creative writing involving the moon as muse.

1. Create a romantic story that ends with these words from a well-known poem by Edward Lear.

And hand in hand, on the edge of the sand,
 They danced by the light of the moon,
 The moon,
 The moon,
 They danced by the light of the moon.

1. Create a scary story which begins with the words:

How thin and sharp is the moon tonight! Clouds try to scuttle by and are caught on the slim curved crook of the moon tonight! Shadows flit across the moon tonight! Shivers down my spine – it is Halloween tonight!

LO 4.1.1	
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Table 1.9

1.2.4.4.2 THE MANTIS AND THE MOON

Stories for the children of Africa

There was a mantis that tried to catch the moon. He wished to sit on it and cross the sky each night so that all the animals would say – “There is the mantis travelling on the moon. He must surely be a god and we should praise him.”

Then the mantis could ride majestically at last, looking down on the great dry desert where he lived – at the camel thorns and empty watercourses and the herds of springbok gazing up at him. He would be proud, for they would think he really was a god, and every creature would revere him. But the mantis was just an insect and the moon was far away. Even the night birds whose shadows dipped across its face would never reach it – so how could a mantis fly there – he with the short, whirring wings? But the mantis was a dreamer and when he sat rocking back and forth on a twig, or cupped in a leaf, he thought only of the moon and a way to get there.

The moon was elusive for it did not always rise at the same time. The mantis decided to capture it as it peered over the horizon – then it was big and cumbersome and clambered slowly into the sky. For when it was high and white it was distant, moving swiftly, and often it disappeared before it reached the far horizon, becoming faint and white like a fragment of forgotten cloud in the rising light of the sun.

The mantis waited impatiently all day until the shadows crept out from under stones and bushes, hunting across the dry ground for each other so they could mingle in cool patches without the heat to wither them.

He watched until the sky was pale green – where the bright daylight and the blue darkness met. And when the moon rose, it came so silently he nearly missed it. There it was, caught in the branches of a camel thorn. The mantis flew to the tree in short, urgent bursts.

He hurried up the trunk – half running, half flying, climbing between the thorns and the drooping fronds of tiny oval leaves. The moon was above him, pinned by the topmost twigs. He struggled upwards and pounced, but he over-balanced and although he steadied himself to spring again, the moon had gone. It was cradled in the branches of a baobab – resting quietly, it seemed, waiting for the mantis to unharness it.

He flew with a whirr and click of wings to the foot of the baobab, which stretched up its mighty branches to tangle with the stars. The mantis started up the trunk – a long journey for a small creature. But when he reached the cradle of the tree the moon had climbed ahead and was anchored to the branches high above him. The mantis flew at it – determined to catch it before it broke loose. When he got there it was gone, moving on, smaller and swifter and very far away.

As the moon waned it rose later each night. The mantis was drowsy with watching and too slow to reach it. There were times when there was no moon at all and the desert creatures were uneasy – for although the moon always returns to light their grazing grounds, perhaps, one night, it will just keep on falling into the great wastes of sky below the earth and never turn and rise again over the desert: slim and curved and supple as a hunting-bow.

The mantis tried to catch that new young moon but it was lithe and swift and even the acacias could not hold it with their sharp white thorns.

“I shall make a trap,” declared the mantis and he wove a rope out of dry grass and tied it in a noose around a stick. He hid among some rocks on a high ridge where he was above the moon when it rose – full and orange and as heavy as a calabash of thick, sour milk. When his noose was silhouetted against it, he tugged – for surely the rope would tighten round it long enough for him to scramble up. But the noose knotted on itself and fell empty to the ground and the moon rose higher, undisturbed.

The mantis crept into a bush to think and there he pondered, brown as the dead leaves caught in its tangled stems. Somehow he must catch the moon and ride on it. How else could one so small be a god? There was no other way to be noticed and praised by the animals.

He cut a stake, sharpened it, and set it on the hilltop. It would pierce the moon and hold it, like a big white baobab flower caught on a thorn.

Again the mantis hid as the moon rose above the ridge of hills. It moved slowly towards the stake.

“Oh foolish moon!” he cried. “Now I have caught you! Oh wise and cunning Mantis!” But the stake only traced a shadow on its face and the moon was gone, climbing higher, up into the night.

The mantis shouted with rage and broke the stake in two. He went to plan another way to outwit the moon.

He made a *djani** - a length of reed and a partridge feather tied to a short twist of sinew, weighted with a stone. Tossed into the air, it would spiral to the ground – fast as a falling star. Surely it would twist itself around the moon and bring it down?

*djani** - A toy made by Bushman children.

When the moon was new – a small sickle he could easily capture – he took his *djani* up into the tallest baobab and waited. When the rising moon was level with his hiding place he flung the *djani* at it. It flew like a whip, curling across the curve of the moon. Then it dropped gently, the feather fluttering like a small, falling bird. The mantis ripped the stone off the *djani* and threw it on the ground.

The moon became full once more and the mantis followed it to see where it went when it sank below the horizon. He flew from bush to bush, from stone to stone, watching it circle the sky. He came upon a waterhole deep in the sand, trampled by many hooves – and there, far below, was the moon, caught in the water.

Stealthily he crept down the steep bank to where the coarse dark sand was damp. He paused, gazing at the bright, hovering disc. He pounced on it, clutching at it with his spiny claws. But he sank gasping under the water, then struggled to the bank wet and afraid. And still the moon lay there – bright and glowing.

Many times the mantis tried to pry the moon out of the water – but he failed. At last, in anger, he took a rock and hurled it, cursing the moon.

The stone shattered the reflection and a thousand splinters of moonlight pierced the mantis’s eyes. He ran away, far from the waterhole where he thought the moon was caught, and hid in a thorn tree. He could not ease the splinters from his eyes and in everything he saw were brilliant beans of moonlight. He could not sleep – there was no darkness in which to rest. He no longer wished to be a god and sit astride the moon so that the desert animals would praise him and he wondered how he could have hoped for that.

He crept up the thorn tree to where the branches reached into the warm evening air. He waited there until the moon rose – for him, a great fragmented light. He held out his front legs to it – folded up because he prayed – and he begged the moon to give him back his sight.

He swayed gently on a twig, his head bent – a small and humble insect. And the moon kept on rising, higher and whiter than before. Then at last it set at the edge of the desert’s barren wastes, and still the mantis sat, bowing to it as he prayed.

When daylight came, it was pale and steady and the shadows of the thorn trees fell sharply on the sand; bird-flight was clear and swift and the mantis knew the moon had taken all the splinters from his eyes.

That was long ago – when the great herds wandered freely from the sea to the vast, dry plains of the *Heikum*.* But the children of the mantis live there still, brown and green as the leaves that change with the seasons. And they sit, their forelegs held up in praise of the moon that forgave and restored the sight of their ancestor – the small short-winged one, who wished to be a god.

*Heikum** - A Bushman people.

Read the instructions carefully and then answer the questions.

“There was a mantis who wanted to catch the moon.” This is the first sentence of the story. Explain in your own words why he wanted to do it.

Table 1.10

Smart vocabulary adds to the rich atmosphere of this story. Use a dictionary to determine the meaning of each of the words listed below.

Revere “every creature would **revere** him.”

Elusive “The moon was **elusive** for it did not always rise at the same time.”

Supple “...slim and curved and supple as a hunting-bow.”

Lithe “the new young moon was **lithe** and swift..”

Stealthily “**Stealthily** he crept down..”

Fragmented “... a great **fragmented** light.”

LO 6.1.3	
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Table 1.11

From the list below, highlight the words that best describe the mantis in this story.

Proud*creative*dreamer*short-tempered*lazy*pessimistic* determined*patient

The mantis could not catch the moon by jumping at it, so he thought of a couple of other plans. Make a sketch of each as labelled below.

- Noose
- Stake
- Djani

Explain what happened at the waterhole when the mantis could not pry the moon out of the water.

“But the children of the mantis live there still, brown and green as the leaves that change with the seasons. And they sit, their forelegs held up in praise of the moon ...”

Why do they do that?

1.2.5 Assessment

LO 2

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

We know this when the learner:

2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);

2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates.

2.4.2 takes on different roles;

2.4.3 acknowledges other opinions;

2.4.6 bridges gaps by asking questions, giving choices, keeping responses open-ended and showing genuine interest.

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a selected range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others;

4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;

4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions).

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 weighs options by deciding which of two alternatives is the better choice;

5.2 uses language to investigate and explore:

5.2.3 listens to, reads and views texts from a variety of sources to collect and select ideas.

5.2.5 works on integrated projects across Learning Areas and produces a synthesised product.

5.4 thinks creatively:

LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;

6.2 works with sentences:

6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.

6.4 develops awareness and use of style:

6.4.3 uses idioms and idiomatic expressions of the language appropriately.

1.2.6 Memorandum

FLY ME TO THE MOON

Two **astronauts** from Earth landed on a strange planet. The weird **creatures** who lived there came out to meet them. The spacewomen were a bit **frightened**.

But the creatures were very **friendly**. They took the women to their **home**. They gave them some food. The women laughed when they saw the creatures eating. They used two **knives** and two forks at once! They ate two different kinds of food at the same time. The space-women had brought some gifts from Earth. When they gave them to the creatures they were puzzled. The explorers had brought some gloves and some pullovers. The gloves were no use because the creatures only had **four** fingers on each hand. The **pullovers** were useless because all the creatures had four arms.

One of the creatures went back to **Earth** with the spacewomen. The creature took part in the Olympic Games. The crowd was amazed when they saw the creature **throw** a javelin, a shot, a hammer and discuss all at the same time! The creature won four gold medals.

1.3 Sound Nouns³

1.3.1 ENGLISH HOME LANGUAGE

1.3.2 Grade 7

1.3.3 Module 3

1.3.4 SOUND NOUNS

1.3.4.1 Sound Nouns

Be as creative as a poet (simile!) and suggest the best sound-nouns to complete each of the following statements. There is always more than one answer. The first one has been done to give you the idea.

1. The crackling of thin paper.
2. The _____ of rain on a galvanized-iron roof.
3. The _____ of teeth on a cold day.
4. The _____ of escaping steam.
5. The _____ of car tyres.
6. The _____ of a stone thrown into a pool.
7. The _____ of rusty door hinges.
8. The _____ of cups and saucers.
9. The _____ of broken glass.
10. The _____ of a frightened puppy.

LO 4.1.2	
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Table 1.12

1.3.4.2 ‘Paint’ words

Adjectives add colour to words. Cartoonists also employ adjectives. Look at the comic strip below and see how many adjectives you find in each piece of dialogue. Highlight the adjectives. (Think before you ink!)

³This content is available online at <<http://cnx.org/content/m23232/1.1/>>.

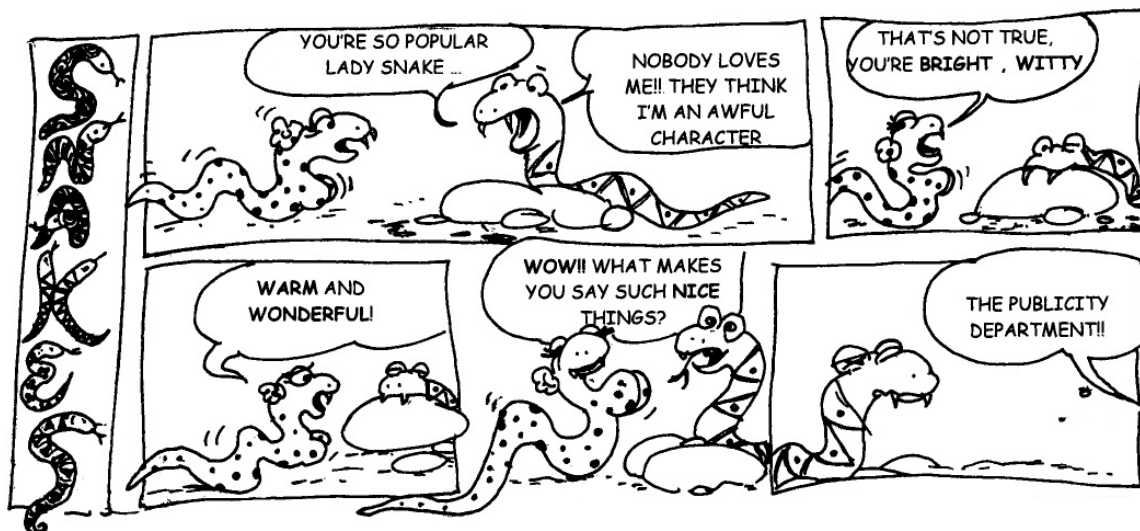


Figure 1.2

LO 6.2.1

Table 1.13

1.3.4.3 What's news?

Take a look at the news headlines on this page and then match them with the summary of the newspaper articles that follow. Write the correct symbol in each square.

1. Three small children are saved from a burning house.	L
1. Police are looking for the owners of stolen goods.	
<i>continued on next page</i>	

1. A small fire breaks out at a local school.	
1. A fire starts in a car on the motorway.	
1. A local man was run over by a bus.	

Table 1.14

1. A local woman died while on holiday at Mauritius.	
1. A girl was knocked off her bike by a car.	
1. Girls and boys from a local school go on a sponsored bike ride.	
1. A pigeon attacked babies in their prams.	
1. An old lady had her bag stolen while shopping at the mall.	

Table 1.15

1. A 14 year old youth stole some tools.	
<i>continued on next page</i>	

1. A search starts for a man who attacked a shopkeeper.	
1. A woman dug up a human skull in her garden.	
1. A house painter was taken to court for attacking a woman.	
1. The barman at a local pub did a parachute jump to get money for charity.	
1. Identify the three headlines which have made use of alliteration.	

Table 1.16

LO 3.4.1	
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Table 1.17



Figure 1.3

1.3.4.4 Headlines

Using the newspaper/magazine articles that you have brought, invent new headlines for each. Remember that alliteration is a clever way to make the headlines eye-catching. People will remember them and want to repeat them because they are like tongue twisters.

Just by the way...

You will notice that the first paragraph of a newspaper report contains all the facts about the report. The rest of the article contains opinions and interviews.

LO 5.1.3	
----------	--

Table 1.18

1.3.4.5 Adding adjectives

Add the appropriate adjective to complete these well-known similes. The first one has been done to help you.

1. as	slow	as a snail.
1. as		as ABC.
1. as		as the hills.
1. as		as a hatter.
1. as		as ice

Table 1.19

Adjectives add colour, shape, size, strength, feeling or some other quality to a noun.

Link the adjectives in the box with the most appropriate nouns in the list that follows:

woollen * blazing * delicious * cloudless * lunar

1. The full moon shone in a sky.
2. She wrapped the scarf around her neck.
3. We enjoyed the most meal.
4. The scientists predicted a eclipse.
5. The fire could be seen from afar.

Now try your hand at forming adjectives. Change the words in italics into adjectives – e.g. *disgrace* behaviour = *disgraceful* behaviour

	a <i>fame</i> film star	
	an <i>energy</i> teacher	
	a <i>rely</i> car	
	a <i>favour</i> flavour	
	an <i>innocence</i> victim	

Table 1.20

Change these Proper Nouns (all of which are countries) into their adjectives.
South Africa will become *South African*.

	NOUNS	ADJECTIVES
1.	Canada	
2.	Italy	
3.	France	
4.	Japan	
5.	Britain	

Table 1.21

[6.2.1]

TERMINOLOGY

All of the words listed below have something to do with the moon. Spaces have been left for you to add any more words of your own.

	WORDS	DEFINITIONS
1.	Aureole	
2.	Crescent	
3.	Eclipse	
4.	Gibbous	
5.	Luminescent	
6.	Lunacy	
7.	Lunar	
8.	Moonbeam	
9.	Moonshine	
10.	Moonstruck	
11.	Nebulous	
12.	New moon	
13.	New quarter	
14.	Wane	
15.	Wax	
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

Table 1.22

1.3.5 Assessment

LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 shows understanding of information texts;
3.4.1 identifies main ideas and explains how details support the main idea;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
3.7.1 simple literary devices and use of language (e.g. word play, register).
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions).
LO 5
THINKING AND REASONINGThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 weighs options by deciding which of two alternatives is the better choice;
5.2 uses language to investigate and explore:
5.2.3 listens to, reads and views texts from a variety of sources to collect and select ideas.
5.2.5 works on integrated projects across Learning Areas and produces a synthesised product.
<i>continued on next page</i>

5.4 thinks creatively:
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 uses the dictionary and thesaurus o increase vocabulary and improve spelling;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 1.23

1.3.6 Memorandum

SMART VOCABULARY

- Revere: **Hold in deep and religious respect**
- Elusive: **Baffling. did not comply.**
- Supple: **Flexible**
- Lithe: **Supple**
- Stealthily: **Secretly**
- Fragmented: **Broken into pieces.**

Chapter 2

Term 2

2.1 How do you see yourself?¹

2.1.1 ENGLISH HOME LANGUAGE

2.1.2 Grade 7

2.1.3 Module 4

2.1.4 HOW DO YOU SEE YOURSELF?

What matters most is how you see yourself

Once upon a time a baby hawk fell into a chicken run. She believed she was a chicken and always ran about flapping her wings, even when she had grown into an adult. One day, an owl perched on the edge of the chicken run.

“Why don’t you fly away?” asked the owl.

“Don’t be silly. I can’t fly away. I’m a chicken!”

“No, you’re not. You’re a hawk. Look.”

And the owl swooped down and picked up the hawk and dropped her high in the sky. The hawk was terrified, but as she fell, she spread her wings and found herself flying beautifully.

And she never went back to being a chicken again.

Questions

1. Why did the hawk think she could not fly?
2. What does this story teach you?
3. Do you believe you can “fly”? Are you flying? If not, why?
4. Supply a suitable heading for the story.

LO 3.6	
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Table 2.1

Test your language skills

Select verbs from the story to fit correctly in the table below:

¹This content is available online at <<http://cnx.org/content/m23233/1.1/>>.

	Past tense	Present tense	Past participle
1.			
2.			
3.			

Table 2.2

LO 6.2.1	
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Table 2.3

The power of positive thinking

Listen to the short story *The Season of the Stubby Caterpillar* (in the Teacher's Guide) and answer the quiz to be sure you get the full picture.

You will need to make notes after hearing the story once. You will then receive the questions. Read them. Listen to the story again and then follow the instructions to each of the questions.

The Season of the Stubby Caterpillar

- Listen to the story of the Stubby Caterpillar and then make quick notes to keep your memory alive.
- Now read the questions of the quiz.
- Listen to the story again and then note and number **the order** in which the caterpillar met six different forest creatures.
- Listen to the story again and pay special attention to all **the colours** mentioned, as you will need to make a detailed drawing. You may make notes while the story is being read.

1. Your teacher will supply you with a blank A4 page, which you need to divide into six equal sections on one side.

In each of the sections, make a detailed, coloured drawing of each of the forest creatures the stubby caterpillar encountered while searching for a place in a keurboom's trunk.

Number the sections in the correct order in which the stubby caterpillar met each of the creatures.

Remember that every little detail will count and so too the correct colours.

LO 5.1.1		LO 5.3.3	
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Table 2.4

2. Read the extract from the opening paragraph of *The Season of the Stubby Caterpillar* and then answer the questions that follow.

Deep in the shadows of the forest, deeper still than where the faintest shafts of moonlight ever reach, a moth lays her eggs in the leaf-mould, among the roots of a keurboom - a soft-barked tree with slipper-flowers, purple-veined and fragrant. This moth is yet another of the secrets of those great primeval forests. She is strange and beautiful though seldom seen - for the milky drifts of moonlight do not light the quiet caverns of the forest floor or catch the tremor of her tapered wings.

(a) Give a brief explanation, in your own words, for each of the following: You may make use of a dictionary, but remember to refer to the extract to ensure the correct explanation.

- shafts of moonlight
- fragrant
- primeval forests
- caverns

(b) In no more than 50 words, give the story line.

(c) Study the words and illustration supplied below and then answer the questions that follow.

From one of the eggs hidden under the keurboom, a small, pale caterpillar emerged. As she grew she became more ungainly and fat and she dragged herself along on stumpy legs.



Figure 2.1

Then she drifts like a fragment of starlight...rare and beautiful and free.

(i) How was the caterpillar treated when she was a caterpillar?

(ii) How was she treated when she was a Silver Spotted Ghost Moth?

(iii) What 'bird' proverb would explain why the caterpillar was treated differently when she looked different?

(iv) Give one scientific word for the change that took place in the caterpillar's development.

The orange-faced caterpillar said the following to the stubby caterpillar:

"I am sure that you and I are going to be something one day. Something important."

I think YOU are going to be something important one day too.

LO 3.1	
LO 3.4.1	

Table 2.5

Now write a story entitled **My metamorphosis**. The first sentence must be: **No matter what they tell us, what we believe is true**. Write three paragraphs. The last sentence must be: **I believe I can fly!**

LO 4.1.1	
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Table 2.6

ALONE we can do so little; **TOGETHER** we can do so much.

Helen Keller

To understand the importance of the quote by Helen Keller, you need to know who Helen Keller was. Once you have that information, you will appreciate **TOGETHERNESS/SYNERGY**.

Now listen very carefully to the scientific information regarding flying geese, read to you by your teacher. What you need to do

- Listen very carefully to the information and try to picture the scene.
- Immediately after hearing the story, jot down as many facts as you can remember. Remember to picture the scene.
- Listen carefully to the story again.
- List five facts that will summarise the story. Number the facts and list them in the correct sequence.

LO 1.2.1	
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Table 2.7

The sense of a goose

Scientists have learnt some amazing things about why a flock of geese heading south for the winter, fly in a V formation.

As each bird flaps its wings, it creates an updraft for the goose immediately behind it. By flying in formation, the whole flock can fly 71% farther than if each bird flew alone.

When the lead goose gets tired, he rotates to the back of the V and another goose takes the lead.

Whenever a goose falls out of formation, it feels the drag and resistance of trying to fly alone and quickly gets back into formation.

The geese in the back honk to encourage those in the front.

Finally, when one of the geese gets sick or is wounded and falls out of formation, two geese will follow it down to help and protect the one in trouble. They will stay with the injured bird until it is able to fly again or dies.

Smart birds, those geese! If we have the sense of a goose, we will stand by one another.

Synergy

Isn't it strange that people say, "Don't be a silly goose!" If we all had the sense of a goose, we would not be silly at all.

Why? Well, how about if, as a class, we behave like geese in formation? Think about it. Use the five points from your summary as a guide. Prepare a speech of no more than three minutes to inspire the class to fly like geese to promote class unity for this final year together.

LO 2.2	
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Table 2.8

Celebrating my own differences

Make a **SWOT** analysis of yourself. This is how it works:

Consider your qualities and characteristics under the headings supplied in the table below.

S= strengths (list the physical as well as the emotional/ intelligent ones. Be as positive as you can about yourself.)

W= weaknesses (We are often our own worst critics – make your list.)

O= opportunities (Think of your future... what choices and golden opportunities are out there waiting for you?)

T= threats (what poses a threat to you becoming all you can be? Problems / obstacles holding you back. A limiting paradigm.)

Be brutally and totally honest about yourself when completing this exercise.

LO 5.1.6	
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Table 2.9

SWOT analysis

Now that you know what makes you tick, celebrate your strengths, make use of your opportunities and find ways to overcome your weaknesses and threats.

If, for example, you consider yourself to be shy, try something today that will contradict that paradigm.

What occupies your time and energy when you have free time? Remember that what is most important to you will become your focus point or paradigm. Be a hawk and FLY!

2.1.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales);
1.2 listens actively and carefully for specific information and main ideas, and responds appropriately for example:
1.2.1 takes notes, summarises and passes on information accurately;
1.3 recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs), this will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates.
2.4.2 takes on different roles;
2.4.3 acknowledges other opinions;
2.4.6 bridges gaps by asking questions, giving choices, keeping responses open-ended and showing genuine interest.
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 shows understanding of information texts;
<i>continued on next page</i>

3.4.1 identifies main ideas and explains how details support the main idea;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
3.7.1 simple literary devices and use of language (e.g. word play, register).
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
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LO 5
THINKING AND REASONINGThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 weighs options by deciding which of two alternatives is the better choice;
5.2 uses language to investigate and explore:
5.2.3 listens to, reads and views texts from a variety of sources to collect and select ideas.
5.2.5 works on integrated projects across Learning Areas and produces a synthesised product.
5.4 thinks creatively:
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
<i>continued on next page</i>

6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 2.10

2.1.6 Memorandum

1. She thought that she was a chicken.
2. You are what you believe yourself to be.

Past tense	Present tense	Past participlehave / has / had
fall	fell	fallen
fly	flew	flown
go	went	gone

Table 2.11

2.1

- shafts of moonlight: beams or “rays” of moonlight
- fragrant: sweet-smelling
- primeval forests: Forests that are very old. They seem to be there since the beginning of time.
- caverns: Usually caves, here meaning dark patches where the light probably cannot penetrate. Dark as caves.

2.2 A moth laid her eggs on a keurboom’s roots in a forest. A caterpillar hatched and looked for a place to hide, as all the other creatures were antagonistic towards her.

Finally she found a spot and spun a cocoon. She was a beautiful butterfly when she hatched out.

2.3.1 The other creatures were antagonistic towards her and thought she was ugly.

2.3.2 She was admired and respected.

2.3.3 Fine feathers make fine birds.

2.3.4 metamorphosis

(Teacher first to read the story, *THE SENSE OF A GOOSE* to the learners)

1. As geese fly (migrate) in a ‘V’ formation they create an updraft.

2. They take turns in leading.

3. They stay in formation to avoid fatigue.

4. They encourage each other by honking.

1. They protect tired or sick geese.

2.2 Proverbs and expressions²

2.2.1 ENGLISH HOME LANGUAGE

2.2.2 Grade 7

2.2.3 Module 5

2.2.4 PROVERBS AND EXPRESSIONS

Proverbs and expressions

Don't be a cloud if you can be the sky. Don't be a feather if you can be a bird and fly!

Complete the following "bird" proverbs and then match the short explanation with the correct proverb or expression.

[LO 6.4.3]

Proverbs / expression	Match	Explanation
1. Birds of a feather		(a) The person being sought (prisoner) has escaped.
2. The early bird		(b) I heard a rumour.
3. A bird in the hand		(c) To achieve a double result with one effort.
4. Fine feathers		(d) A general view from above.
5. A bird's view		(e) Those who are early will find the most opportunities.
6. The bird has		(f) People of a similar character are usually found together.
7. To kill two birds		(g) A small possession is preferable to a large expectation.
8. A little bird		(h) People are judged by their outward appearance.

Table 2.12

Now how about having some Roald Dahl kind of fun? You know, where you twist the ending to make it amusing.

EXAMPLE: Have you ever wondered about the worm in the saying, "The early bird catches the worm." Would it be correct then to say, "The early worm gets caught."

Take any well-known proverbs or expressions and give them a twist.

LO 4.1.2	
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Table 2.13

Celebrate diversity

Take a look around you. Notice how different you appear from the outside. Just imagine how vastly different each one is on the inside of their heads and hearts too.

Instead of trying to blend in and be like everyone else, be proud of and celebrate your unique differences and qualities.

To understand this, try the following in your group. Each person must bring a different fruit to add toward making a bowl of **fruit salad**. Once you have added the sliced fruit to the bowl, enjoy eating it. You will notice that a fruit salad is delicious, precisely because each fruit maintains its **own flavour**.

(Compare this to soup, which has many different ingredients, and is then put in a blender. Lovely and thick and tasty - but notice the colour and try to identify individual vegetables!)

²This content is available online at <<http://cnx.org/content/m23235/1.1/>>.

So now you have taken time out to get to know yourself better and you have had time to get to know others around you better too. Hopefully you will have enjoyed a deliciously tasty bowl of fruit salad and taken the decision to remain true to your own character and not become blended soup.

The challenge now is:

- Choose an example of synergy and dramatise it for your class.
- Hints: synergy in nature (tick birds) / synergy in music (band or choir) / synergy in gymnastics (pyramid building).
- Be original and creative!

Roadblocks to celebrating diversity

1. Ignorance

This means you don't have the slightest clue what other people believe, how they feel or what they have experienced to make them the way they are.

Ignorance often shows itself at its worst when it comes to understanding people with disabilities. A young deaf girl said the question she hates most is:

"What's it like being deaf?"

Her answer?

"I don't know. What's it like being hearing? It isn't like anything. It just is."

2. Cliques

Birds of a feather flock together. But what do they learn from one another if they are all alike?

If you consider your sister to be talkative and you are the quiet type, instead of being irritated by her, get her to help you with your prepared oral next time!

In other words, try to learn from the strengths of others.

How do your class groups allow for this? Who are YOU in the "zoo"?

Cliques / collective nouns

A collective noun is given to a collection or group of similar persons, animals or things - e.g. herd, bunch, flock.

The box below contains a number of collective nouns. Insert them in the correct spaces in the phrases below:

litter; flock; choir; school; batch; galaxy; plague; kindle

A _____ of singers	A _____ of stars
A _____ of fish	A _____ of birds
A _____ of insects	A _____ of puppies
A _____ of kittens	A _____ of scones

Table 2.14

LO 6.2.1	
----------	--

Table 2.15

3. Prejudice

No matter where you are born, everyone starts out as a baby. No matter how rich or poor you are, how short or tall, powerful or humble, everyone finally dies.

All men are born equal, but are they treated equally?

Take a look at Denver and Jason. The punch-line makes you think, doesn't it? How did you (and I) become prejudiced? We were not born prejudiced. So how did it happen?

. You have had the opportunity to get to know a number of people in your class, both boys and girls. Write a **humorous** piece entitled "VIVE LA DIFFERENCE!" to celebrate gender differences.

LO 2.4.7		LO 2.4.8	
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Table 2.16

Rate your openness to diversity in each of the following categories. Are you a shunner, tolerator or celebrator?

	Shunner	Tolerator	Celebrator
Dress			
Age			
Religion			
Gender			
Race			

Table 2.17

LO 3.8.3	
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Table 2.18

Right, let us put your brain into gear!

As a group, do a **PNI** analysis of **DIVERSITY**. A what?

P = POSITIVE facts

N = NEGATIVE facts

I = INTERESTING facts

LO 5.1.4	
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Table 2.19

If we cannot end our differences, at least we can make the world safe for diversity.

JF Kennedy

Using the information about diversity, synergy and prejudice that you have gathered so far, hold a class debate on the quote by JF Kennedy.

LO 2.4.1	
----------	--

Table 2.20

The following poem by an unknown source tells the sad tale of what happens when people pre-judge one another:

The cold within
 Six humans trapped by happenstance, in bleak and bitter cold,
 Each one possessed a stick of wood, or so the story's told.
 Their dying fire in need of logs, the first man held his back,
 For of the faces 'round the fire, he noticed one was black.
 The next man looking 'cross the way saw one not of his church,
 And couldn't bring himself to give the fire his stick of birch.
 The third one sat in tattered clothes, he gave his coat a hitch,
 Why should his log be put to use to warm the idle rich?
 The rich man just sat back and thought of the wealth he had in store,
 And how to keep what he had earned from the lazy, shiftless poor.
 The black man's face bespoke revenge as the fire passed from sight,
 For all he saw in his stick of wood was a chance to spite the white.
 The last man of this forlorn group did naught except for gain,
 Giving only to those who gave was how he played the game.
 Their logs held tight in death's still hand was proof of human sin,
 They didn't die from the cold without – they died from the cold within.
 Poet unknown
 How's your heart? Cold within? How will your heart contribute to the future of this country, this world?

LO 2.4.6	
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Table 2.21

As a group, do a 2-minute presentation, as if for TV,
 Making diversity safe in South Africa
 Write, from your heart, a piece entitled **PREJUDICE**.

LO 6.5.3	
----------	--

Table 2.22

Celebrating similarities and differences

Synonyms

Match up the words in the left-hand column with the word of the **samemeaning** in the right-hand column.

Answers	Same meaning	
	1. Wide	(a) halt
	2. Adhere	(b) conceal
	3. Stubborn	(c) broad
	4. Stop	(d) choice
	5. Slender	(e) obstinate
	6. Fatigue	(f) strange
	7. Peculiar	(g) pleased
	8. Hide	(h) thin
	9. Option	(i) stick
	10. Glad	(j) weariness

Table 2.23**Antonyms**

Change the meanings of the words in *italics*, in the phrases below, to their **opposites**.

1. an <i>ugly</i> caterpillar	
2. <i>maximum</i> security	
3. <i>private</i> property	
4. a <i>junior</i> student	
5. the <i>failure</i> of a plan	

Table 2.24**Homonyms**

Write down words that are **pronounced similarly** to those below, but are **spelt differently** (sent / cent). Also use your words in a sentence which will make its meaning clear. (I received one cent change.)

1. Flour
2. Herd
3. Fore
4. Herd
5. Fore
6. Foul
7. Week
8. Piece
9. Prophet
10. quay

2.2.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates.
2.4.2 takes on different roles;
2.4.3 acknowledges other opinions;
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3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
3.7.1 simple literary devices and use of language (e.g. word play, register).
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
<i>continued on next page</i>

4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions).
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.3 weighs options by deciding which of two alternatives is the better choice;
5.2 uses language to investigate and explore:
5.2.3 listens to, reads and views texts from a variety of sources to collect and select ideas.
5.2.5 works on integrated projects across Learning Areas and produces a synthesised product.
5.4 thinks creatively:
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 2.25

2.2.6 Memorandum

1. Birds of a feather flock together.
2. The early bird catches the worm.
3. A bird in the hand is worth two in the bush.
4. Fine feathers make fine birds.
5. A bird's view OR A bird's eye view.
6. The bird has flown.
7. To kill two birds with one stone.
8. A little bird told me.

Match:

1. (f)
2. (e)
3. (g)
4. (h)
5. (d)
6. (a)
7. (c)

8. (b)
- (a) choir
- (b) galaxy
- (c) school
- (d) flock
- (e) plague
- (f) litter
- (g) kindle
- (h) batch

Positive	Negative	Interesting
<ul style="list-style-type: none"> • Interesting to experience many different stimuli. • One's life is enriched by diversity – learn new things, gain friends, greater insight. 	<ul style="list-style-type: none"> • There can be misunderstandings and miscommunication (e.g. if one doesn't understand the language). • Fear and distrust because people don't know other groups. • Ignorance creates antagonism. 	Variety, and many new things to be learnt, e.g. cultural, religious things.

Table 2.26

1. (c)
2. (i)
3. (e)
4. (a)
5. (h)
6. (j)
7. (f)
8. (b)
9. (d)
10. (g)
1. beautiful / pretty
2. minimum
3. public
4. senior
5. success
1. **flower**

- I picked a pretty flower for my mother on Mother's Day.

2. heard

- I heard the news of the Springboks' victory.

3. four / for

- I bought four sweets for my friends.

4. **fowl**

- The fowl pecked at the maize on the ground.

5. **weak**

- A new foal is usually weak and struggles to its feet after it is born.

6. **peace**

- We all pray that there will be peace in the world.

7. **profit**

- The new shop is making a huge profit.

8. **key**

- This is the key to my front door.

2.3 Inventions³

2.3.1 ENGLISH HOME LANGUAGE

2.3.2 Grade 7

2.3.3 Module 6

2.3.4 INVENTIONS

Listen to an imaginary start to your day long, long ago...

PICTURE THIS

You wake up in the morning when it gets light. No electricity yet. There are also no alarm clocks to jolt you awake - they weren't invented until 1847. Instead of struggling out of bed (no beds for a few thousand years), you crawl out of a pile of skins. Your clothes are skins too; people didn't figure out how to spin wool or weave cloth for another thousand years or so. You don't need to worry about brushing your teeth. The Chinese invented toothbrushes only about the time Columbus sailed to America (1492). Electric toothbrushes didn't come along until 1961.

You are in for some surprises for breakfast too. Forget about cornflakes swimming in delicious cold milk. John and Will Kellogg didn't invent Kellogg's Corn Flakes until 1898, and there were no electric refrigerators to keep milk cold until the early 1900s. Breakfast 10 000 years ago is a bone left over from yesterday's kill. If you feel the need to go to the bathroom, head for the bushes. There were no flush toilets until an English poet named Sir John Harrington designed and built one for himself in about 1596.

And so we could go on and on...

Inventions were often as a result of people wanting to make things more comfortable or as labour-saving devices. Take the wheel for example. The wheel made carrying heavy loads much easier.

LO 1.1	
--------	--

Table 2.27

³This content is available online at <<http://cnx.org/content/m23236/1.1/>>.

2.3.4.1 PROVERBS INSPIRED BY INVENTIONS?

1. _____ is the mother of invention.
2. Where there is a _____ there is a way.
3. If at first you don't _____, try, try and try again.

LO 6.4.3	
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Table 2.28**INVENTING**

Every moment of your day you are surrounded by INVENTIONS. Just think of all the inventions in your morning from the time you get up till first break: a shower; hair-dryer; toothbrush; flush toilet; toaster; kettle; television; car; calculator; plastic lunchbox...Needless to say, the list could go on and on.

What to do

- Make a list of household and school appliances which you use daily.
- Now compare your list within your group.
- Pick out the TOP TEN according to your group and list them in order of importance in YOUR life. (This is easy if you think about being dropped off in some remote place without any of the inventions you have listed. Which ten would you miss most?)

LO 2.2	
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LO 5.3.1	
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Table 2.29

What to do next

- Write a piece of no more than 150 words entitled IMAGINE LIFE WITHOUT...
- Write 4 paragraphs - 1. Introduction.
- 2. What you COULD live without if you absolutely HAD to, but with great difficulty.
- 3. What you absolutely could NOT survive without at all and why.
- 4. Ending.
- Be original and try a touch of humour.

FOR THE EDUCATOR: Encourage use of mind maps. Remember drafts, editing, and peer checking.

LO 4.1.2	
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Table 2.30**OLD AND NEW**

In each list, THREE of the items are modern inventions and humans have used ONE of them for hundreds of years. Spot the odd one out and highlight it.

1. polythene, leather, elastic, fibreglass
2. margarine, cornflakes, honey, potato crisps
3. radio, television, refrigerator, clock
4. polystyrene, plastic, glass, nylon

5. button, zip fastener, stud, Velcro

Now see if you can fill in the inventions described below on the time-line provided:

- In 1897 the Kellogg brothers made the first cornflakes. That was ten years after Daimler had made the first car.
- The motorcar was invented six years before the motorcycle.
- The zip fastener was invented two years after the motorcycle.
- The first domestic fridge was made two years after Birdseye thought of frozen foods, in 1920.
- The first atom bomb was dropped in 1945. It was dropped forty two years after the Wright brothers flew the first plane.
- Nylon was invented ten years after penicillin.
- The first electric vacuum cleaner was made five years after the first plane was flown and two years after instant coffee was invented.

TIME LINE

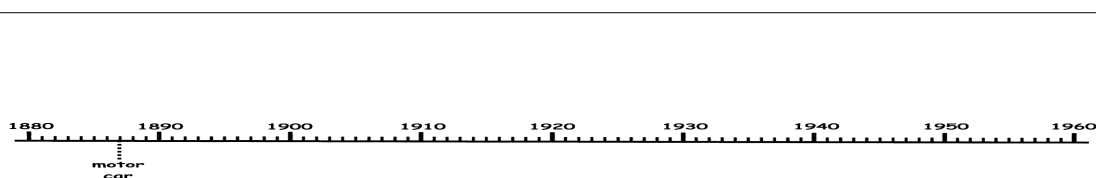


Figure 2.2

LO 5.3.3	
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Table 2.31

Inventions bring changes in people's lives. Not everyone is affected by every invention and not every invention is to the benefit of mankind.

Classify each of the inventions listed below by putting a tick where you think it fits best. Then answer the questions below the table.

INVENTIONS	Used by you	Gives pleasure	Useful at home	Saves work	Saves lives	Can kill
Aeroplane						
Bicycle						
Camera						
Cats' eyes						
Cigarettes						
Cinema						
Clock						
Computer						
Electricity						
Fingerprinting						
Gun powder						
Motorcar						
Paper						
Penicillin						
Plastic						
Refrigerator						
Stainless steel						
Thermometer						
Vacuum cleaner						
Wheel						

Table 2.32

LO 5.3.2	
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Table 2.33

1. Which invention do you think has killed most people?
2. Which invention do you think the world would be better without?
3. Which invention has brought the most changes in people's lives?

Now how about an invention I am sure you LOVE and your school forbids you to use on school premises?

CLUES: 2 words. 1st word starts on C. 2nd word ends on M.

C							XXX			M
---	--	--	--	--	--	--	-----	--	--	---

Table 2.34

LO 5.1.1	
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Table 2.35

2.3.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales);
1.2 listens actively and carefully for specific information and main ideas, and responds appropriately for example:
1.2.1 takes notes, summarises and passes on information accurately;
1.3 recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs), this will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates.
2.4.2 takes on different roles;
2.4.3 acknowledges other opinions;
2.4.6 bridges gaps by asking questions, giving choices, keeping responses open-ended and showing genuine interest.
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 shows understanding of information texts;
<i>continued on next page</i>

3.4.1 identifies main ideas and explains how details support the main idea;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
3.7.1 simple literary devices and use of language (e.g. word play, register).
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions).
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.2 organises information appropriately (e.g. by time, importance);
5.3.3 changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
<i>continued on next page</i>

6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 2.36

2.3.6 Memorandum

WACKY AND USEFUL INVENTIONS listening skills.

1. Necessity
2. will
3. succeed
1. leather
2. honey
3. clock
4. glass
5. button

INVENTIONS	Used by you	Gives pleasure	Useful at home	Saves work	Saves lives	Can kill
Aeroplane	✓	✓		✓	✓	✓
Bicycle	✓	✓				
Camera	✓	✓	✓			
Cats' eyes	✓				✓	
Cigarettes		✓				✓
Cinema	✓	✓				
Clock	✓		✓			
Computer	✓	✓	✓	✓		
Electricity	✓	✓	✓	✓	✓	✓
Fingerprinting					✓	
Gun powder					✓	✓
Motorcar	✓	✓	✓	✓		✓
Paper	✓	✓	✓			
Penicilin	✓		✓		✓	✓
Plastic	✓		✓	✓		✓
Refrigerator	✓	✓	✓	✓		

Table 2.37

Stainless steel	✓		✓	✓		
Thermometer	✓		✓		✓	
Vacuum cleaner	✓		✓	✓		
Wheel	✓	✓	✓	✓		

Table 2.38

1. Gun powder
2. Cigarettes
3. Wheel

2.4 Chewing gum and other inventions⁴

2.4.1 ENGLISH HOME LANGUAGE

2.4.2 Grade 7

2.4.3 Module 7

2.4.4 CHEWING GUM AND OTHER INVENTIONS

CHEWING GUM

Next time someone complains about your gum chewing, say you're exercising your jaw. That's why chewing gum was invented when it was patented by an Ohio dentist, William Semple, in 1869. Semple's chewing gum never caught on as a jaw exerciser. Instead people preferred to chew the gum from the spruce tree because it was so flavourful. Unfortunately, this "spruce gum" became scarce because newspapers grew and ate up all the trees for paper.

At about the same time as the Ohio dentist patented his jaw-exercising gum, Thomas Adams learned about a new kind of rubber called chicle. Chicle is the rubbery sap of the sapodilla tree, which grows in parts of Central America. Adams believed that chicle could be an amazing new material if he could only find a way to vulcanise it the way Charles Goodyear had vulcanised rubber. But no matter what Adams did, chicle wouldn't stretch or bounce or do anything useful. Adams did however notice that the Mexicans of Central America enjoyed chewing small lumps of the solidified sap.

One day while in a pharmacy, Adams overheard a young girl asking for some chewing gum. He remembered the Mexicans chewing chicle and persuaded the storeowner to try selling chicle formed into balls. Gum-chewing kids loved it and it solved the problem of the spruce gum shortage. In 1871 Adams invented a machine that rolled the chicle gum into sticks. He added flavour into it too. Before long all of America was chewing this chicle gum that was, Adams claimed, "health-giving, circulation-building, teeth-preserving, digestion-aiding, brain-refreshing, chest-developing, nerve-settling and soul-tuning".

New gum inventions were soon on the way. Small chunks of gum were coated with candy and called little chicles, or Chiclets. When you bit into one, the candy coating squished into the flavourless gum inside. Nowadays you even have sugar-free gum for people who suffer from diabetes or who are on a diet.

Extra strong gum that could be blown into bubbles followed - Bubble Gum. By the 1950's people around the world were chewing gum. In Japan, for example, people chewed gum flavoured to resemble green tea and pickled plums. Gum was even chewed by astronauts in space. The first gum chewing in space took place on the American Gemini 5 mission in 1965. That is the official story. Some people believe that gum was smuggled aboard earlier space flights. How did the astronauts get rid of the gum before returning to Earth? They did what thousands of school kids have done over the years when caught with gum: they swallowed it!

(With acknowledgement to '*Inventions*' by Valerie Wyatt)

⁴This content is available online at <<http://cnx.org/content/m23237/1.1/>>.

So now you know! Ask your parents and grandparents about Chiclets chewing gum.

1. SAY WHAT???

Use the article about Chewing Gum or your dictionary to be sure you know the meanings of the following words.

- Patented =
- Chicle =
- Vulcanise =

HOW WELL DID YOU UNDERSTAND?

- Why did William Semple invent chewing gum?
- What was Semple's occupation?
- Why couldn't Thomas Adams use chicle rubber for his original idea?
- Why did people like spruce gum?
- Why did spruce gum become scarce?
- Which indigenous people inspired the invention of chewing gum?
- Make a 5-point summary of the information in paragraphs 3 and 4.

LO 3.4	
--------	--

Table 2.39

CHEWING GUM RESEARCH

- Find out how chewing gum became a headache for train schedules in Japan.
- Find out what your dentist's opinion of chewing gum is.
- What flavours of chewing gum are available today?
- Conduct a survey (per group) to find the most popular flavour among your schoolmates. Graph the results of your survey.

LO 5.3.3	
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Table 2.40

2.4.4.1 HOW ABOUT THIS!

Can you believe chewing gum actually improves your memory? A British study found people recalled words and numbers better while chewing gum. The reason? Chewing increases your heart rate which boosts the oxygen supply to your brain, allowing you to remember more effectively. (*YOU* magazine, 4 April 2002)

So what do YOU think about Thomas Adam's claims about chewing gum so long ago? He was not far off the mark, was he!

PREPARE TO DEBATE THE STATEMENT BELOW.

CHEWING GUM SHOULD BE ALLOWED AT OUR SCHOOL.

REMEMBER: PNI your ideas (Positive/Negative/Interesting)

Write your speech. Then reduce it to key phrases on cue cards.

LO 2.4.1	
LO 4.4.4	

Table 2.41

Now try your creative by 'inventing' new words from old ones.

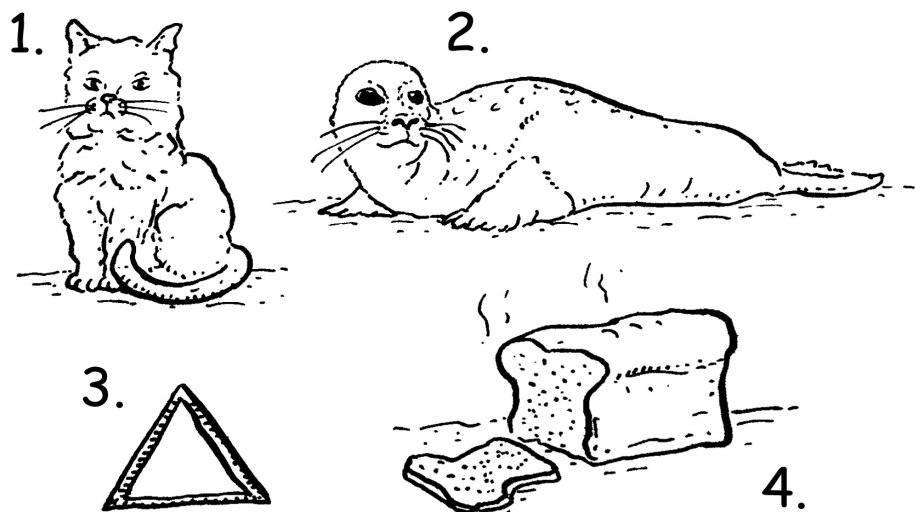


Figure 2.3

1. to perform on stage
2. goods marked down
3. changing
4. hair on chin
5. paintings, sculptures
6. more than is needed
7. to brag



Figure 2.4

LO 6.1.2	
----------	--

Table 2.42

FOLLOW THE RECIPE BELOW AND YOU WILL BE ABLE TO MAKE A FUN INVENTION.

The sentences are in the wrong order. Rearrange them correctly and write the sentences on the lines provided. Maybe you would like to write a secret message to a friend.

INVISIBLE INK

- A. Transfer the juice to a bottle.
- B. Your friend can read the message by holding it near a heater or bedside lamp.
- C. Cut an onion in half and squeeze the juice into a dish.
- D. Write your message with this ink on a sheet of paper.
- E. Let the message dry slowly by itself.
- F. You now have a bottle of invisible ink

LO 3.1	
--------	--

Table 2.43

Take a look at the **mind map** below. I have already supplied some of the information to flesh out the **mind map**. More information will follow in this module. But I am sure that you will jump at the opportunity to find out more yourself.

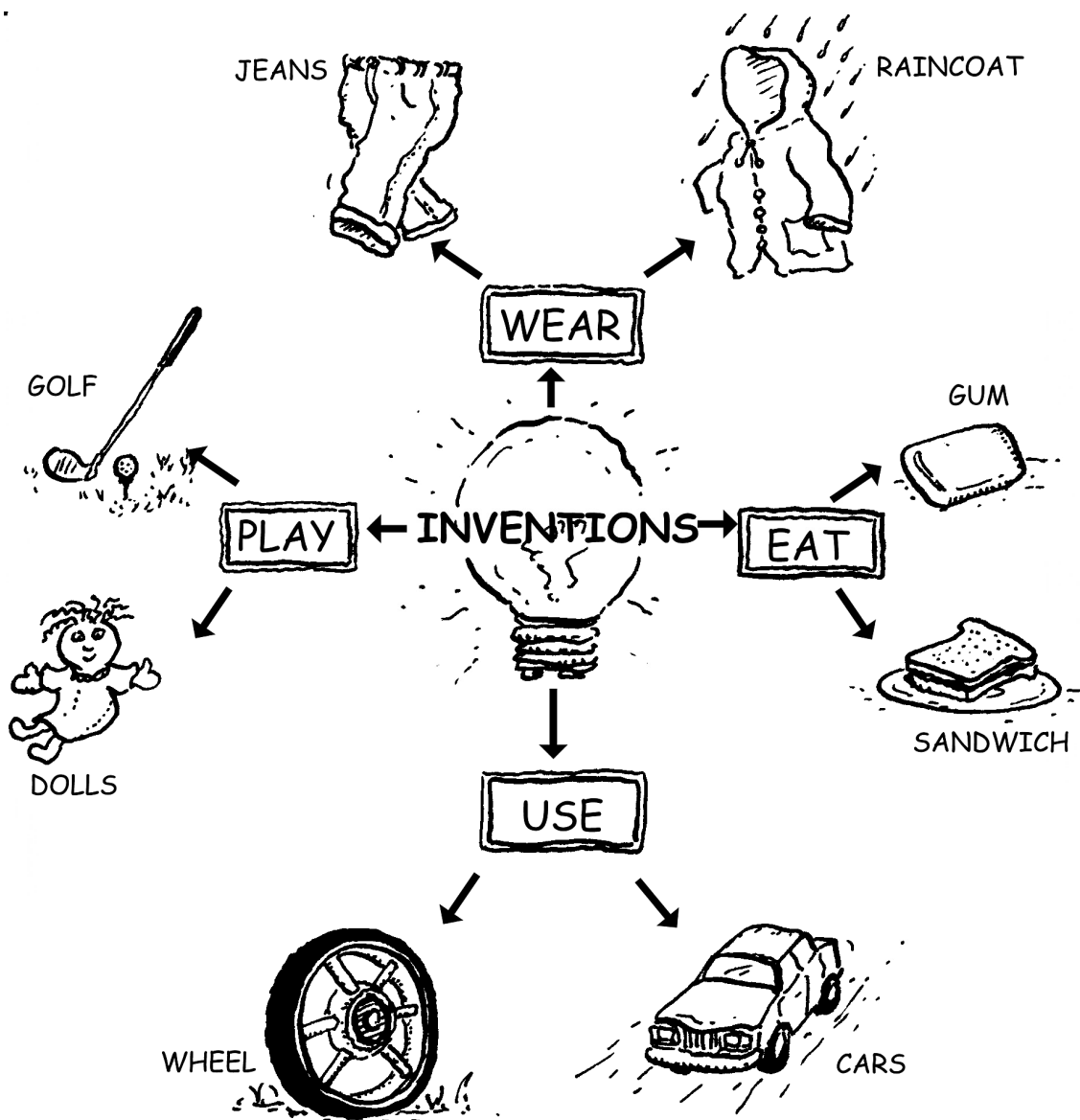


Figure 2.5

DENIM JEANS

Blue denim jeans are probably the most long-lasting fashionable items to date.

Before you pull on your jeans, take a close look at them. They may be battered and stained if you've had them for a while, but they probably aren't torn or worn thin unless they're absolutely ancient. It's no accident that jeans are almost indestructible. Their inventor, Oscar Levi Strauss, designed them that way.

When he arrived in California in 1849, he saw the need for super-tough trousers. The Gold Rush was on, and miners who spent much of their time panning for gold were forever wearing through their trousers.

Strauss came up with the idea of making trousers from the strongest fabric around - leftover tent canvas. The miners loved them and he was flooded with orders. To fill all the orders, he bought heavy fabric made in Nimes (pronounced neems) in France. The cloth from Nimes (de neems) soon became known as denim.

The early blue jeans weren't always blue. Until 1896, they were also made in brown. And they did not have the rivets that Levi Strauss jeans have today. They came about because of an absent-minded miner named Alkali Ike. Alkali stuffed miners' tools into the pockets of his jeans until they ripped off. Tired of continually sewing Alkali's pockets back on, his tailor took them to a blacksmith and, as a joke, told him to hammer rivets into the corners. The rivets reinforced the pockets so well that Levi Strauss soon put them on all his jeans.

2.4.4.2 What to do

- Highlight the main idea in each paragraph.
- Discuss other fabrics that have been around for a long time.
- What modern fabric do you think has changed the fashion world?
-

LO 3.2	
--------	--

Table 2.44

NOW HOW ABOUT THIS?

In 1823, a Scot named Charles Macintosh invented raincoats. His waterproofing process was simple. He sandwiched a layer of rubber between two pieces of cotton. To keep the rubber soft, he mixed in a bit of turpentine. Then he handed his waterproof fabric over to a tailor, who turned it into raincoats called Macintoshes, or macs for short.

Do you know of any other articles of clothing named after the inventor? See what you can find out and report back to the class.

Would you ever have thought that you could become a famous inventor because you invented some new FOOD?

Some inventors have become famous because of the food they invented. Back in 1762, a gambler named John Montagu got too involved in card games to stop for meals. When he got hungry, he just slapped some meat between two pieces of bread and ate as he played. His invention was named after him. (John Montagu's formal title was the fourth Earl of Sandwich.)

2.4.4.3 What to do

- Demonstrate the making of your favourite sandwich in class. Be inventive and make it with a difference! Then have a class picnic and swop sandwiches. Eat and enjoy!
- Read about a mouth-watering sandwich made by Petie Burkis in *The Midnight Fox* written by Betsy Byars.
- Design a **class recipe book** of favourite lunch snacks (the tasty goodies your mom invents to tantalize your taste buds or what you wish she would include in your lunchbox).

LO 4.1.2	
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Table 2.45

2.4.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates.
2.4.2 takes on different roles;
2.4.3 acknowledges other opinions;
2.4.6 bridges gaps by asking questions, giving choices, keeping responses open-ended and showing genuine interest.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed;
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
3.4 shows understanding of information texts:
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
<i>continued on next page</i>

4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.4 organises ideas coherently in simple, logical order to produce first drafts.
LO 5
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.2 organises information appropriately (e.g. by time, importance);
5.3.3 changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.2 creates personal spelling list and dictionary of words across the curriculum;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 2.46

2.4.6 Memorandum

1. Patented: obtained licence to have sole right to make, sell or use an invention for a set period.
Chicle: rubbery sap of sapodilla tree
Vulcanise: to harden rubber
2.
 - (a) He invented it to be a jaw exerciser.
 - (b) He was a dentist.
 - (c) It wouldn't stretch or bounce and couldn't be vulcanised.
 - (d) It was full of flavour.
 - (e) The trees were cut down to make paper.
3. The Mexicans of central America.
4.
 - (1) Adams persuaded a pharmacist to sell chicle balls.
 - (2) He invented a machine that made flavoured chicle sticks.
 - (3) These became very popular.
 - (4) New inventions such as candy-coated Chiclets, were made.

(5) There is even sugar-free gum for diabetics nowadays.

1. act
2. sale
3. altering
4. beard
5. art
6. spare
7. boast

C. Cut an onion in half and squeeze the juice into a dish.

A. Transfer the juice to a bottle.

F. You now have a bottle of invisible ink.

D. Write your message with this ink on a sheet of paper.

E. Let the message dry slowly by itself.

B. Your friend can read the message by holding it near a heater or bedside lamp.

2.5 Fun and games⁵

2.5.1 ENGLISH HOME LANGUAGE

2.5.2 Grade 7

2.5.3 Module 8

2.5.4 FUN AND GAMES

Toys and games have been around as long as people have. Archaeologists are no longer surprised when they find paintings of ancient Egyptians bowling or the remains of 3 000 year old Norwegian ice skates. They've come to expect surprises.

HOW GOLF BEGAN (OR SO THEY SAY)

Read the story below and fill in the missing words as you go along.

Golf is one of the most popular games in the _____. It is played in almost _____ countries. It is said to have _____ in Scotland and that _____ golfer was a shepherd. He was watching his _____ in a field near St Andrews. After a while he became bored. To pass the _____ he struck at pebbles with his shepherd's _____. He held the staff at the bottom and hit the stones with the _____. After a little practice, he could hit the stones quite a _____ way. One stone flew high in the air and _____ in a rabbit hole. The man tried to repeat this shot, but _____ it very difficult.

His friend, who had been _____, challenged him.

So started the first golf ever as each player tried to sink his pebble down the hole.

Now how about YOU inventing a new BALL GAME! Work as a group and think of some fun way you could play with a ball (small/big/rubber/knitted/round or not) and some other equipment. Keep it simple and fun. Remember to write a short explanation of how the game works and how many players there are, the rules, scoring, etc. Give your game a name too. ORIGINALITY is what you need to strive for.

LO 2.4.3	
LO 4.1.2	

⁵This content is available online at <<http://cnx.org/content/m23238/1.1/>>.

Table 2.47

Find out from your parents and grandparents about simple games they played as children. Take a deeper look into history and find out what children did to entertain themselves without TV and PLAYSTATION!! Report back to class and maybe you could demonstrate the game(s) or get Gran or Granddad to come and demonstrate.

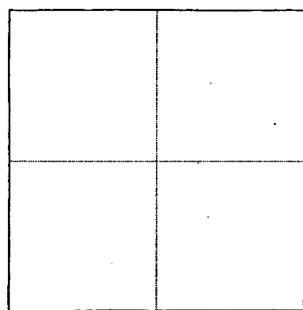
PLAYING WITH PAPER

Japanese children enjoy folding paper to make attractive shapes and objects. The art of paper-folding is called *origami*. Children in Japan can learn how to make over a hundred figures including a frog, a mouse, and a rabbit.

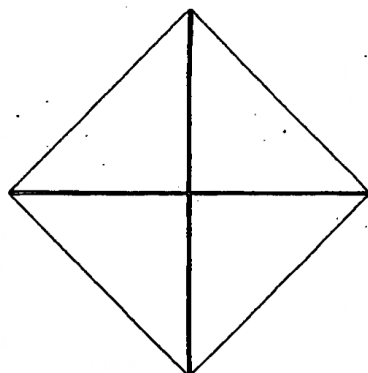
I am quite sure that each of you knows how to make an origami paper game. You have probably even been reprimanded at school for not putting the game away until playtime!

Read the instructions carefully and try to make a magic beak and a paper cup of your own. Once you have finished, make up a game to play with your magic beak.

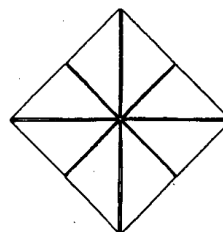
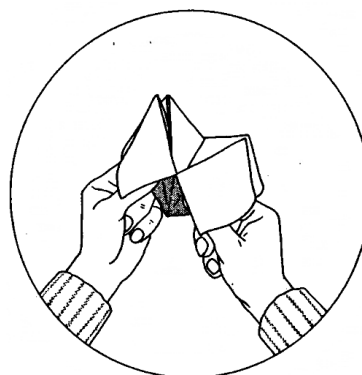
How to make a magic beak



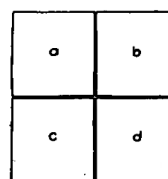
1. Take a square piece of paper (about 15cm square). Fold it in half in both directions, then open the sheet and lay it flat.



2. Now fold the four corners into the middle.



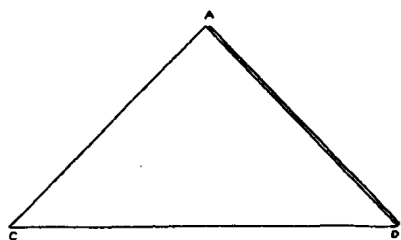
3. Turn the whole thing over and fold the four corners to the middle once more.



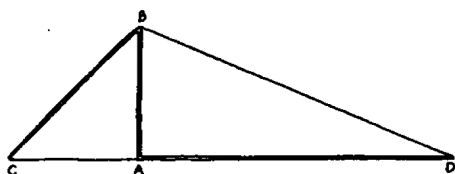
4. Turn it back over and fold it in half in both directions, opening it each time.
5. Push thumb and finger of each hand under a-c and b-d. The beak will open two ways.

Figure 2.6

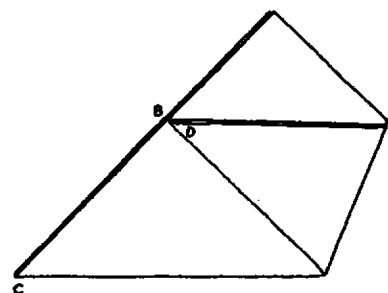
How to make a paper cup



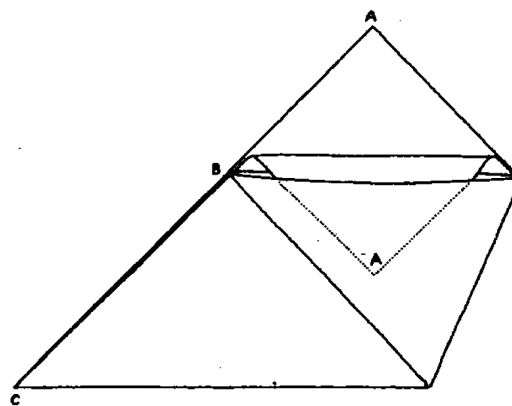
1. Take a piece of paper about 15cm square and fold it diagonally.



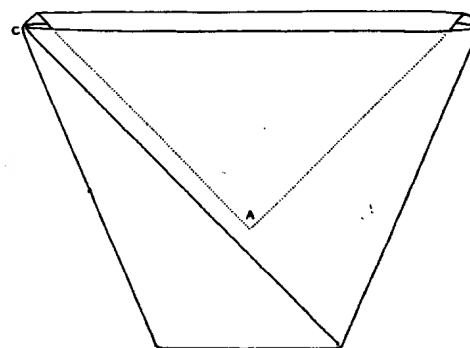
2. Find point B by bringing point A down to the fold-line C-D. Press the edge at B to mark position.



3. Return to stage 1 and bring point D to point B. Crease firmly.



4. Tuck the nearest flap with point A into the pocket that is formed.



5. Turn over and fold point C to the diagonally opposite corner. Tuck the remaining flap into this pocket.

Figure 2.7

LO 3.7.2	
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Table 2.48

Now fold some ‘magic’ of your own. Try a water lily (the magic beak is a beginning) or paper hat. Or be brave and try some REAL origami.

NOW FOR SOME POETRY! Read each poem and then answer the questions that follow.

TELEPHONES

Grownups

Never stop complaining about the telephone.

‘It’s been ringing all day’

they say,

but never leave it alone.

They moan all the time

‘I can’t get any work done’

‘Wouldn’t it be fun

without one?’ So why

don’t they try?

‘I’ll just call Mother’

‘Better give George a ring’

Can’t they call another

day? No wonder they’re too busy

to do anything.

The new one

sits in the hall

chirrup away

like an electric mouse,

busy all day,

ruling the house.

Grownups moan

about the telephone

upstairs, downstairs,

out of beds and armchairs,

never see a programme through:

what can they do?

‘Not that phone again’ they shout.

Why don’t they have it taken out?

QUESTIONS

1. How does the telephone ‘rule’ the house?
2. Discuss the use of the word ‘chirrup.’
3. Why don’t they have it taken out?
4. What is your opinion of cell phones? How do grownups feel about them?

LO 3.6	
--------	--

Table 2.49

Write a letter to a magazine complaining about cell phones being a nuisance in society. Give yourself a witty pseudonym.

LO 5.1.4	
----------	--

Table 2.50**DOMESTIC HELP**

The other day,
 one of our domestic robots went mad,
 kissed my dad,
 poured marmalade over the video wall,
 shampooed the cat,
 sugared my mother's hair,
 and sat on my sister's knee
 (she fell through the chair).
 Dad's frantic fiddling with the control-panel
 only made matters worse.
 It vacuum-cleaned the ceiling,
 put the coffee-table into the garbage disposal unit,
 uncorked a bottle of wine
 and poured it gently over the carpet,
 then carefully unscrewed its head
 and deposited it in Mum's lap.
 Mother says
 that's the way it is these days:
 you can't get the robots you used to.

QUESTIONS

1. List some inventions in this poem that you do not have in your home.
2. What are some of the 'domestic help' duties of the robot in the poem?
3. Discuss Mother's comment about 'modern' robots.

LO 3.1	
--------	--

Table 2.51

TAKE ANOTHER LOOK AT THE MIND MAP. WE HAVE DISCUSSED, WRITTEN ABOUT, READ ABOUT THINGS TO EAT AND THINGS TO WEAR AND GAMES PEOPLE PLAY. NOW IT IS UP TO YOU. FIND OUT ABOUT THE WHEEL, CARS AND THAT MOST FAMOUS OF DOLLS – BARBIE!

2.5.4.1 What to consider

- What need did the invention address?
- Apart from transport, how does the invention of the wheel affect your daily life?
- Find out about some firsts to do with the motorcar:

First four-wheeled car

First petrol-driven car

First mass-produced car

First car tyres that contained air

- How Barbie moved with the times.

AHEAD OF HIS TIME

One inventor who was hundreds of years ahead of his time was Leonardo da Vinci.

Today he is best known as an artist. His most famous painting is probably the Mona Lisa. Another well-known masterpiece is The Last Supper. It is said that one of the disciples is painted in his likeness.

Leonardo da Vinci also left behind many drawings of the human anatomy, which were detailed and precise.

Yet he also invented everything from flying machines and parachutes to horseless wagons. He drew pictures of his inventions and recorded his ideas in backwards writing to keep others from stealing them.

His inventions are startlingly like the machines we have today. However, few of them made it past the idea stage, usually because they were so far ahead of their time that it would have been impossible to build them with the materials then available! Drawings of a machine very much like a modern day helicopter were found amongst his work. He believed in and was very interested in time travel and was ahead of his time by thinking that the world was round and not flat as most people of his generation believed.

Truly a man ahead of his time!

What to do:

Who do you consider to be a truly worthwhile inventor and why? Tell us about your choice and present your speech in such a way as to convince us too.

LO 2.5.1 – 2.5.7	
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Table 2.52

2.5.4.1.1 Consider this

Take something as beautifully simple as a paper clip or ear bud and think up new uses for them. I'm sure you have put them to other uses than originally designed for already! Brainstorm within your group.

LO 2.4.3	
----------	--

LO 2.4.4	
----------	--

Table 2.53

SIMPLICITY - see a need, identify a problem, think 'What if?' and become an inventor. Think of a nappy pin - you know, to hold the baby's nappy firmly on. Did your mom use them for you? Or are you a modern baby who only wore disposable nappies? How are these modern nappies kept on the baby? I'm sure modern moms are thrilled to bits about the new invention. (Probably baby too – who wants to be pricked in the tummy with a nappy pin!!)

I am sure that you have all wished someone would invent a HOMEWORK ROBOT.

HERE IS THE CHALLENGE

Invent a wacky invention of your own.

- What NEED/PROBLEM will it address?
- How will it make life easier and for whom?
- Explain how it works.
- Draw it.
- Design a label for your invention.
- Name it.

LO 4.1.2	
----------	--

Table 2.54

Wow! I am sure you are a whole lot more **clued up** about inventions and inventors now. So, just to end off, let us take a look at these clues and see if you can match them with the invention. Should be a piece of cake for you now!!

INVENTIONS

satellite projector stethoscope computer magnet

telephone meter thermometer cable

microscope dynamo radio speedometer telescope

CLUES	ANSWERS
1. measures heat or cold	
1. makes faraway objects look bigger	
1. throws filmed images on to a screen	
1. stores information electronically	
1. attracts iron	
1. sends messages to earth from orbit in space	
1. doctors listen to our bodies with this	
1. carries sound with no wires	
1. makes electricity	
<i>continued on next page</i>	

1. carries messages by wire under the sea	
1. magnifies small objects	
1. measures the speed of a vehicle	
1. carries messages by wire	
1. measures amounts of electricity used	

Table 2.55

LO 5.3.1	
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Table 2.56

And a final laugh about wacky inventions.
 Heard about the ejector seat invented for helicopters?
 It gets you out chop-chop!

2.5.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing:
<i>continued on next page</i>

2.4.1 tackles important issues (e.g. social and ethical issues related to the environment and human rights);
2.4.3 acknowledges other opinions;
2.4.4 explains own point of view;
2.5 gives oral presentations with some degree of accuracy and creativity, paying attention to:
2.5.1 clear and audible enunciation;
2.5.2 pausing;
2.5.3 variation in tempo and volume;
2.5.4 purpose and audience;
2.5.5 posture and body language;
2.5.6 different social and cultural conventions;
2.5.7 appropriate figurative devices such as climax and anti-climax.
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed;
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
3.4 shows understanding of information texts:
3.4.1 identifies main ideas and explains how details support the main idea
3.6 demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts, such as:
3.7.2 design elements (e.g. choice and positioning of pictures or photograph, use of print size and font, use of colour);
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.4 organises ideas coherently in simple, logical order to produce first drafts.
LO 5
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.2 organises information appropriately (e.g. by time, importance);
5.3.3 changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.2 creates personal spelling list and dictionary of words across the curriculum;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 2.57

2.5.6 Memorandum

- world
- all
- originated
- the first
- flock
- time
- staff / crook
- crook
- long

- landed
- found
- watching
- match
- rabbit
-

1. It rings often and one can't ignore it.
2. It imitates the sound the telephone makes.
3. Because they can't do without it.
2. vacuum cleaning
- uncorking wine
- putting garbage in the garbage disposal unit

1. It is amusing because robots are relatively new inventions – so they should improve with time – It is based on the saying “Domestic workers aren’t what they used to be.” – implying that they have deteriorated.

1. thermometer
2. telescope
3. projector
4. computer
5. magnet
6. satellite
7. stethoscope
8. radio
9. dynamo
10. cable
11. microscope
12. speedometer
13. telephone
14. meter

Chapter 3

Term 3

3.1 News survey¹

3.1.1 ENGLISH HOME LANGUAGE

3.1.2 Grade 7

3.1.3 Module 9

3.1.4 NEWS SURVEY

NEWS SURVEY

We are lucky in that so many newspapers are available to us – national, regional and community newspapers. Investigate in your class how many of your peers read the newspaper, how often they read and what they read. Record the information below:

	Self	Peers(how many)
1. Read a newspaper regularly.		
1. Read the Editorial (the newspaper's official opinion)		
<i>continued on next page</i>		

¹This content is available online at <<http://cnx.org/content/m23239/1.1/>>.

Available for free at Connexions <<http://cnx.org/content/col11018/1.1>>

1. Read the main articles mainly (usually first 3 pages)		
1. Read the sports pages (back of the newspaper)		
1. Read the Features (such as fashion, cookery, motoring, literary, garden sections)		
1. Read the cartoon (comment and amusement)		
1. Read the Letter page.		
1. Read the comic strip/s		
1. Study the weather section.		
1. Read the advertisements and class-ads.		

Table 3.1

LO 2.3.3	
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Table 3.2**FOR DISCUSSION:**

- Is your paper delivered?
- Why do YOU read the paper?
- Why is it important to read the papers?
- What makes some papers better than others?
- Which papers do you prefer?

- Why is it better to read more than one newspaper?

LO 2.2	
--------	--

Table 3.3

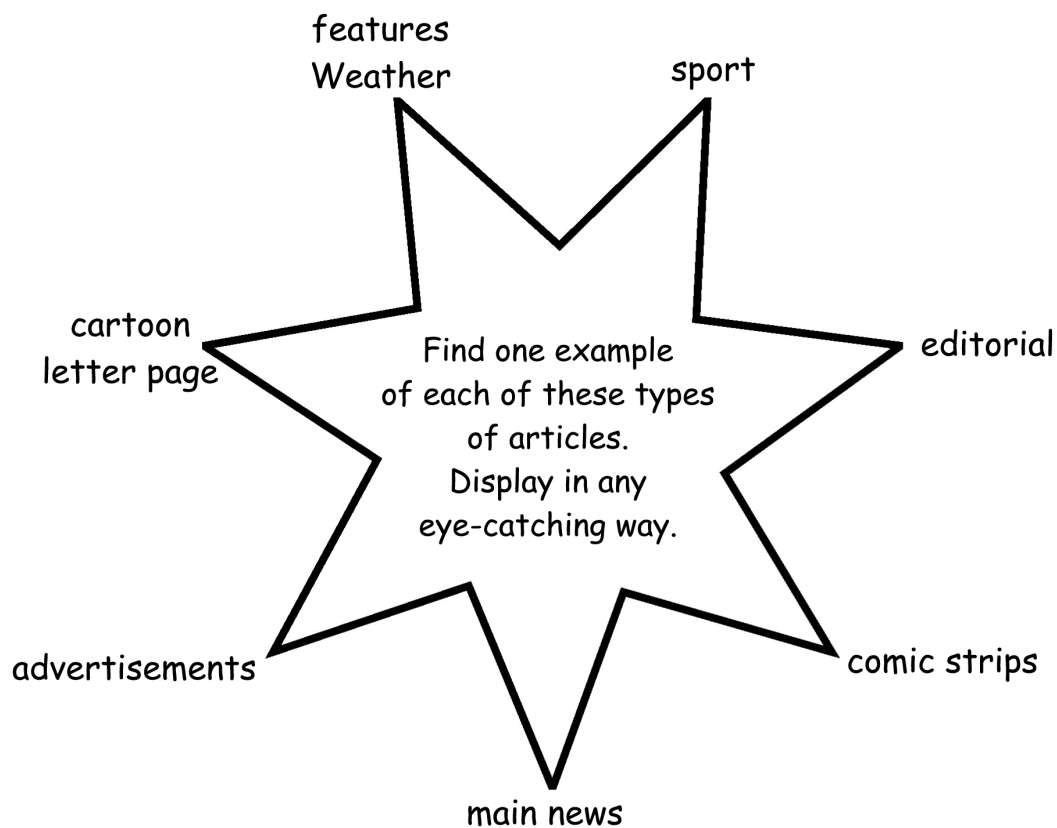


Figure 3.1

For the educator: Allow the learners time to view the examples in their groups before pasting these examples onto newsprint. Label the examples and display in the classroom.

FACT AND OPINION

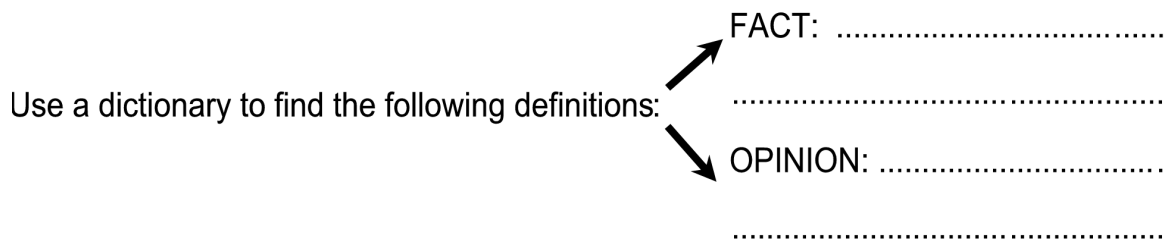


Figure 3.2

People who publish newspapers influence the opinions of most people who read them. We need to be aware not to fall into this trap. Certain newspaper reports are factual, but others are based on opinions. Remember SENSATION (murder + mayhem too!) sells newspapers.

Assignment

Which of the following statements are based on fact or based on opinion? Give reasons for your choice.

- Cape Town has the best weather in the country.
- Exercise is essential for a healthy body.
- Purple is a good colour.
- Oros is made using real orange juice.
- John Smith captained the Springbok rugby team.
- If you exceed the speed limit, there is a chance you will be caught.

Write two statements of your own – one based on FACT and one based on OPINION.

Checklist:	Fact:	statement; truth
	Opinion:	emotive; a person's feelings

Table 3.4

LO 1.5	
--------	--

Table 3.5

CHALLENGE! (group work)

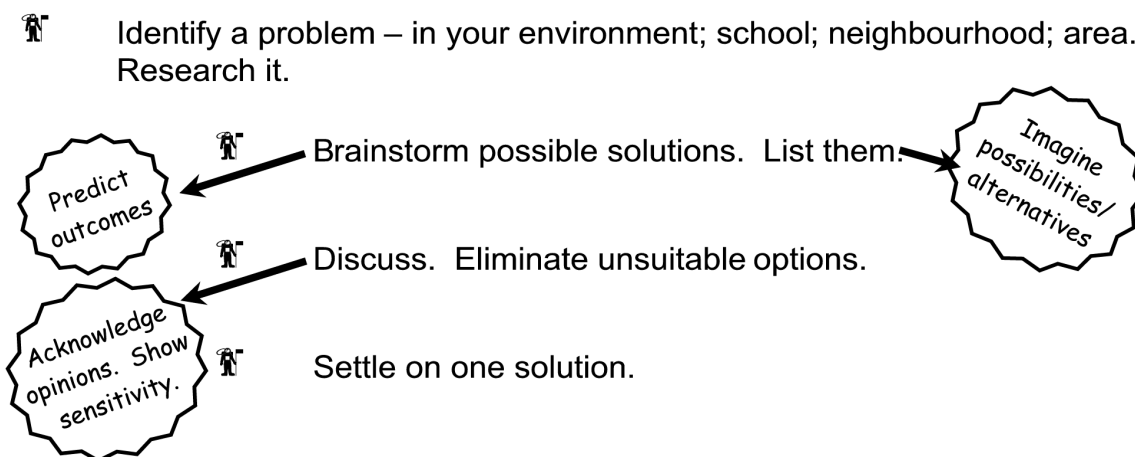


Figure 3.3

LO 2.2		LO 5.4.1	
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Table 3.6

Write a brief paragraph outlining your fundraising.

LO 4.4.4	
----------	--

Table 3.7

3.1.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
We know this when the learner:
<i>continued on next page</i>

1.5 identifies particular words, phrases and sentences which influence the listener and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice).
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas);
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.3 demonstrates basic skills in selected oral text types:
2.3.3 carries out interviews with peers using simple questions, listening and taking notes carefully;
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
3.4 shows understanding of information texts:
3.4.1 identifies main ideas and explains how details support the main idea;
3.8 responds critically to texts:
3.8.1 identifies writer's point of view;
3.8.2 identifies implicit (or hidden) messages in the text;
3.8.3 identifies obvious bias or prejudice;
3.8.4 identifies ways in which the writer shapes the reading of the text by careful choice of words;
3.10 reflects on own skills as a reader.
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
<i>continued on next page</i>

4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions);
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.1 selects and explores topics through brainstorming, using mind maps and lists;
4.4.4 organises ideas coherently in simple, logical order to produce first drafts.
4.4.7 proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade;
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.4 thinks creatively:
5.4.1 visualises, predicts, fantasises and empathises to make meaning and solve problems.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses different strategies to spell unfamiliar words;
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
6.1.6 identifies a range of prefixes and suffixes o work out meaning;
6.1.7 analyses how language borrow words form one another, and how new words are coined and uses these appropriately;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style;
6.4.3 uses idioms and idiomatic expressions of the language appropriately;

Table 3.8

3.1.6 Memorandum

Fact and Opinion

- O
- (b) F
- (c) O
 - (d) F
 - (e) F
 - (f) F

3.2 'News-Words'²

3.2.1 ENGLISH HOME LANGUAGE

3.2.2 Grade 7

3.2.3 Module 10

3.2.4 NEWS WORDS

“NEWS – WORDS!”

Assignment

Dear Editor . . .

Every newspaper has a section where readers' letters are published.

Read the following letter by Dog Lover .

Last week on the corner of Modderdam Road and Valhalla Drive, I saw a young man kick a dog so hard it landed on its side.

He ran to his friends who were dragging the lifeless body of another dog through the grass. I feared the first dog would suffer the same fate.

I contacted the SPCA but they said they could not help.

I checked that I was actually speaking to the Society for the Prevention of Cruelty to Animals. They confirmed this but referred me to the Dog Unit.

The unit seemed very irritated that the SPCA had asked me to call them and said they only picked up stray dogs.

Details of the incident were taken down. I don't know if somebody went out to investigate.

Just who does one contact in a case like this?

Dog Lover

Plumstead

The SPCA replies:

We have five inspectors and one driver to service the Western Cape metropole. With the scant details we have been provided with, there is no record or recollection of this event. Our standard procedure would be to refer the caller to our Parow branch, which services the northern suburbs.

An urgent issue such as this would also have been passed on to local law enforcement and the flying squad.

Other animal welfare organisations which also serve that area, include: Animal Welfare on telephone 021 692 2626, or the Animal Anti-Cruelty League on 021 534 6426

How does Dog Lover feel about:

- the incident he witnessed?
- the reaction to his telephonic complaint?

How does this letter make you feel towards the SPCA?

How would you, as a member of the public, respond to such a complaint levelled at the SPCA?

Read the reply by the SPCA.

Do you think they have answered adequately?

Would you be satisfied with such a reply?

LO 2.4.1	
LO 3.8.2	

²This content is available online at <<http://cnx.org/content/m23240/1.1/>>.

Table 3.9

What would you have expected from the SPCA?

Is this expectation realistic?

Assignment

Read the following letter by Bruce of Plumstead.

FAITH RESTORED IN MEDICAL SERVICES

I appeared to have lost faith in emergency services in South Africa, but recent events have proved me wrong.

I recently employed two gentlemen to paint my house, and one morning, one of them asked me to call an ambulance as the other had collapsed.

I called 10177 and had no reply. I thought “typical – this is South Africa”. I called again and this time the phone was answered promptly and an ambulance was despatched.

I went over to the man who was lying on the grass outside my house. Within five minutes, three passing motorists had stopped and one of them, a paramedic named Paul, had begun examination of the man, called Nelson. All of them stopped without being flagged down.

Three nurses passing from Constantiaberg Medi-Clinic also stopped to assist.

A teacher, who is a neighbour, also came to offer assistance.

Within 10 minutes the ambulance had arrived and had the patient under control. Everyone was controlled, courteous and polite.

I have heard many horror stories about ambulance and medical incompetencies in South Africa, but my experience cannot be further from those stories. I wish to extend my sincere appreciation to those kind and willing people who were prepared to assist that day. You have restored my faith in the medical establishment and the moral fibre of South Africa.

BrucePlumstead

Discuss with your partner:

- Why is Bruce writing this letter?
- What does he hope to achieve?

How did Bruce change in his opinion after this event? What happened to touch Bruce?

Briefly compare the ‘first’ Bruce in comparison to the “second” Bruce.

What does he mean – “you have restored my faith”?

LO 2.4.1	
LO 2.4.3	

Table 3.10

CHALLENGE!

- Do you have something to say?
- Do you have an opinion to air?
- Write to your community newspaper and see your name in print!

For the educator: Use the above challenge as a piece of assessed writing, allowing learners to set up own criteria.

PROOFREADING

The sub-editor proofreads the copy being prepared for print. He checks errors and suggests changes.

Special attention is paid to the following:

<ul style="list-style-type: none"> • spelling errors 	not allowed
<ul style="list-style-type: none"> • unnecessary facts / useless information 	eliminated
<ul style="list-style-type: none"> • correct word order 	[U+F034]
<ul style="list-style-type: none"> • correct order of events / happenings 	[U+F034]
<ul style="list-style-type: none"> • repetitions 	eliminated
<ul style="list-style-type: none"> • and the article must be written in the shortest possible way, without losing its meaning or missing the point. 	

Table 3.11

Proofread the following article carefully. Rewrite the article, as you would like to see it in print.

A businessman who has just retired was yesterday arested for stealing R600 000 from his employee. Captain James Smith is the investigating officer in charge of the investigation. The man stole the money because of financial problems he was facing. His wife said that that he had been very nervus lately. Mr Jones was arrested while he was having a delicious breakfast at Marti's in Pinelands. He was seen to be waving his hands above his head when arrested. A policeman in a car arrested him. A violent scuffle was taking place when he was arrested. Mr Jones did not want to be arrested. He was taken to prison in chains in a police van. Not much damage was done.

LO 4.4.7	
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Table 3.12

Let us recap quickly how we go about writing -

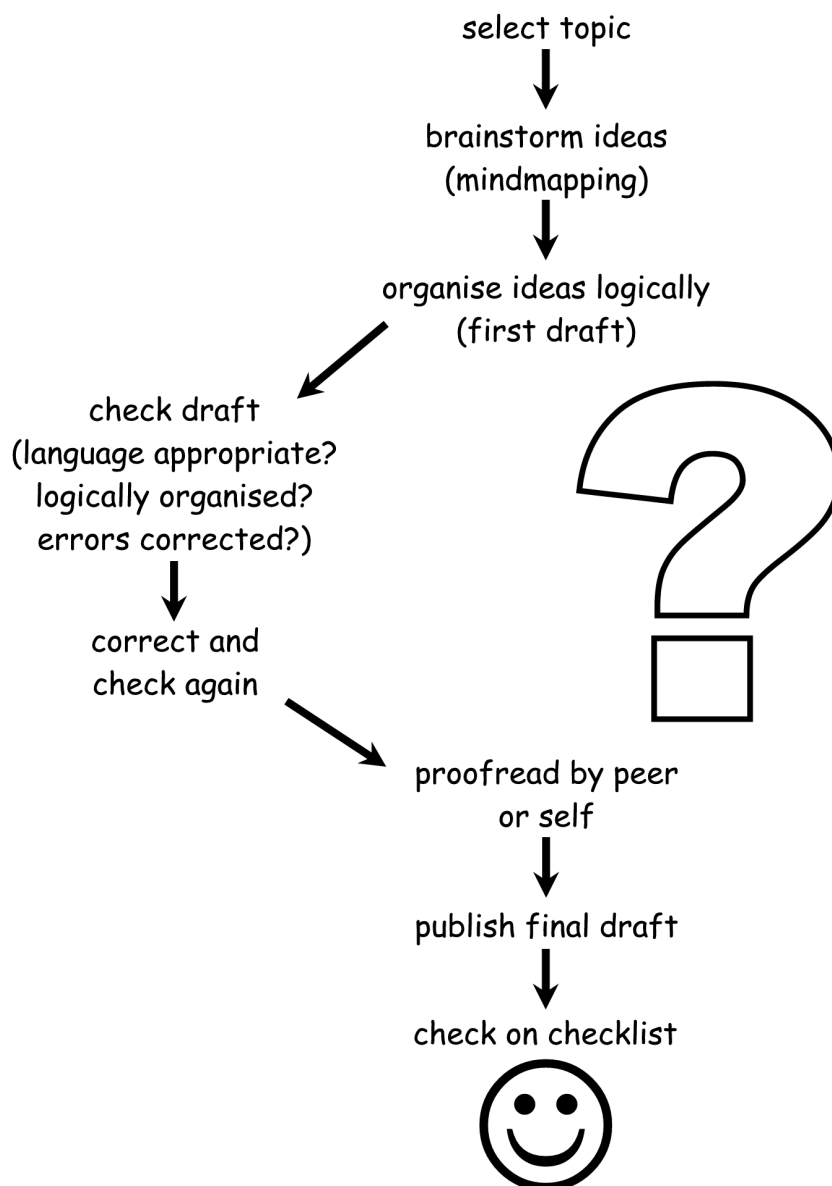


Figure 3.4

Note to the educator: **Prejudice** has been covered (Mod. 1) and may be discussed again with learners, making them aware of bias and slanted writing in news articles and reports.

We have investigated headlines of news articles. You also learnt that the first paragraph of a report contains the facts about the event, while the rest of the article contains opinions and interviews.

Choose from the following headlines to write a news report. (You need not use the given headlines.)

Alleged shoplifter tarred and feathered.

Blaze damages historic building.

Family saved from sinking yacht.

Hero hound honoured for bravery.

Cash in transit heist fails.

Study this checklist – follow the formula in order to write a successful report.

LO 4.1.2		LO 4.4.1	
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Table 3.13

CHECKLIST : MY NEWS ARTICLE		
	YES	NO
• has a headline		
• of 4 – 5 words		
• the first sentence summarises the event (when – what – where)		
• the 2nd paragraph tells the reader “how?” and “to whom”		
• the 3rd paragraph tells of the action taken/results/consequences		
• writing is to the point and easy to read		
<i>continued on next page</i>		

<ul style="list-style-type: none"> ideas are well organised 		
--	--	--

Table 3.14

BE CRITICAL!

Find a news report suitable for the following:

- read it critically and identify the writer's point of view;
- What is he trying to say?
- is his writing slanted? Does he give both sides to the story or only his opinion? Bias? Prejudice?
- How does he use words to bring his message across?

LO 3.8.1		LO 3.8.2	
LO 3.8.3		LO 3.8.4	

Table 3.15

3.2.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas);
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.3 demonstrates basic skills in selected oral text types:
2.3.3 carries out interviews with peers using simple questions, listening and taking notes carefully;
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
<i>continued on next page</i>

3.4 shows understanding of information texts:
3.4.1 identifies main ideas and explains how details support the main idea;
3.8 responds critically to texts:
3.8.1 identifies writer's point of view;
3.8.2 identifies implicit (or hidden) messages in the text;
3.8.3 identifies obvious bias or prejudice;
3.8.4 identifies ways in which the writer shapes the reading of the text by careful choice of words;
3.10 reflects on own skills as a reader.
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.3 demonstrates basic skills in selected features of writing appropriate to the text type (e.g. uses straightforward language in simple descriptions);
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.1 selects and explores topics through brainstorming, using mind maps and lists;
4.4.4 organises ideas coherently in simple, logical order to produce first drafts.
4.4.7 proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade;

Table 3.16

3.2.6 Memorandum

Proofreading

Mr Jones, a businessman who had just retired, was arrested yesterday while he was having a delicious breakfast at Marti's in Pinelands. He was arrested for stealing R600 000 from his employee. He stole the money because of financial problems he was facing. His wife said that he had been very nervous of late.

A violent scuffle broke out took place while he was being arrested by a policeman, but not much damage was done. Mr Jones was seen to be waving his hands above his head. He did not want to be arrested. He was taken to prison in chains in the police van.

Captain James Smith is the investigating officer in charge of the investigation.

(Please note that there are countless ways of correcting the above piece of writing, and the version given is not the only correct one.)

English First Additional Language

Grade 7

Module 3

Image not finished

Figure 3.5

3.3 How well do I read?³

3.3.1 ENGLISH HOME LANGUAGE

3.3.2 Grade 7

3.3.3 Module 11

3.3.4 HOW WELL DO I READ?

How well do I read?

BACKYARD LABS BACK

3.3.4.1 Doctors warn against the popular drug Methcathinone

Nicki Padayachee

A rave drug is taking the country by storm – because it can be made from common household products in an ordinary kitchen.

But Methcathinone – popularly known as cat – contains Chromium Six, the subject of Hollywood hit *Erin Brockovich*, which causes liver and kidney failure and lung cancer.

The highly addictive drug, which comes in a powdered form, hit South African shores last year, and has since overtaken ecstasy as the drug of choice for ravers.

Now drug counsellors are reporting more and more cases of cat patients – and police are raiding cat “factories” to try to clamp down on the drug before it spirals out of control.

Said Dr Charles Perkel, a Johannesburg psychiatrist who specialises in drug rehabilitation: “Ecstasy used to be the drug of the moment but cat is now taking its place”.

Perkel said that cat constricted the cerebral arteries and caused long-term structural changes in the brain. “It’s very, very scary,” he said.

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Another drug counsellor, Judith van der Westhuizen from the Elam Clinic in Kempton Park, said all her centre’s patients in the last 12 months had used cat. The centre treats about 12 addicts every month.

“Lots of them use it with cocaine. They have terrible sinus problems, which lead to headaches and ear infections,” she said.

Superintendent André Koch of the Police Forensic Unit said the drug was fast becoming a problem. He said police had already raided four illegal cat factories this year.

“It is prevalent in Gauteng, Cape Town and the Durban area. We also found a factory in the Scottburgh area on the KwaZulu-Natal South Coast,” he said.

³This content is available online at <<http://cnx.org/content/m23250/1.1/>>.

"It is fairly new in the country and goes hand in hand in Another drug counsellor, Judith van der Westhuizen from the Elam Clinic in Kempton Park, said all her centre's patients in the last 12 months had used cat. The centre treats about 12 addicts every month.

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"It is prevalent in Gauteng, Cape Town and the Durban area. We also found a factory in die Scottburgh area on the KwaZulu-Natal South Coast," he said.

"It is fairly new in the country and goes hand in hand with the rave scene. It is very easy to synthesise."

Cat can be made in a kitchen using common household products. A gram costs about R4,00 to make and sells for a minimum of R250,00 a gram in nightclubs around the country.

Meanwhile, doctors told the Sunday Times that cat was lethal.

Cape Town trauma doctor Dr Kurt Minnie said the drug contained Chromium Six – a chemical that caused liver and kidney failure, hepatitis and lung cancer. Minnie said Chromium Six was the subject of *Erin Brockovich*, which told the story of a small US town where residents suffered from various cancers.

The residents received a \$330-million settlement from the Pacific Gas & Electric Company, which was found to have contaminated the community's drinking water with Chromium Six.

Consulting forensic scientist Dr David Klatzow said Chromium Six caused cancer and was toxic. He said it was absorbed into the bloodstream through the mucous membranes in the nose after the user "snorted" it.

Once it is in the blood, the drug travels to the brain where it interferes with the chemical functioning and nerve endings.

It also causes the over-production of adrenaline, which increases the user's heart rate.

Cat is then processed by liver and excreted through the kidneys. This, said Klatzow, could cause possible liver and kidney damage.

"It is many orders of magnitude more toxic than alcohol," he said.

YOUNG WOMAN IS 'CATS'S FIRST VICTIM

Nicki Padayachee

A 20-year-old woman from Cape Town became cat's first South African victim when she died after taking a lethal dose of the drug at a rave in the city two months ago.

Paramedic Craig Northmore said he found the semi-conscious woman after being called to a rave one night in August.

"She was unresponsive and her heart rate was 170 beats a minute. A heart rate if between 60 and 100 beats a minute is acceptable.

Her heart rate then escalated to 220 beats a minute.

Northmore said the young woman's friends told him that she had taken cat to "calm down" after hallucinating on ecstasy and LSD.

"She was hallucinating terribly and a friend suggested that she take some cat to calm down. She then snorted about half a gram of the stuff.

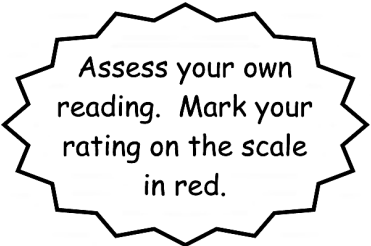
The drug caused her heart rate to spiral out of control.

After being treated by Northmore, the woman was admitted to hospital where she was given the hospital's entire supply – 30 times the regular dose – of a drug used to reduce the heart rate of patients with heart disease.

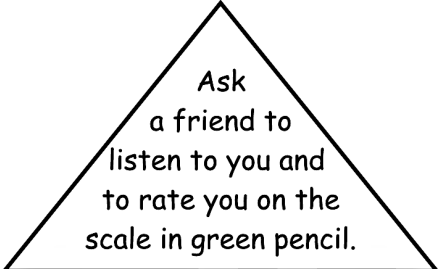
It had no effect and the woman died of heart failure.

Northmore said cat was fast becoming a problem in the Mother City. "We are seeing this now on a daily basis. The drug scene in Cape Town is getting out of hand," he said.

How well do I read? Read one of the articles out loud.



Assess your own reading. Mark your rating on the scale in red.



Ask a friend to listen to you and to rate you on the scale in green pencil.

Needs attention

Volume

Excellent

Needs attention

Fluency

Excellent

Needs attention

Expression

Excellent

Needs attention

Tempo

Excellent

Figure 3.6

Discuss your rating with your friend.
Compare assessments

LO 3.2	
LO 3.10	

Table 3.17

FOR THE BRAVE!

Briefly summarise the main ideas of the longer article by means of a mind map.

LO 3.4.1	
----------	--

Table 3.18

SPELLING 1

Match the **–ery** or **–ary** endings to the beginnings of these words.

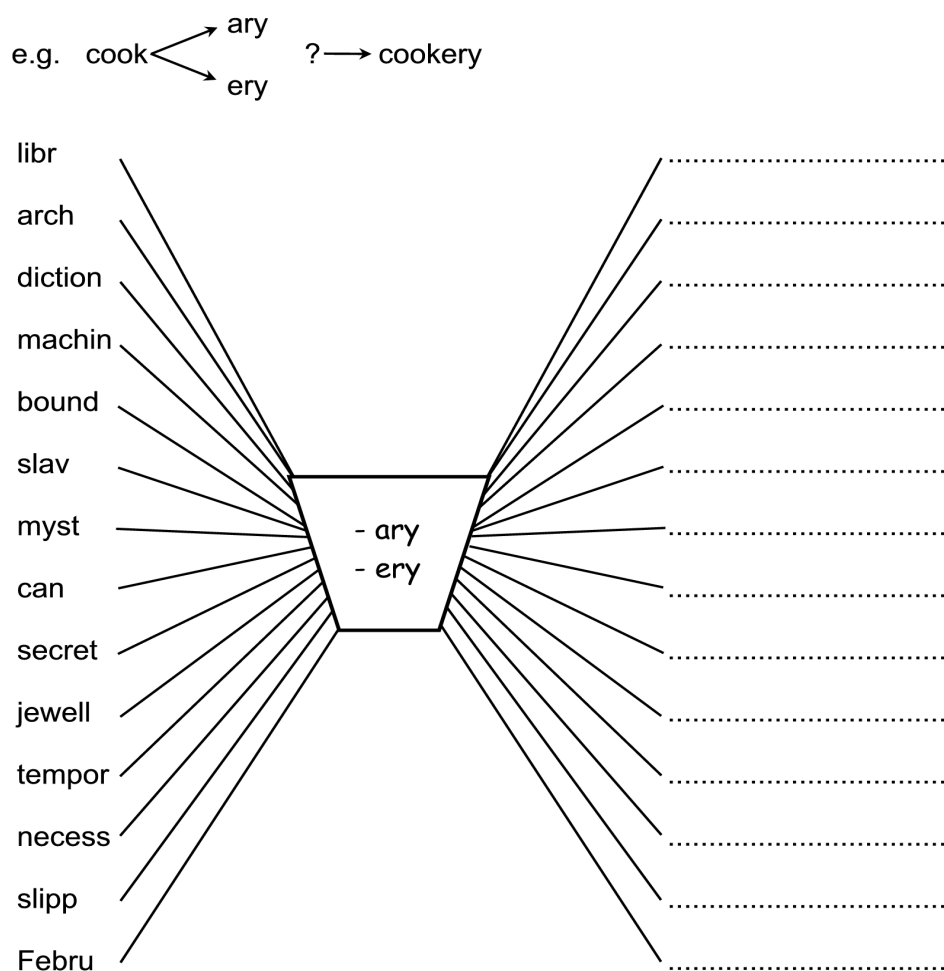


Figure 3.7

Use a reliable dictionary when checking your answers!

Rewrite these words in two columns, placing the words with similar endings together.

LO 6.1.1		LO 6.1.3		LO 6.1.6	
----------	--	----------	--	----------	--

Table 3.19

SPELLING 2: EPONYMS

Eponyms are words that have originated from people's names or the names of places. Select ten of these words and find out how they came about.

ampere; boycott; Braille; caesarean; cardigan; diesel; dunce; Ferris wheel; guillotine; guy; hooligan; leotard; Levis; mackintosh; Morse code; pasteurise; Pavlova; sandwich; saxophone; teddy; valentine; volts; wellingtons

LO 6.1.7

Table 3.20

SPELLING 3

Languages borrow words from one another – explain the meanings of these words and use them appropriately.

fungus	plateau	radius	
chic	sombrero	pasta	yodel
chocolate	siesta	lasagne	formula

Table 3.21

List another five words below, taken from other languages.

Note: Use a reliable dictionary to find the country of **origin** of these words.

LO 6.1.7

Table 3.22

SOLVE THIS ONE!

Read the headlines carefully.

These headlines have been printed at regular intervals, all relating to the same mystery.

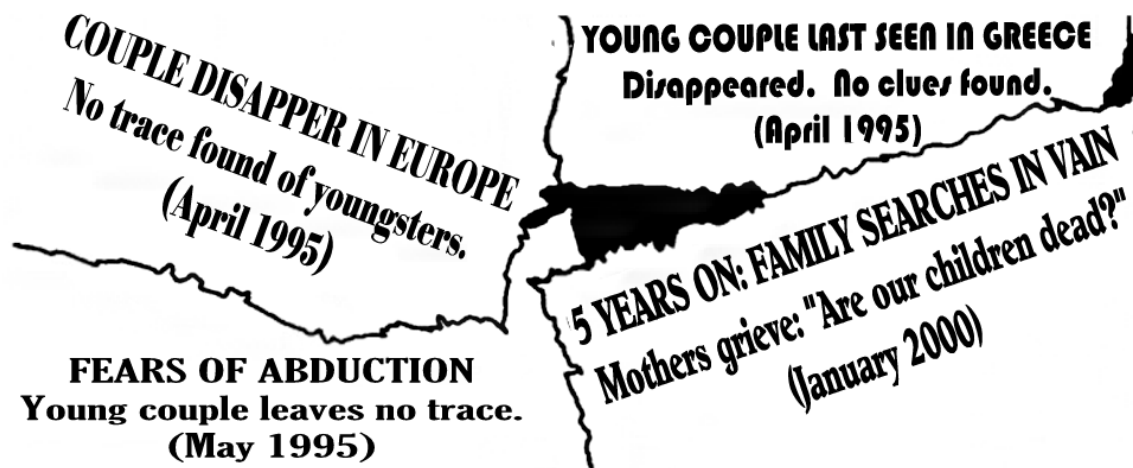


Figure 3.8

Prepare a 60 – 90 second talk based on what you believe to be the story behind this mystery. Use your initiative and touch on the following:

- names of people and places
- the time-span involved
- what happened / all the facts

OR

Find a news cartoon (not a comic strip); research the story behind the sketch. Briefly tell the background to the illustration.

LO 2.1		LO 2.5.1		LO 2.5.3	
--------	--	----------	--	----------	--

Table 3.23

SEE IT FROM BOTH SIDES

In your groups discuss the following statement carefully. Try to see the situation from both sides – the reporter's **and** the public's. Allow one person to give feedback to the rest of the class on behalf of your group.

Remember the following about group discussions:

- listen to others
- give others a turn to speak
- do not interrupt
- respect others' opinions

“Newspapers should have the right to publish any news item, irrespective of the damage it may cause.”

LO 2.4.3		LO 2.4.7	
----------	--	----------	--

Table 3.24

3.3.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
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<i>continued on next page</i>

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READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
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3.4 shows understanding of information texts:
3.4.1 identifies main ideas and explains how details support the main idea;
3.8 responds critically to texts:
3.8.1 identifies writer's point of view;
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3.8.3 identifies obvious bias or prejudice;
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3.10 reflects on own skills as a reader.
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.1 uses different strategies to spell unfamiliar words;
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
6.1.6 identifies a range of prefixes and suffixes to work out meaning;
6.1.7 analyses how language borrow words from one another, and how new words are coined and uses these appropriately;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
<i>continued on next page</i>

6.4 develops awareness and use of style;
6.4.3 uses idioms and idiomatic expressions of the language appropriately;

Table 3.25

3.3.6 Memorandum

Spelling 1

- library archery
- dictionary machinery
- boundary slavery
- temporary mystery
- necessary cannery
- February jewellery

slippery

Spelling 2

This is a wonderfully exciting task to do. Put the children into groups and give them the task of finding out the origin of, if not 10, then only 1 word. Have a feedback session in order for them to tell what they have found out. Most of the words that they investigate will have a short description or story attached. Makes very interesting reading/listening. The Oxford Complete Wordfinder is a good source of information.

Spelling 3

As for the above exercise.

3.4 Adjectives and adverbs⁴

3.4.1 ENGLISH HOME LANGUAGE

3.4.2 Grade 7

3.4.3 Module 12

3.4.4 ADJECTIVES AND ADVERBS

Introducing DESCRIBING WORDS

Let's quickly refresh our memories!

A **noun** is a _____

List the four different types of nouns and give an example of each one:

A **verb** is a _____ and describes _____ .

Let's continue with describing words:

Read the two extracts below. Which one is more interesting and say why:

	The tramp sat staring at the sky, watching the clouds float past the sun shining overhead. Giving a cough, he picked up his jacket and staggered over to his bicycle.
<i>continued on next page</i>	

⁴This content is available online at <<http://cnx.org/content/m23261/1.1/>>.

	The dirty, old tramp sat staring sadly at the grey sky, watching the black clouds float quickly past the fading sun shining overhead. Giving a pathetic cough, he slowly picked up his ragged, faded jacket and staggered drunkenly over to his rusty and broken bicycle.
--	---

Table 3.26

Yes, definitely number because

Let's begin with ADJECTIVES:

Adjectives always describe the nouns, i.e. they give the reader more information about the noun and make what is being said or described more interesting.

- Read extract number 2 again and highlight all the nouns.
- Check with your partner that you have selected the correct words as nouns.
- Now circle all the words used to describe the nouns.

LO 6.2.1	
----------	--

Table 3.27

Group work

- Select one of the nouns given below. Think up five suitable and interesting adjectives for the noun.
- Write a short paragraph or sentence on a large, separate piece of paper, using your words to be displayed in the classroom.

snake	see	bride	pop star	witch
athlete	flower	cake	mom	car

Table 3.28

- Match the adjectives in the first column with a suitable noun from the second column. Be able to use each pair of words in a sentence.

	comical	fruit
	adjustable	leather jacket
	delicious	experience
	unforgettable	ruins
	loving	mask
	experienced	operation
	expensive	mother
	painful	hotel
	luxurious	seats
	ancient	secretary

Table 3.29

1. Fill suitable adjectives into the spaces provided.

(a) A/An _____ teacher once assured the _____

discoverer of relativity, then aged ten, “Einstein, you will never amount to much.”

(a) His _____ teacher called him ‘addled’, his _____

father dismissed him as a _____ dunce’, and his _____ school headmaster wrote that he ‘would never make a success of anything’. It was only after his _____ mother took him under her wings that Thomas Edison began to show signs that he would one day ‘invent’ the modern world, patenting over a thousand _____ inventions including the _____ light bulb and the gramophone.

(Adapted from *Don’t quote me*, By D Atjeo and J Green)

LO 6.2.1	
----------	--

Table 3.30

Find a magazine picture of an interesting or unusual face. Write a short piece (about 4 – 5 sentences) describing this face.

LO 4.3	
--------	--

Table 3.31

(OPPOSITE – ADJECTIVES)

1. Write down adjectives which are opposite in meaning to those in the given list:

	grateful	
	fortunate	
	responsible	
	legal	
	intentional	
	experienced	
	friendly	
	effective	
	merciful	
	expensive	

Table 3.32

Use one of these words in a good, clear sentence.
(FORMING – ADJECTIVES)

1. Form adjectives from the nouns in brackets:

	The (drama) actress fell off the stage.	
	The (irritation) father smacked his (intelligence) child.	
	The (fury) lion attacked the (wound) calf.	
	An (athlete) sprinter should have strong muscles.	
	A (hunger) child will eat just about anything.	
	The (fortune) gambler won a million rand.	
	The policeman arrested the (guilt) thief.	
	Steer clear of an (anger) man.	
	An unroadworthy car is said to be a (danger) vehicle.	
	Every parent loves (obedience) children.	

Table 3.33

LO 6.2.1	
----------	--

Table 3.34

DEGREES OF COMPARISON : ADJECTIVES

Peter runs fast . Pietie runs faster . Pedro runs the fastest .		
Adjectives normally take –er and –est to form the comparative and superlative degrees of comparison. This is not always the case.		
Adjectives which do not follow the rules:		
good	better	best
little	less	least
much/many	more	most
bad	worse	worst

Table 3.35

1. What is the correct form of the adjective in each of these sentences:

	That was the (long) trip I have ever taken.	
	John is (tall) than his brother, but (short) than his friends.	
	It is the (cold) month, but the (hot) day of the year.	
	June is the (clever) , but also the (ugly) girl in the class.	
	Tom made the (little) mistakes in the test and won the prize.	
	Their behaviour is the (bad) I've ever seen.	
	Boston beat us because their team is the (good) .	
	Yes, indeed, my joke is (funny) than yours.	
	Your dad is (fat) than mine, but your mom is the (thin) in the neighbourhood.	
	Anne is the (pretty) girl in the whole school.	

Table 3.36

1. Some adjectives need help from the words more and most. Complete the table:

	interesting	more interesting	most interesting
	painful		
	beautiful		
	difficult		
	terrifying		

Table 3.37

LO 6.2.1	
----------	--

Table 3.38

Use more or most to complete the following:

- He is _____ sensible than Alice, but _____ unreliable.
- It was the _____ expensive gift I had ever received.
- He is the _____ unpleasant child I know, while you are the _____ selfish.
- The pattern cutter is _____ skilful than her colleague.
- Make up your own sentences using more and most.

ADVERBS!

Adjectives always tell you more about the verbs (action words). They can give more information about **how** (manner), **when** (time) and **where** (place).

Yesterday Peter ate the chocolate **greedily**.

(**Yesterday** tells us **when** he ate the chocolate; **greedily** tells us **how** he ate the chocolate).

He ate it **here**.

Here tells us **where** he ate the chocolate.

1. Form adverbs (manner) by adding -ly to the following adjectives. Some of the spellings might change.

	quiet			pleasant	
	easy			helpful	
	careful			polite	
	clever			ferocious	
	happy			timid	
	forceful			miserable	
	lazy			sad	

Table 3.39

(Orally) Make sentences with at least five of the above-listed words.

1. Shade the correct answer: The bold words in the following sentences are adverbs of:

	Meet me there .	time	place	manner
	He arrived at noon .	time	place	manner
	We are going shopping tomorrow .	time	place	manner
	Please make sure that you arrive early .	time	place	manner
	I could not find them anywhere .	time	place	manner
	He has never been there before.	time	place	manner

Table 3.40

	He has never been there before.	time	place	manner
	The burglar tiptoed quietly down the passage.	time	place	manner
	He answered the questions politely .	time	place	manner
	He ate his hamburger hungrily .	time	place	manner

Table 3.41

Complete each of the following sentences by filling each blank space with an adverb of the type mentioned in brackets: (T); (P); (M):

- (T) _____ we did not leave (P) _____ until after lunch.
- Stop what you are doing and come here (T) _____ .
- (P) _____ is where our house once stood.
- The brave dog held on (M) _____ to the man's trousers.
- (a) The model dressed (M) _____ for the show.
- Match the verbs in the first column with a suitable adverb from the second column. Be able to use each pair of words in a sentence.

	ate	courageously
	fought	clumsily
	searched	eerily
	howled	attentively
	answered	fatally
	laughed	hungrily
	shot	happily
	purred	frantically
	listened	politely
	fell	contentedly

Table 3.42

LO 6.2.1	
----------	--

Table 3.43

3.4.5 Assessment

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6.4 develops awareness and use of style;
6.4.3 uses idioms and idiomatic expressions of the language appropriately;

Table 3.44

3.4.6 Memorandum

Pg 27 - 37 : Describing words

A noun is a **naming word**.

- Common Noun - dog ; hound
- Proper Noun - Spot ; Waggles
- Collective Noun - a **horde** of savages ; a **pack** of wolves
- Abstract Noun - anger ; joy ; sadness

A verb is an **action word** and describes the '**happening**' or **the action**.

The 2nd extract is more interesting, ... it gives more detail ; tells you more ...

Adjectives

3.

- (a) comical mask
- (b) adjustable seats
- (c) delicious fruit
- (d) unforgettable experience
- (e) loving mother
- (f) experienced secretary
- (g) expensive leather jacket
- (h) painful operation
- (i) luxurious hotel
- (j) ancient ruins

4. Any suitable adjectives will suffice. Just remember that the extract must make sense after the adjectives have been filled into the spaces provided.

6.

- (a) ungrateful
- (b) unfortunate

- (c) irresponsible
- (d) illegal
- (e) unintentional
- (f) inexperienced
- (g) unfriendly
- (h) ineffective
- (i) unmerciful
- (j) inexpensive

7.

- (a) dramatic
- (b) irritated
- (c) furious ; wounded
- (d) athletic
- (e) hungry
- (f) fortunate
- (g) guilty
- (h) angry
- (i) dangerous
- (j) obedient

8.

- (a) longest
- (b) taller ; shorter
- (c) coldest ; hottest
- (d) cleverest ; ugliest
- (e) least
- (f) worst
- (g) best
- (h) funnier
- (i) fatter ; thinnest
- (j) prettiest

9. Put the word **more** and **most** before the word

10.

- (a) more sensible ; more / most unreliable (depending on the meaning or the point being made)
- (b) most expensive
- (c) most unpleasant ; most selfish
- (d) more skilful

Adverbs

12.

- (a) quietly ; pleasantly
- (b) easily ; helpfully
- (c) carefully ; politely
- (d) cleverly ; ferociously
- (e) happily ; timidly
- (f) forcefully ; miserably
- (g) lazily ; sadly

13.

- (a) place
- (b) time
- (c) time
- (d) time
- (e) place

- (f) manner
 - (g) place
 - (h) manner
 - (i) manner
 - (j) manner
14. Any answer would do as long as it answered the question
- 15.
- (a) ate hungrily
 - (b) fought courageously
 - (c) searched frantically
 - (d) howled eerily
 - (e) answered politely
 - (f) laughed happily
 - (g) shot fatally
 - (h) purred contentedly
 - (i) listened attentively
 - (j) fell clumsily

Chapter 4

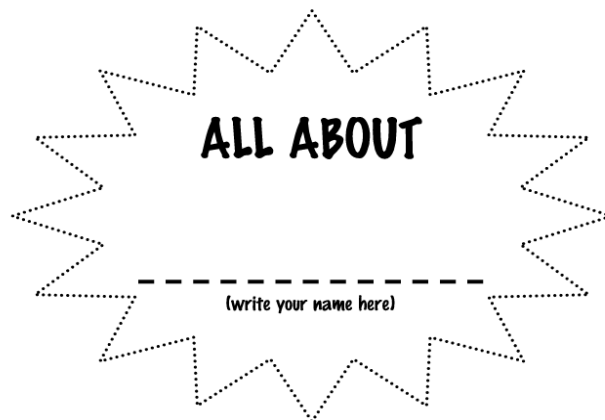
Term 4

4.1 All about me¹

4.1.1 ENGLISH HOME LANGUAGE

4.1.2 Grade 7

4.1.3 ALL ABOUT YOU



Use the given 16 point star to mind map your interests and your personality traits (the type of person you are).

Using these ideas, design an A4 sized **mini-poster** for your bedroom door, illustrating these special interests and who you are.

Only use words, pictures and coloured strips of paper, **torn from magazines** and pasted down. Try to fill every conceivable opening or space.

Laminate your project before displaying it in class and at home.

	LO 4.2		LO 4.4.1		LO 4.4.8	
	CHECKLIST					[U+F034]
	<ul style="list-style-type: none"> I mind mapped my interests and personality traits. 					
	<ul style="list-style-type: none"> I illustrated my “self” by finding, tearing and pasting words from magazines. 					
	<ul style="list-style-type: none"> I pasted the words down firmly – no loose bits. 					
	<ul style="list-style-type: none"> I filled all the open spaces. 					
	<ul style="list-style-type: none"> My project reflects my personality. 					
	<ul style="list-style-type: none"> My project is colourful and informative. 					
	<ul style="list-style-type: none"> I displayed my project in class. 					

Table 4.1



Figure 4.2

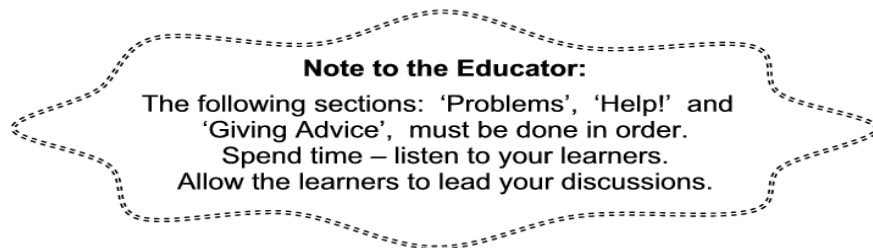


Figure 4.3

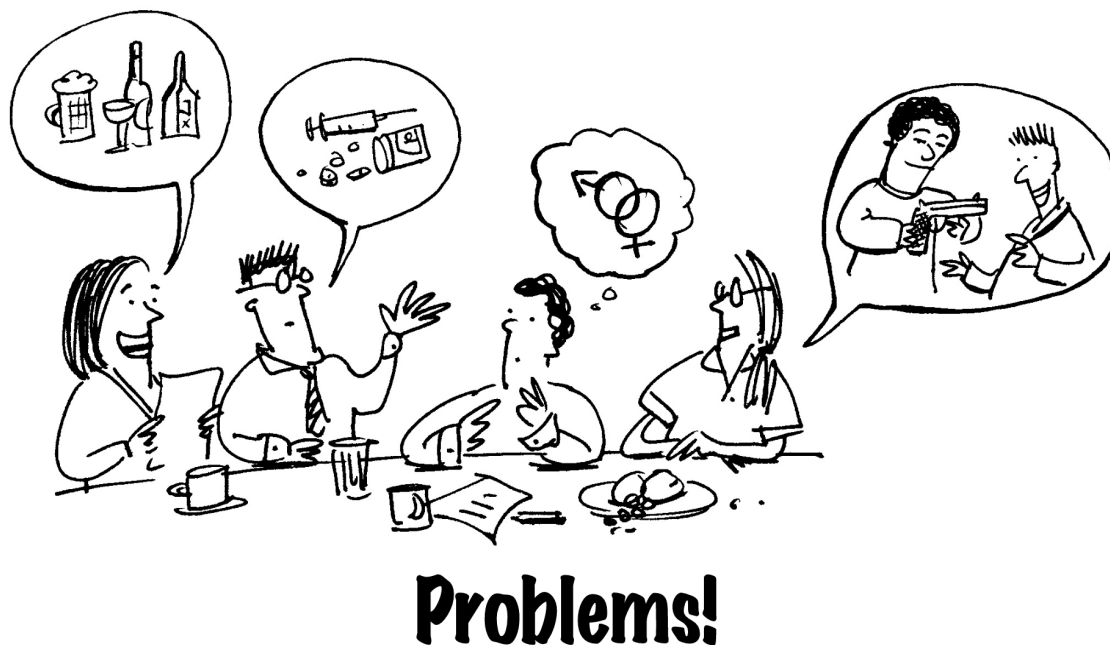


Figure 4.4

In your groups, do the following –
Brainstorm the problems teenagers experience today.
Still in groups, list these problems in order of importance or severity.
How can these problems be avoided?
What is the best way of handling any such problem?
Would you allow someone to help you with a particular problem?
Report to your peers. How do your ideas compare to theirs?

LO 5.3.1	LO 5.3.4	LO 5.3.5	
----------	----------	----------	--

Table 4.2



Figure 4.5

Read the letters printed below. Select one, **think carefully** about the contents and answer it as if you are Sister Mildred, Dr Dee or Dr Phil, giving the writer **good and sound advice**.

SMELLY, FAT, BIG-BOTTOMED

I have an odour problem. I brush my teeth about four times a day, but although I think my breath is OK, I'm not sure and therefore tend to hold my breath when anyone is talking to me, in case it is offensive.

I'm 13 and terribly unhappy with my appearance. I have a round, fat face and can't talk to anyone without looking away as I feel so uncomfortable when anyone looks directly at me. What can I do to make my face thin and normal?

I have a big backside and cannot wear anything that might let it show. Is there anything I can do about it?

Please advise me about these three problems as soon as possible because I'm in love with someone and need the courage to go up to that person and speak freely and comfortably.



I love horseriding but I'm suddenly afraid of it

I love horses and nagged my parents until they bought me a horse and let me learn to ride. I became an accomplished rider and I've enjoyed being around horses - they're exceptionally intelligent and warm-hearted animals.

Recently I bought a new horse and had a nasty fall while riding him. I wasn't seriously hurt but all of a sudden I'm afraid to ride again. Part of me longs for the time when I could ride without a care in the world. The other part remembers those frightening moments when I lost control and fell.

I can't understand this fear. I've had far worse falls. Why develop a fear now?



Figure 4.6

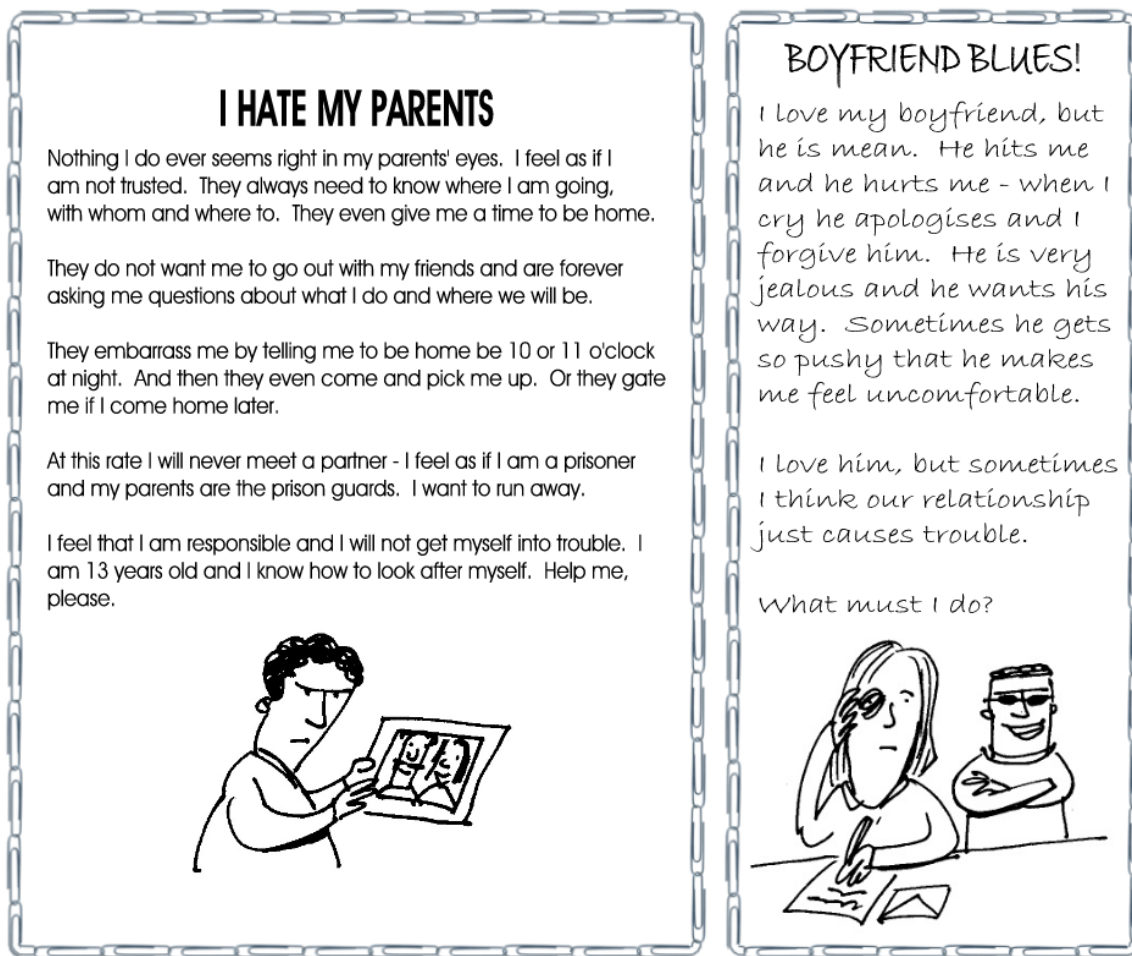


Figure 4.7

SELF-ASSESSMENT

I read the letter/s carefully and selected a specific problem to discuss ...	yes	no
continued on next page		

I thought carefully about the problem described in the letter and discussed possible advice – in a mature way – with my group peers ...	yes	no
I displayed respect for other participants' opinions by allowing them turns to speak without interruption and without criticizing their ideas ...	yes	no
(decide on another criteria and write it in this block)	yes	no

Table 4.3

LO 5.1.1	
LO 5.1.4	
LO 5.1.5	

Table 4.4

4.1.4 Assessment

LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.2 produces a selected range of factual written and multi-modal texts (texts using print and images) for various purposes, using visual and design elements where appropriate by means of eyewitness accounts, posters, advertisements, book reviews, recipes, and game instructions;
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.1 selects and explores topics through brainstorming, using mind maps and lists;
4.4.4 organises ideas coherently in simple, logical order to produce first drafts;
<i>continued on next page</i>

4.4.5 reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately;
4.4.8 publishes final product, paying attention to presentation and basic elements of design.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.1.5 supports an argument with various kinds of evidence;
5.1.7 uses appropriate language structures to express complex thought;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.3 changes information from one format into another (e.g. mind map into paragraph, list into summary);
5.3.4 reflects critically by sharing and challenging ideas;
5.3.5 compares different points of view, and identifies differences and similarities.

Table 4.5

4.1.5

4.2 Giving advice²

4.2.1 ENGLISH HOME LANGUAGE

4.2.2 Grade 7

4.2.3 Module 15

4.2.4 GIVING ADVICE



Figure 4.8

What advice would you give to a friend who ...

²This content is available online at <<http://cnx.org/content/m23263/1.1/>>.



Figure 4.9

Take care ...

Not everybody appreciates others giving advice.

Figure 4.10

When giving advice, take care to _____
and not to _____

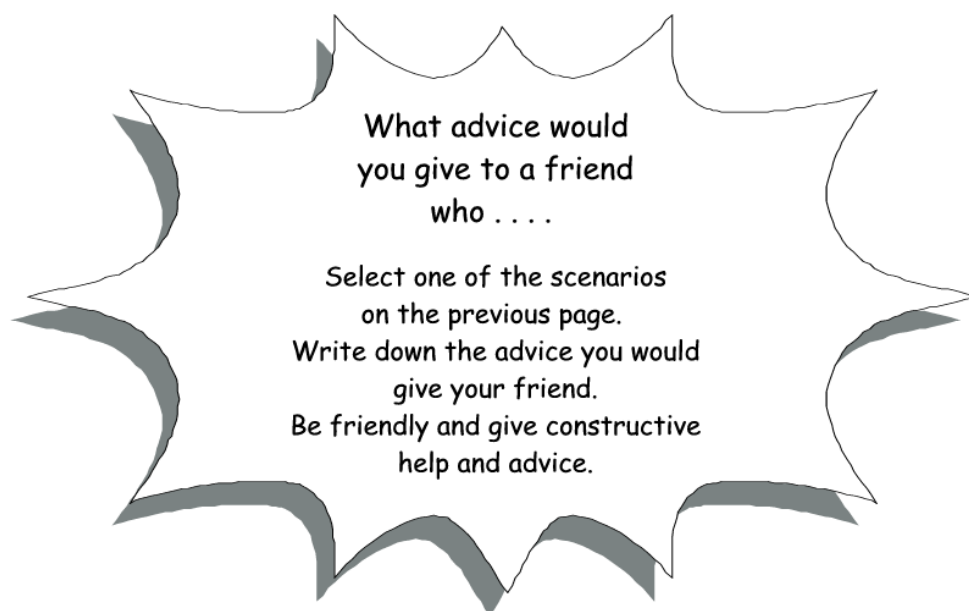


Figure 4.11

Checklist	[U+F034]
Advice constructive	
Tone friendly	
Paragraphed	
(own criteria)	
(own criteria)	

Table 4.6



Figure 4.12

Most parents welcome the interest shown by loving grandparents in their offspring.

However, when 15-year-old Edmund Emil Kemper was invited to spend a weekend with the old folks in August 1964 in California, his mother told them, “Don’t bother. The boy’s a real weirdo!” But his grandparents insisted and Edmund duly appeared.

On August 27, Ed phoned his mom to report on his holiday. It had not gone well. Standing with a still warm shotgun in his hands he told his mom, “I just wondered how it would feel to shoot Grandma.” Kemper was jailed for 5 years.

In 1973 Ed made another call. It was to the local police department. “I think I should give myself up ...” he announced, and then listed sadism, cannibalism, murder, mutilation and other ghastly activities of which he was guilty. In particular he had used a hammer to finish off his own mother and a visiting friend after he had killed them with his own hands. Kemper continues to serve his life sentence.

Read the short extract well and then answer the questions below by only ticking or highlighting T for True or F for False in the grid provided.

- The boy’s grandparents loved him dearly and invited him to spend the weekend with them in California.
- Edmund Kemper turned 15 in 1973.
- The mother warned his grandparents that he was a strange child.
- He was still holding the shotgun because he had just returned from hunting buck when his mother called him by telephone.
- Kemper was jailed for assaulting and injuring his grandfather.
- In 1973 when Kemper gave himself to the police, he was a free man.
- Kemper told the police that he was guilty of eating the flesh of his victims.
- He also informed the police that he had tortured his victims.
- He had shot and killed his mother and the postman.
- Kemper was sentenced to death and is still awaiting his sentence to be carried out.

Mark the answers clearly:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
T	T	T	T	T	T	T	T	T	T
F	F	F	F	F	F	F	F	F	F

Table 4.7

LO 3.2	
--------	--

Table 4.8

TEEN WORDS (association)

1. List 10 words with which you, being a teenager, associate (e.g. pimples; daydream; moods)
2. Use a dictionary to find the correct, yet brief, meanings of these words.

	WORD	DEFINITION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Table 4.9

1. Design a crossword puzzle, using these words as the answers and their definitions as the clues.
2. Use the grid provided, and shade the unused blocks.

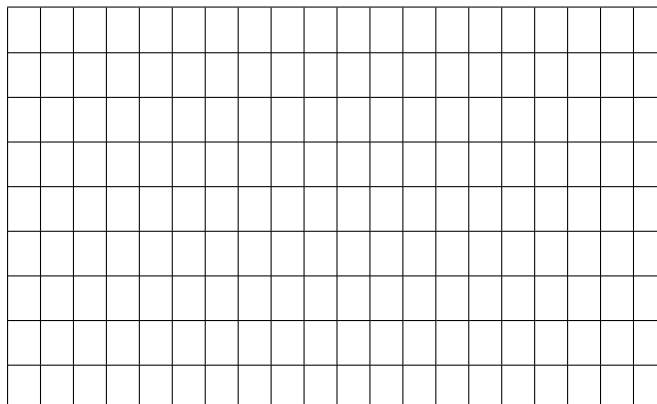


Table 4.10

LO 6.1.2	
LO 6.1.3	

Table 4.11

IT COULD HAPPEN TO ME . . .

Test your reading skills

Carefully read this extract taken from *It can't happen to me*, by Adele Searll. This extract is a shortened and slightly adapted version of Greg's case history, pages 20 – 22 in the book.

When Greg turned 14, his mother met and married her fourth husband, Peter. Shortly afterwards, the family was relocated to Cape Town from Durban and Greg was sent to a local high school. This was where he came into contact with dagga for the first time.

Greg did not know a soul at his new school. Being a stranger to Cape Town, he felt shy and awkward and was eager to be accepted by his classmates. One afternoon, a boy in his class, Terry, surreptitiously called Greg aside, showed him a broken-off bottleneck and asked him if he knew what it was. Greg shook his head. He shrugged.

"It's a dagga pipe", said the older boy . . . "it'll make you feel absolutely amazing. I guarantee that it'll help you to forget all your troubles." As Greg did not want to disappoint his friend, he took the pipe. Within a few weeks Greg was smoking dagga pipes every afternoon after school and regularly over weekends.

Greg recalls, "It made me feel 'cool' and one of the crowd. I knew that the drug was illegal and that it was affecting my health, but I was desperate to be accepted by the other guys. If they had asked me jump off a building with them, I would have jumped."

The months passed and Greg found that he needed to smoke more and more in order to achieve the same sensation. "My marks at school deteriorated and I bunked classes at every opportunity. I was a keen sportsman, but I lost interest in rugby. I began to steal small amounts of money to finance my habit. I lost interest in my appearance and personal hygiene. I was scruffy and unshaven and washed my hair only when I was forced to do so. Of course, at the time I thought I looked quite normal."

Greg told his parents that he had taken up jogging, to avoid arousing their suspicion. As soon as he had left the house, he would sprint along the road to the drug dealer's house, smoke himself into a stupor and rush home again. In that way he could con his parents into thinking his red face was from the exertion of the exercise . . .

Answer the following questions:

Explain in your **own words** what the following mean (in context).

- stranger
- awkward
- illegal
- sensation
- Select the correct answer: Terry promised Greg that using drugs would help him (to cope at school academically; to cope with everything that was bothering him; make it into the first rugby team).
- Why do you think Greg continued smoking dagga, even though he knew it was illegal and not good for his health?
- Find a **sentence** in the extract and write it down, which tells the reader that Greg was becoming addicted to the drug.
- How did taking drugs affect Greg's schoolwork?

1. Greg said he thought he looked quite normal. How do we know that this was not the case?
2. True or False: Greg took up jogging.

3. Complete the sentence: Greg's parents thought that
4. Do you **agree** or **disagree** with the statement and say why (give a reason)?

Greg knew what he was letting himself in for when he started smoking dagga pipes.

LO 3.4		LO 3.8.2		LO 3.10	
--------	--	----------	--	---------	--

Table 4.12

SPEAKING

What interests teenagers? Select something which interests you and present it to your peers in an **'out of the ordinary'** way.

LO 2.1		LO 2.2	
--------	--	--------	--

Table 4.13

Prepared reading exercise

Select a piece of text, of your own choice, to read for enjoyment and evaluation purposes.

Your peers will be assessing your reading skill, using the following criteria:

LO 3.1		LO 3.10	
--------	--	---------	--

Table 4.14

Reading and viewing

Read the given extract.



Figure 4.13

So you're expecting a teenager? How wonderful. During the 13-year wait some of the excitement does wear off, but the fact remains that you are embarking on one of the most exhilarating rides human relations can provide. You are on the brink of a time when night will be turned into day and the house will be cluttered with the hardware of adolescence, a time of physical stress and emotional strain, awash in a sea of hormones. A time when your telephone bill will treble.

You can never be sure when a teenager is going to arrive. The gestation period varies widely and unpredictably. Some people are still pink and innocent at 16. Some go to bed one night with a Pony Club annual and a mug of cocoa, and emerge the next morning with 3 earrings and a bad attitude. No one heard a thing.

But your teenager may not arrive in this way. The phased entrance is a popular alternative. With this option, the physical manifestations and the stropky mind-set arrive on different days, and not in any particular order. This makes it possible to accommodate rebellion before acne sets in, or vice versa. If this sounds like a more attractive proposition, don't get excited. It is all beyond your control. The genetic template that makes each human unique will decide whether your teenager arrives on the first Thursday in January, or weekly throughout the following year.

What we can say with certainty is that time between the age of 12 and 20, a teenager is born.

It is not a modern aberration that you can escape by taking your family to live on a tiny island in the Pacific. It is not a stage of life that can be skipped, no matter how sensible or biddable or angelic the child. Even Mother Theresa was spotty and misunderstood for a year or two.

What is the shape of things to come? And what is its estimated time of arrival? There aren't many certainties with teenagers. One of the few is that they do not make good roommates for younger siblings. Nor for older ones. In fact they make completely impossible roommates for any member of the human race, and should therefore be housed separately, preferably in soundproofed seclusion.

If the smallness of the house or the size of your family makes this impossible you had better get used to the idea that blood will be shed. One of the most precious things you can give your teenager is her own door to slam. Think of it as a gift to the family.

You can also issue a Turbulence Warning. "Sometime in the next 2 years your brother is going to be touchy, reclusive, noisy, silent, stunningly mature, bristly, and foolhardy." Does it help? I don't think so.

Teenagers need you to be silent and invisible, but very palpably there. Not so much for clean clothes and food.

They need you to be around because their crises can be very big ones. They may have to make decisions of live and death. Or they may have a brush with the law. Your role as slayer of dragons and fixer of messes should diminish as your children reach their late teens. But it is an invariable rule of parenthood that a child who is going to crash his moped will not do it until you're away having a quiet weekend in the country.

I don't know what teenagers did before telephones. I suppose carrier pigeons flapped back and forth in a cloud of dust and feathers. Or arrows with messages wrapped around them hummed across the village green. They must have managed to stay in touch somehow.

Teenage telephone conversations are important, but they are never about anything important. A system of jungle drums would achieve the same effect at a fraction of the cost. What can they possibly have to say? It baffles parents when teenagers dash to telephone someone she just sat next to in the school bus.

Teenagers need solitude. They need to spend long hours mooching, dreaming and gazing into space. Sometimes they need to lie completely inert beneath their duvets. This drives brisk and breezy parents around the bend. Teenagers actually need that time to ponder and fantasise.

So a normal teenager needs to belong, in particular to another group of teenagers, and she needs to be separate from her parents. She needs to be able to let off steam, play, argue and confirm in as many noisy ways as possible that she is alive.

(Adapted slightly)

In your groups, discuss the following:

- for whom has this article been written (target reader)?
- what is the article about?
- do you identify with what the writer is saying?
- Why? In what way do you identify with his message?

LO 5.3.4	
----------	--

Table 4.15

- Identify 10 important points in the text. Mind map them below – very briefly.

LO 5.3.1		LO 5.3.3	
----------	--	----------	--

Table 4.16

- Now, using the points you (as a group) jotted down on the mind map, write a short summary of the article. Try not to refer back to the original text and, as far as possible, use your own words.
- Compare your notes and summary with that of other groups.

LO 5.3.5	
----------	--

Table 4.17

4.2.5 Assessment

LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads spontaneously and for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed;
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
3.4 shows understanding of information texts;
3.4.1 identifies main ideas and explains how details support the main idea;
3.8 responds critically to texts;
3.8.2 identifies implicit (or hidden) messages in the text;
3.10 reflects on own skills as a reader.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.2 produces a selected range of factual written and multi-modal texts (texts using print and images) for various purposes, using visual and design elements where appropriate by means of eyewitness accounts, posters, advertisements, book reviews, recipes, and game instructions;
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.1 selects and explores topics through brainstorming, using mind maps and lists;
4.4.4 organises ideas coherently in simple, logical order to produce first drafts;
4.4.5 reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately;
4.4.8 publishes final product, paying attention to presentation and basic elements of design.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.1.5 supports an argument with various kinds of evidence;
5.1.7 uses appropriate language structures to express complex thought;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.3 changes information from one format into another (e.g. mind map into paragraph, list into summary);
5.3.4 reflects critically by sharing and challenging ideas;
5.3.5 compares different points of view, and identifies differences and similarities.

Table 4.18

4.2.6 Memorandum

p.10 : Teenager gone wrong

- T
- F
- T
- F
- F
- T
- T
- T

- F
- F

Teen words

There should be no problem in the learners providing words for the list. However, take care of ‘risky’ words – words which perhaps cross over the decency barrier.

It can’t happen to me

1. stranger : someone who is new to a place and has no friends / **awkward** : to feel weird or strange ; not to fit in with the rest / **illegal** : not legal ; not allowed to do something by law / **sensation** : feeling
2. to cope with everything that was bothering him
3. It made him feel ‘cool’ and one of the crowd and he was desperate to be accepted by the other guys.
4. ‘The months passed and Greg found that he needed to smoke more and more in order to achieve the same sensation.’

1. His marks deteriorated.
2. He lost interest in his appearance and his personal hygiene. He was scruffy and unshaven and only washed his hair when forced to do so.
3. F
4. ... he was jogging / exercising.
5. Open memo – debatable point

Reading and viewing

With regards to the following sections : work through this section thoroughly, starting with the reading. Make sure the children discuss the questions below the reading at length. Even get them to highlight keywords (not more than 10 – 12). .

4.3 Slang³

SLANGUAGE

Almost everyone uses slang on some occasions. Slang introduces many new words into the language by combining old words into new meanings or sometimes even an entirely new word.

1. Do you know what the following words mean, or how they would be used?

to be spaced out	to barf	grass / pot	to ‘split’
have a hang-up	to be pooped	something is cool	the fuzz
a rip-off	to be stoned	bread (not to eat)	grub

Table 4.19

1. Slang words, after a while, can be accepted as ‘regular’ words. The following are now accepted into normal language: what do they mean?

TV	belly-button	
hot-dog	once in a blue moon	
boss	to lie low	

³This content is available online at <<http://cnx.org/content/m23265/1.1/>>.

Table 4.20

1. You have been asked to help compile items for a new dictionary of slang. Think of eight slang words for ‘regular’ (accepted) words, and provide a short definition for each word.

LO 1.6		LO 6.4.2		LO 6.6	
--------	--	----------	--	--------	--

Table 4.21

1. Write your ‘new’ slang onto strips of paper and display them on the walls of the classroom. How much fun can you have using your innovative language? Try it out and see what happens ...

LO 6.1.2	
LO 6.1.3	

Table 4.22

TABOO LANGUAGE

Socially unacceptable language

This is the use of expletives / use of “filthy” language.

How would you explain the meaning of “filthy” language to someone who did not understand the term?

In all societies there are certain words that are considered taboo. Taboo is a Tongan word which means: acts that are *forbidden* or *to be avoided*, or reference to these acts. Some words are taboo because they refer to religious customs.

In our culture, **taboo words** or **socially unacceptable language** can be defined as

1. using the Lord’s name in vain;
2. calling people by the names of private body parts;
3. referring to body parts in a crude fashion;
4. talking ‘dirty’;
5. (can you add to this list?) ...

Discussion

- Who would use this type of language?
- When would this type of language be used?
- Why would people speak this way?
- Where / In which situations would this type of language be used?

LO 6.4.2	
----------	--

Table 4.23

OPINIONS, CONFLICT AND COMPROMISE

- Read the statements below. You may agree with some of them and disagree with others.
- Refer to the grid to show your opinion and how strong it is: write down the number next to each statement.

Agreestrongly	Agree;not strongly	Neutral	Disagree,not strongly	Disagreestrongly1
---------------	--------------------	---------	-----------------------	-------------------

Table 4.24

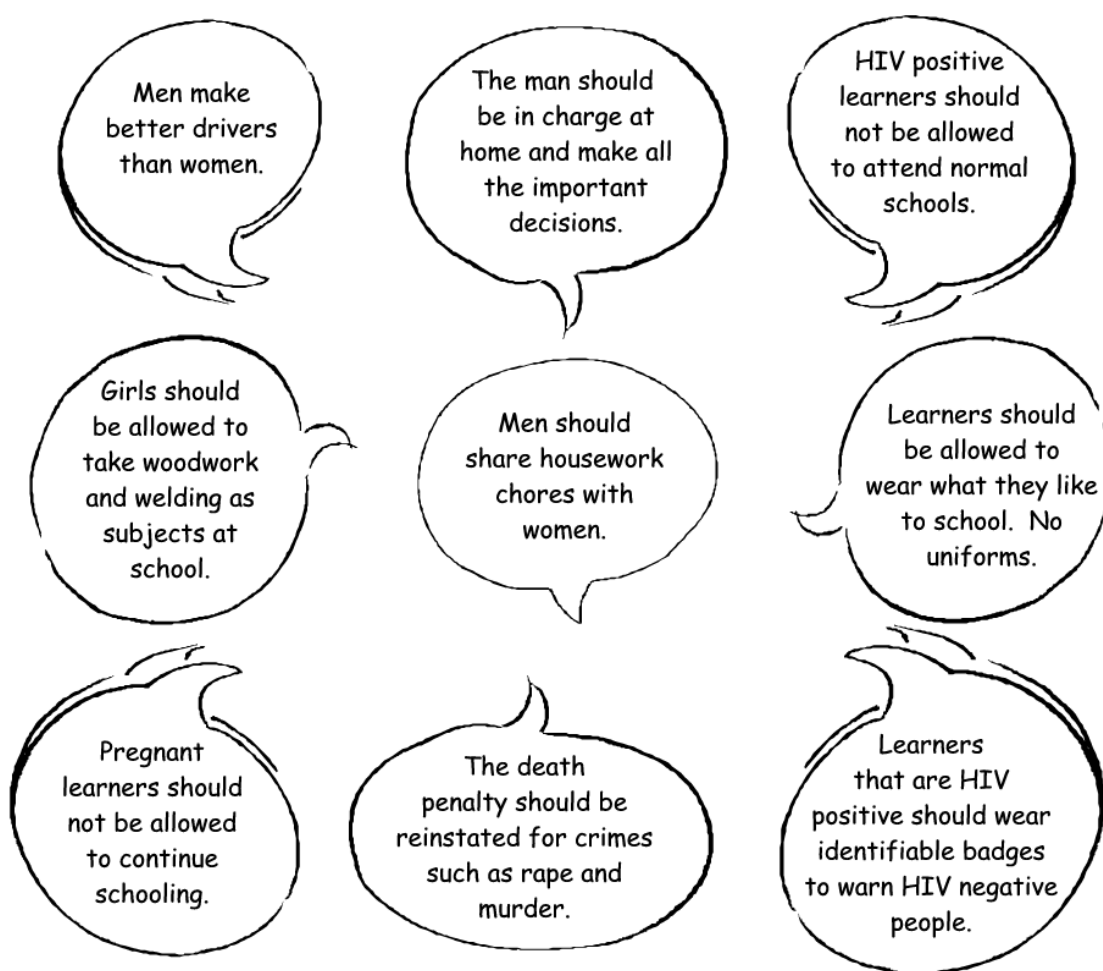


Figure 4.14

You will realise that these are very emotive issues and everybody will have an opinion based on their beliefs.

RESPECT

- What will happen if you voice your opinion to your partner who believes differently to you?

Your partner cannot be persuaded to change his/her mind. What do you do?

- How would you try to persuade your partner to see things your way?

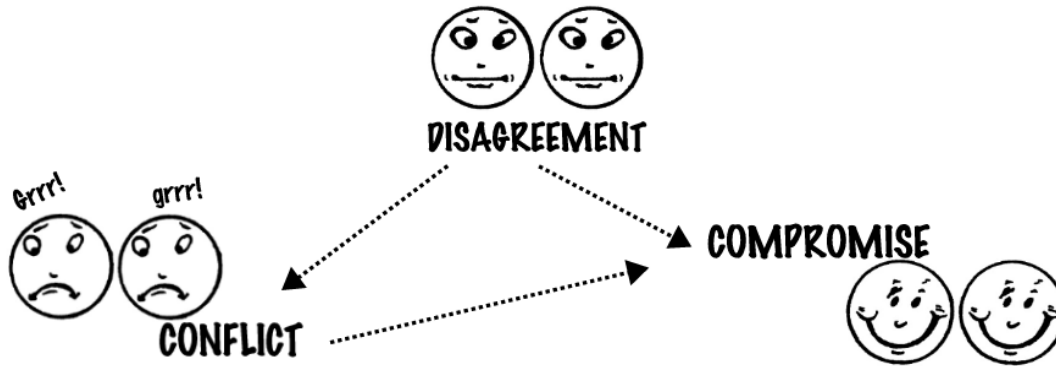


Figure 4.15

What is conflict?

What is compromise?

- Role-play a scene demonstrating how a difference in opinion can lead to CONFLICT.
- Now – demonstrate how you can both part happily after COMPROMISING.

LO 1.5		LO 5.1.7	
--------	--	----------	--

Table 4.25

- Together with your partner, write a short scene, in dialogue format, demonstrating a difference in opinion ending in compromise.

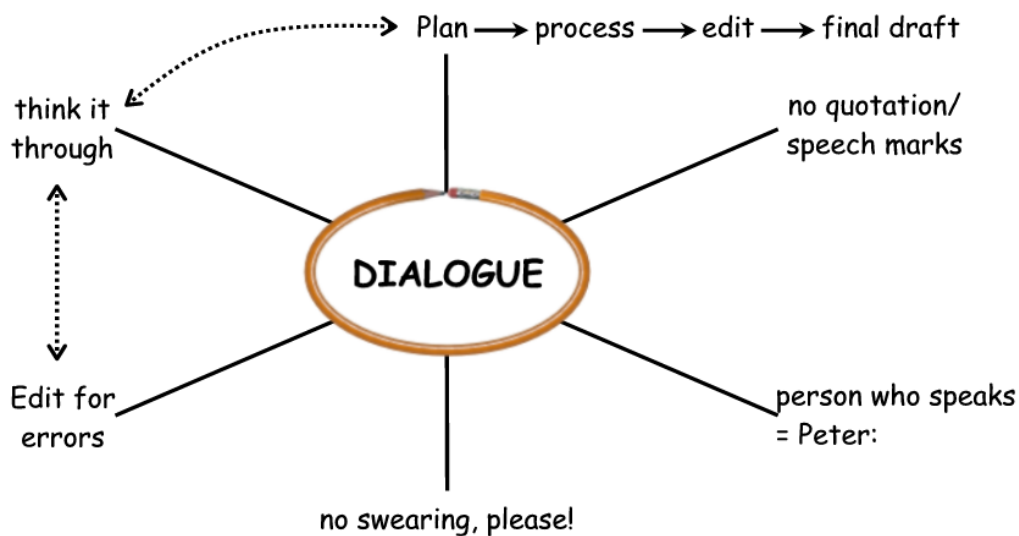


Figure 4.16

LO 4.1.2	
----------	--

Table 4.26

So often – when you are ‘difficult’ (according to your parents), they wonder if their children were not swapped in the hospital after birth ... !But how about this? An untitled poem from a Calvin and Hobbes cartoon book conveys the message that the writer’s parents are aliens from outer space and living on earth in disguise!

Complete this unfinished poem, using your own words.

My mom and my dad are not what they seem.

Their _____ appearance is part of their _____

I know of _____

My _____ freaks!

They landed on _____ in _____.

Posing as _____

My parents deny this, but I know the truth

They’re here to _____

Early each morning, as the sun rises,

Mom and Dad put on _____

I knew right away _____

LO 4.1.2	
----------	--

Table 4.27

Help? It is easier when you follow a formula, for example - allow every 2 lines to rhyme.

CHALLENGE

In your groups, work on the following:

- Practice your version of the poem as a choral verse and perform it for the rest of the class. Remember that certain parts can be performed by the group as a whole or by solo performers. Synchronised movements by the group or parts of the group can also be done. Pauses, varying tempo and volume, enunciation ... all add to the success of the 'production'.
- Evaluate your own and each other's performances, using the blank grid for this purpose.

LO 2.1	
--------	--

Table 4.28

4.3.1 Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Learning Outcomes(LOs)
LO 1
LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
We know this when the learner:
<ul style="list-style-type: none"> • identifies particular words, phrases and sentences, which influence the listener, and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice). • recognises and accepts different varieties of the language such as different accents, dialects and the language of different age groups (e.g. slang).
<i>continued on next page</i>

LO 2
SPEAKING The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas);
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4.7 shows sensitivity to the rights and feelings of others.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.2 produces a selected range of factual written and multi-modal texts (texts using print and images) for various purposes, using visual and design elements where appropriate by means of eyewitness accounts, posters, advertisements, book reviews, recipes, and game instructions;
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.1 selects and explores topics through brainstorming, using mind maps and lists;
4.4.4 organises ideas coherently in simple, logical order to produce first drafts;
4.4.5 reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately;
4.4.8 publishes final product, paying attention to presentation and basic elements of design.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
<i>continued on next page</i>

5.1.4 expresses and develops a clear personal viewpoint;
5.1.5 supports an argument with various kinds of evidence;
5.1.7 uses appropriate language structures to express complex thought;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.3 changes information from one format into another (e.g. mind map into paragraph, list into summary);
5.3.4 reflects critically by sharing and challenging ideas;
5.3.5 compares different points of view, and identifies differences and similarities.

Table 4.29

LO 6
LANGUAGE STRUCTURE AND USE The learner is able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 works with words:
6.1.2 creates personal spelling list and dictionary of words across the curriculum;
6.1.3 uses the dictionary and thesaurus to increase vocabulary and improve spelling;
6.4 develops awareness and use of style:
6.4.2 distinguishes between formal and informal language;
6.6 uses meta-language (e.g. talks about simple, compound and complex sentences).

Table 4.30

4.3.2 Memorandum

Slanguage

Just ensure that the language ‘offered’ by the children, is socially acceptable language !

‘spaced out’ : to be pre-occupied / on a high	‘barf’ : to throw up or vomit	‘grass’ or ‘pot’ : dagga	‘split’ : to leave suddenly
‘hangup’ : to have a problem	‘pooped’ : exhausted	something is cool : accepted, good or fine	‘fuzz’ : the police
<i>continued on next page</i>			

'rip-off' : to be cheated out of something	'stoned' : to be on drugs o: Taboo Language A very, very useful task. Do not be afraid to investigate this type of language. The children will, naturally, find it very enjoyable to be able to discuss this 'taboo' subject. r narcotics	'bread' : slang for 'money' or cash	grub : food
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Table 4.31

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