solutions of a

English Home Language

G Leggat

S Kerr



Learner's Book





Solutions for all English Home Language

Grade 7 Learner's Book

> G Leggat S Kerr



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Change the world, step by step

In this theme, I will:

- listen to and retell a short story
- learn about the key features of a literary text
- learn about the reading process and recognise the parts of a book
- learn about reading strategies
- write a narrative paragraph using paragraph conventions
- learn about process writing
- write a story based on personal experience
- learn about common nouns, proper nouns, concrete and abstract nouns, simple sentences, statements, simple present tense and simple past tense
- learn about full stops, commas, colons, semicolons, capitals and small letters
- read a short story in the Core Reader.

Let's talk about this theme

- Do you ever help your parents by doing useful activities in the house?
- Do you help your teachers or fellow learners by keeping your school tidy, or sharing your knowledge?
- Have you ever done anything to make your community or the place where you live a better place?
- Have you thought about how much better everyone's lives would be if each person did just one useful thing a day?

Listen to and retell a short story

What you know already

When listening to a story you must ask yourself, "What is this story about?" If you listen carefully, you can pick out the main and supporting ideas. This will help you to understand the storu.



How well can you listen to a story? Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I can sit still and listen very carefully to the whole story until it has finished.		
When my teacher reads the story, I can write down the most important ideas.		
I can ask my teacher questions about the story so that I understand it better.		

What you still need to know



Before you hear the story

- 1) Sit still and look at your teacher. Prepare to listen very carefully.
- 2 This story is called *A bright future*. What do you think it will be about? Tell the person next to you what you think.

During the reading

- 3 Concentrate hard and take notes: you will be retelling the story in your own words, so you need to know the names of the characters and what happens to them.
- You will also need to talk about the timeline in the story: ask yourself when the events happened, and in what order.

After the reading

Work in pairs. To show that you understand the story, ask questions and answer your partner's questions.



Classroom activity 1

Before your teacher reads the story to you, he/she will go over some words that you might not understand in the story. They will be written on the board. Make sure that you are clear about their meanings so that when you hear them in the story, you will understand them.

Your teacher will read you a story about Sello, who learns from Jacob about how to start his own business. Listen very carefully so that you can retell the story to your partner.

3 Tell your partner the story. See that you tell the events in the right sequence. Make sure that you get the names of the characters right. Talk about the timeline: when did the events happen and in what order?

Now let your partner retell the events to you. If they have left out any important facts, help them to get the story right. You may refer to your notes.

Write a paragraph in which you select the most important facts of the story in their correct sequence. Assess your paragraph according to the paragraph writing rubric that your teacher will give you.

Do you empathise more with Sello or with Jacob? Use events in the story and the dialogue between the characters to support what you say, and to explain why you empathise with the one character more than the other.



Finite verbs, simple sentences and statements

Finite verbs

Every sentence must contain a finite verb. You know that a verb is a doing word. Now how do you recognise a finite verb?

- 1 A finite verb has a **subject**. *Sello* saw an older boy.
- 2 A finite verb can change tense. Sello sees an older boy.
- 3 A finite verb can change **number**. It can change from singular to plural. **He sees** an older boy. **They see** an older boy.
- You cannot write a sentence without a finite verb. (*Going to the stall* is not a sentence because the verb, *going*, does not have its own subject.)

Simple sentences

A simple sentence contains only one finite verb. *I will tell you a few things about my business*.

Statements

A statement is a clear expression of an idea in speech or writing. A statement always ends with a full stop: We are going to the supermarket to buy a cake for our class party.



Simple present tense and simple past tense

Simple present tense

When does something happen: in the past, now or in the future?

The simple present tense tells you that the action happens now: *Sometimes, I make* a lot of money.

Simple past tense

The simple past tense tells you that the action happened then: *I made a lot of money*.

Simple present tense Simple past tense

Sello wants wanted to be a businessman.

Classroom activity 2

- Write down four sentences about going to a market or to a supermarket to do shopping. Each of your sentences must contain a finite verb. Underline all your finite verbs. (4)
- 2 Write down three examples of simple sentences. (3)
- 3 Write down three examples of statements. (3)
- Draw two columns. Label one, **Simple present tense** and the other one **Simple past tense**. Write down five words that are in the simple present tense. Then change them into the simple past tense. Write down all the words in the simple past tense in the correct column. (10)
- 5 Compare your answers with your partner's.

Total: 20



Punctuation

You have learnt about punctuation. With the use of careful punctuation, you can make what you write clearer. Here is a reminder about basic punctuation:

Capital letters are used for names or at the beginning of sentences and small letters are used in the internal parts of a sentence.

Full stops are used at the end of sentences.



- separate items in a list
 She bought sweets, chips, ice cream and biscuits for her birthday party.
- separate a phrase from the rest of the sentence Early in the morning, we will leave for our holiday.
- separate a word from the rest of the sentence.
 The athletes trained hard. However, they did not win the race.
- Commas are also used before direct speech.
 The tennis coach said, "Run up to the net and smash the ball."

Colons are used to introduce direct speech or an explanation. The tennis coach said: "Run up to the net and smash the ball."

Semicolons are used in sentences to separate two related ideas. *Teachers are boys amongst men; but men amongst boys.*



Key features of a short story

What you know already

Stories have characters. Something happens in a story. Stories take place in particular places.



How well do you know the **main features of texts**? Use this checklist to remind yourself about the main features of a book. Match the term in Column A with its correct meaning in Column B.

Column A	Column B
1. title	a) pictures, drawings or photographs that go with articles
2. heading	b) one of the sections of the book
3. illustration	c) what an article is called
4. title page	d) a list of the meanings of difficult words
5. cover	e) an alphabetical list of the sections in a book
6. index	f) the outside section of a book
7. chapter	g) the name of a book
8. glossary	h) the front page of a book which has the title and author's name

What you still need to know



As you read the story, you will need to know some terms about short stories so that you can discuss them. Plot describes what happens in the story. The **characters** are the people in the story, and when we describe what they are like, we talk about **characterisation**. A **narrator** tells the story. **Conflict** is the word we use when the characters disagree or have to deal with a problem. **Setting** is the word for where the story takes place, and **background** is the word for the social factors that affect the characters, such as where they live, how old they are, what languages they speak, and so on. The message of the story is known as the **theme**. Use these terms whenever you talk about the stories.

The reading process

There are strategies to the reading process which must always be followed when you read. The stages of the reading process are set out on the following page.

Pre-reading

- Work in pairs. Before you read the text, skim it. This means you must look down the middle of the page as quickly as you can. Don't read every word. Don't read from the left to the right of the page. Look for important nouns and verbs. Names are important. Now tell your partner what you think the story could be about.
- **Scanning** the text means that you will be looking for specific information. We scan through dictionaries to find a specific word that we want to look up.

During reading

- Try to visualise what happens in the story. Picture the scene in your head. Then read
 the passage aloud to your partner.
- Work out the meanings of unfamiliar words from the context. Identify the word, carefully read the sentence in which the word occurs, and try to guess what the word might mean before looking it up in a dictionary. There are also clues that will help you to understand the meaning of particular words. For example, if you know that the prefix, un-, means to undo or not, it would be easy to work out that the word, unhappy, means that Zolani (in the following story) is not happy.
- Finally, you will read the text intensively, paying attention to the details.

Post-reading

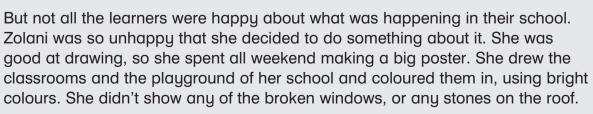
• Here you will **answer questions** or **summarise** the work that you have read.

Classroom activity 3

Before you read the story, look carefully at the heading and the illustration on the next page. These features will help you to predict what the story is about. When you have finished reading the passage, you will answer questions about it, so you must read very carefully.

Zolani makes a difference

Zolani's school was not a nice place to be; there was a lot of fighting. The boys teased the girls, and a lot of bullying happened on the playground. The bigger boys got into fights after soccer practice, and some of them even threw stones at the teachers. There were broken windows in the classrooms, stones on the roof, and writing on the walls and desks.



On her poster were the words: "Our school can be a good school."

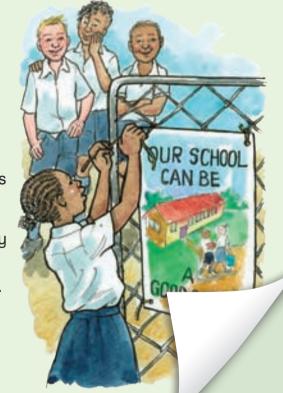
She made holes in the corner of the poster, and found some string. Carefully, she rolled it up and put it with the string in a big plastic bag. She put the bag next to her school case, ready for Monday. She then went to find the atlas that her mother had given her for her birthday. Zolani loved this atlas and she often looked at it. Most of all she liked to study the map of Africa. She moved her finger along the dots that showed the big cities, such as Cape Town, Johannesburg and Windhoek. She wondered what the schools were like in those places. "I'm sure they're not like our school," she thought. "I wish our school could be like those schools." She imagined that the other schools had beautiful school buildings, playgrounds with trees and flowers, and a big art room with easels and paintbrushes and many paints. "Our school can be like the other

good city schools. It can be just like them, if everyone believed it," thought Zolani.

She arrived at school early on Monday morning and tied her new poster to the school gate. When big, strong Siphiwe arrived at school, he stopped at the gate, pointed to the poster and snorted with laughter. "Our school can be a good school," he read slowly, as he wasn't a very good reader. "Whose stupid idea was it to put this stupid poster here?" Lots of children thought Siphiwe was cool because he was a soccer star and a really good striker.

A group of smaller boys pointed to Zolani. "She did it," they said.

Siphiwe looked straight at Zolani and walked to the poster. "Well, I'm going to tear it up because it's not true."



- (Adapted from: Zolani makes a difference, Gillian Leggat)
- 1 In your own words, describe some of the problems at Zolani's school. (2)
- 2 Summarise what she intends to do about the situation. (2)
- What do you think Zolani's favourite subjects are at school? Support your answer by quoting from the text. (2)

- 4 What evidence is there in the passage that Zolani has a vivid imagination? (2)
- 5 Compare and contrast Zolani's and Siphiwe's characters. (4)
- 6 Do you think Zolani's idea will work? Why or why not? Explain your reasoning carefully. (2)
- 7 Siphiwe thinks that Zolani's idea is "stupid" (paragraph 4, line 36). Do you agree with him? Explain your answer. (2)
- 8 Write down what you think the main themes/messages in this story are. (3)
- 9 Do you empathise with Zolani? What action/decision would you have taken if you had been in the same situation? (2)
- Remember that **facts** are things that are known to be true. Here are some of the facts from the passage: "There was a lot of fighting"; "There were broken windows in the classrooms." **Opinions** are personal views which are not necessarily based on facts or knowledge. Here are some of the opinions from the passage: "Zolani's school was not a nice place to be."; "Zolani was good at drawing."; "Our school can be a good school."

Write down two facts and two opinions from the story *Zolani makes a difference*. (4)

Total: 25

Punctuation questions

Carefully read the notes about punctuation on page 5 again. Discuss the different punctuation marks with your teacher. Then answer the following questions:

- In which two ways have capital letters been used in paragraph 1? Why are there mostly small letters in this paragraph? (2)
- 2 How many full stops have been used in paragraph 1? Say why these full stops have been used. (2)
- 3 Why has the semicolon been used in paragraph 1? (1)
- 4) Why has the colon been used in paragraph 2? (1)
- In paragraph 3, the comma has been used in many different ways. From this paragraph write down examples of how the comma is used: to separate a word from the rest of the sentence, to separate a phrase from the rest of the sentence, to separate items in a list and after direct speech. (5)

Compare your answers with those of your partner. Your teacher will go over the answers with you.



Total: 10



Common nouns, proper nouns, countable nouns, uncountable nouns, concrete nouns and abstract nouns

Common nouns

Nouns are naming words. Common nouns are names of things, such as *holes*, *poster*. Nouns are easy to identify in a sentence because they often have an article (*a*, *an* or *the*) in front of them, for example, *a bag*. They are also either a subject, object or they have a preposition in front of them.

Proper nouns

Proper nouns are the names of people or specific places, for example *Zolani*. Always use capital letters for proper nouns.

Countable nouns are things that we can count, such as *desks* and *bags*.

Uncountable nouns are substances or concepts that cannot be divided into separate elements, so we cannot count them. You cannot count *milk*, for instance, or *water*, or *information* or *news*.

Concrete nouns are objects that we can see, hear, touch, smell or taste, such as *flowers* or *string*.

Abstract nouns have no colour, size, shape, sound, flavour or texture, so we can't hear, smell or taste them. Examples of abstract nouns are *bravery* and *hope*.

Classroom activity 4

- 1 There are many common nouns in paragraph 3 of the story, *Zolani makes a difference*. Find three of them. In your workbook, write a heading, **Common nouns**. Write down the common nouns underneath your heading. (3)
- Find four other examples of proper nouns in paragraph 3 in the passage. In your workbook, write a heading, **Proper nouns**. Write down the proper nouns underneath your heading. (4)
- 3 Find four examples of countable nouns in the story. (4)
- There are only three examples of uncountable nouns in the passage. See if you can find them. Ask your partner to help you. (3)
- 5 Find four examples of concrete nouns in the story. (4)
- 6 Find two examples of abstract nouns in the story. (2)

Total: 20

The writing process

Just as there is a reading process, there is also a writing process. These are the stages of the writing process:

- It is a good idea to use a mind map or a **plan**. Write down all your ideas and then organise your thoughts into groups of ideas.
- From the plan write the first **draft** of your piece of writing. When you have finished this, read it carefully. Correct any mistakes. This is called **editing**.
- Rewrite the corrected piece and then proofread it to see that you have not made any
 more mistakes. If you have, correct them.
- When you are happy with your writing, hand it in to your teacher. These stages need to be followed *every* time you write. In this way your writing will improve.

Write a paragraph that tells a story (a narrative paragraph)

What you know already



A narrative is a story that is written in paragraphs.

A paragraph is a group of sentences containing a central idea. Each paragraph should contain its own **topic sentence**. A topic sentence is the main sentence in the paragraph. It tells you what the paragraph will be about.

After the topic sentence, which contains the main idea, you can use **supporting ideas**, such as examples and explanations, in your paragraph. It is a good idea to include some **conjunctions** (joining words, such as *and*) in your paragraph. Choose your words carefully to make your story more interesting. Use a dictionary and/or a thesaurus to help you to choose the best words for your story. Write your story in the past tense.



How much do you know about writing a paragraph that tells a story? Choose the appropriate response for each of the following statements.

	Always	Sometimes	Never
When I write a story, I write about something that has happened to me.			
I plan my story carefully.			
I write complete sentences in my paragraph.			
I include some descriptions in my paragraph.			
I think carefully about how to end my paragraph.			

What you still need to know



You may have ticked **Sometimes** or **Never** as you worked through the checklist. This means that you still have to learn something about writing a paragraph.

You should follow the guidelines below if you want to improve your writing:

Write about what you know.

 Use interesting words. Use a dictionary and/ or a thesaurus to help you to choose the right words.

Classroom activity 5

- 1 Write a paragraph that tells a story about something that has happened to you. The incident could have taken place at home, at school, at a shopping centre or when you were away on holiday. Give your story a title.
- Before you present your story to your teacher, make sure that you have followed all the instructions in the following checklist. If you haven't, rewrite your story. Once you have done so, it is ready to present to your teacher.



	Yes	No
My story is about something that has happened to me.		
I have planned my story carefully.		
I have included a topic sentence in my paragraph.		
I used supporting ideas, such as examples or descriptions, to tell the reader more about my main idea.		
My sentences flow logically into each other.		
I used conjunctions to join some of my sentences together.		
I used a dictionary and/or a thesaurus to help me to find interesting words.		
I wrote my story in the past tense.		
I edited my story carefully.		

Homework activities Weeks 1–2

- Share some ideas with your partner about what you can do to make a difference in your family, your school or your community. What ideas do you have for helping other people, and how can you achieve these? Write down some of these ideas and then number them in a clear order. When you are happy with your plan, write a paragraph with the title: *A helping hand*.
- 2 Copy the following paragraph into your workbook:

It was a beautiful, summer's day. The sun was shining brightly and there wasn't a cloud in the sky. The children were flitting around the playground like butterflies. Some of the boys were leaping like springbok. It had been raining for a whole week, so all the children were enjoying their freedom.

Identify the topic sentence and underline it. Once you have done that, find the examples and supporting ideas that illustrate this main point. Number the supporting ideas and then underline the concluding sentence. Read this paragraph aloud to your partner, paying particular attention to the structure.

Now write your own paragraph about children enjoying themselves. Make sure that you begin your paragraph with a topic sentence. Include at least three examples or supporting ideas to illustrate your topic sentence. Your paragraph must end with a concluding sentence.



Going for gold In this theme, I will: listen to and discuss a poem read aloud and revise pre-reading strategies learn about the key features of a poem write my own poem and revise process writing learn about compound nouns, complex nouns, finite verbs, pronouns and possessive pronouns learn about rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives, ideophone synonyms and antonyms learn about full stops and commas read a poem in the *Core Reader*. Let's talk about this theme Do you like playing sport? Which is your favourite sport? Is any sport difficult for you? Which sportsperson inspires you? What can you learn from sport?

Talk about a poem

What you know already



Poems look different from other kinds of writing. They have different line lengths. Each poet makes the decision about how long the lines of his/her poem will be. Sometimes these lines create shapes on the page. Sometimes poems sound like songs. Poems are written in sections called **stanzas**.



How much do you know about poetry? Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I know that poems look different from prose (ordinary written and spoken language).		
I know about stanzas/verses in poetry.		
I enjoy listening to and reading poetry.		

Word bank



roach a common freshwater fish of the carp family

stickleback a small freshwater or coastal fish with sharp spines along its back

mermaid a mythical sea creature with a woman's head and body and the tail of a

fish

sprat a small edible sea fish of the herring family

alide move with a smooth, quiet motion

minnow a small freshwater fish

What you still need to know



To understand poetry, you need to listen to the beat, or the **rhythm** of the poem. You also need to recognise the **rhyme** at the end of some of the lines. This is when words that sound the same are written at the end of the lines of a poem. For example, in the following poem, *sand* rhymes with *land*. It helps to understand the **images**, which are word pictures, in a poem. You need to ask yourself questions, such as, "What is the poem about? Is there a main message or **theme**?"

Use the terms above when you talk about poetry.

Classroom activity 1 (Formal assessment task)

You will listen to the poem, *Learning to Swim*, by Judith Nicholls, read by your teacher.

- In pairs, share your ideas about the poem. Discuss how it makes you feel.
- Talk about whu the speaker uses so many different types of sea creatures when she discusses her experiences of learning to swim.
- What do the verbs she uses tell you about her experiences in the water?
- What did you like about this poem? Are there any feelings, words or rhymes that you liked? Discuss this with your partner.
- Do you empathise with the person learning to swim? Why or why not? Carefully explain the way you feel.



Parts of a book

Poems are collected in what is known as an anthology. When we refer to books, we have specific names for certain elements found in them. Although you probably know them, check that you do by working through the following list:

- The **title** is the name of a book. It is printed on the front cover and on the spine.
- A heading is at the top of a page or a section of a book.
- Often books contain illustrations, such as photographs, drawings or diagrams.
- The cover is a thick, protective outer part or page of a book or magazine.
- The title page includes information about who the publisher is.
- The index is a list of names and subjects, showing the page numbers.
- A **chapter** is a main division of a book.
- A **glossary** is a list of difficult words with explanations.



Classroom activity 2

- Work with a partner. Bring a book to class, either from home or borrow it from your school or local library. Talk about the different parts of a book.
- 2 Identify the cover, title page, index, chapters, glossary and index.
- 3 Also find titles, headings and any illustrations in the book.
- 4 Compare your book with that of your partner.
- Your teacher will give you some time in class to read your book independently.

 Make sure that you concentrate. Enjoy yourself!



Metaphors, similes and alliteration

Metaphors are words or phrases that are used to represent or stand for something else:

"Today I am "Today I am dolphin-over-the-waves," silver mermaid."

Similes are similar to metaphors, except that the words *like* or *as* are used: Her smile was **like** a sunflower.

She was **as** graceful **as** a bird.

Alliteration is the repetition of the same letter or sound at the beginning of words next to or close to each other. *Turning tide* is an example of alliteration. Another example of alliteration is *lake water lapping with low sounds by the shore*.

Classroom activity 3

- Write down four examples of metaphors from the poem, Learning to Swim. Now change these metaphors into similes. (8)
- 2 Have fun with sounds. Write down your own two examples of alliteration. (2)
- 3 When you have finished, compare your examples with your partner's.
- Comment on the poet's use of similes and metaphors in Learning to Swim. How do these figures of speech help you to understand the meaning of the poem? (5)



Ants at the Olympics on page 64.

Total: 15

Reading aloud

What you know already



It is important to read loudly so that everyone can hear you. Try to project your voice to the back of the classroom. Read with expression and change the tone of your voice. For example, if the piece is funnu, speak with laughter in your voice, whereas if it is serious, speak as if you are giving serious information. Make your voice sound joyful if the piece is happy, but if the piece is dramatic, speak with urgency in your voice.



Answer Yes or No to the following:

	Yes	No
I enjoy reading aloud.		
I always project my voice to the back of the classroom and read loudly so people can hear me.		
When I read, I vary my tone of voice. If I feel happy, my voice sounds joyful; if something dramatic happens in the story, I speak with urgency.		
I always read with expression.		

Word bank



amputee paralympians

a person whose limb has been cut off in a surgical procedure disabled athletes who compete in an international competition the marquee moment a marquee is a large tent put up for a celebration; in this case, the phrase is used figuratively – there will be a great deal of

excitement and celebration if Oscar Pistorius is selected for the

Olympic team

change dramatically for the better revolutionise

What you still need to know



- When reading aloud, you must group words that go together in a passage. This is called phrasing.
- You must look at your audience from time to time when you read. Eye contact is important because it will help you to communicate with your audience. You must look at people around the room so that they feel included in the story. Notice the expressions on their faces. Are they interested in what you are saying? If not, try to change the tone of your voice and read with even more expression.

- You must pause when there is a punctuation mark. If there is a full stop, you will pause for a longer time than if there is a comma. If there is a question mark, your voice will sound like a question you could make your voice rise at the end of a question.
- Make sure that you pronounce all the words correctly. You must say the word as it is supposed to be said. A dictionary will help you to do this, as it spells out the syllables or parts of a word and tells you which parts to stress.
- You must stand still and straight when you read.

Classroom activity 4

Work in pairs. Take turns to read the following newspaper article to your partner. Read with as much expression as you can. Work on your phrasing. Try to vary your pace and tone. Remember to look up at your partner at times.

Your teacher will walk around the class and listen to your reading. When you have practised your reading skills, you will be asked to read to the whole class.

This article is about Oscar Pistorius, a well-known South African paralympic runner.

Oscar could be fastest man

by Rowan Philip

The scientist who ensured Oscar Pistorius is allowed to participate in this year's Olympics is a double amputee who climbs sheer cliff faces with the limbs that he invented.

And Professor Hugh Herr predicts Pistorius could, if he wanted to, smash the fastest able-bodied sprint times in the future, and that paralympians will make Olympic sprinters "seem slow" within 30 years.

Pistorius, South Africa's 400 m blade runner, this week featured as the cover story in the New York Times Magazine, which said he could create "the marquee moment" at the 2012 London Olympics.

Herr told the *Sunday Times* that Pistorius was "a watershed individual" who would revolutionalise sport.

Herr said, "Oscar runs fast – 9 to 10 metres per second. On a treadmill he can run 10 and a half [metres per second]."



When a human being runs that fast, they use different kinds of energy. Currently no one knows how to measure this. Yet the IAAF originally banned Pistorius from taking part in able-bodied events. Herr alleged that their "discrimination" was based on Pistorius's "insane talent" rather than his blades.

"The minute an athlete with an unusual body or mind becomes competitive, they're a threat. Before that happens, they're seen as cute or courageous. Once they win, they're accused of cheating.

He said that "morally and legally" no one should be banned from sporting events "based on opinions not grounded in science".

Herr uses artificial limbs that are packed with five computers, a dozen sensors and patented *actuators* which act like real muscles and tendons.

He walks like a person with normal legs, jogs "for recreation" and climbs mountains.

He said about 200 people were already using the new R400 000 legs, and his bionic innovations have twice appeared on *Time* magazine's annual *Top Ten* inventions list.

Herr said while Pistorius used blades which "emulated" natural legs, technology was advancing so rapidly that "there will be a day when artificial limbs will allow a person to run much faster than a person with biological limbs."

Pistorius was confident about qualifying for the Olympics: "It will be something that has never happened before. I think it will challenge people's perceptions of people living with a disability."

(Adapted from: "Feel-good" factor of London 2012, Rowan Philip, The Sunday Times, January 29, 2012, News section, p. 8)



Interjectives

Interjectives are particular words and punctuation marks that express a speaker's emotion. For example, when Oscar Pistorius wins a race, his friends might say "Hooray!" If another athlete couldn't finish a race, his her friends could say "Oh dear!" Here are some other examples of interjectives: *Goodbye! Cheers! Sorry! Oh!*



Finite verbs, compound nouns, complex nouns, pronouns and possessive pronouns

Finite verbs

Every sentence must contain a finite verb. You know that a verb is a doing word. Now how do you recognise a finite verb?



- A finite verb has a **subject**. *They failed to score a goal*.
- 2 A finite verb can change tense. They fail to score a goal.
- 3 A finite verb can change number. It can change from singular to plural. *He fails* to score a goal. *They fail* to score a goal.
- 4 You cannot write a sentence without a finite verb. (*Singing loudly* is not a sentence because the verb, *singing*, does not have its own subject.)

Compound nouns contain more than one word. The nouns are joined by a hyphen. Examples of compound nouns are:

- half-marathon
- fun-run
- run-up
- pole-vault.

Complex noun phrases contain more than one word: the head, or central noun, and some other words which make up the noun phrase. For example, *a runner with long legs* is a complex noun phrase.

Pronouns

Pronouns are words that take the place of nouns. Instead of saying *Oscar*, you could say *he*.

Possessive pronouns

Possessive pronouns are words that take the place of nouns. These types of pronouns, however, indicate that something belongs to, or is possessed by, someone. Look at these examples:

- Those running shoes belong to him.
- The medal is hers.

Classroom activity 5

- 1 Find two different examples of commas and two examples of full stops in the newspaper article *Oscar could be fastest man,* and discuss why these punctuation marks have been used. (4)
- 2 Identify four finite verbs in the newspaper article. Tell your partner why they are finite verbs. (4)
- Write down four sentences about a sports match. Each of your sentences must contain a finite verb. (4)

Write down four compound nouns of your own. Use a dictionary to search for words that could be made into compound nouns.

Hint: Sometimes, an adjective and a hyphen are placed in front of a noun to make it a compound noun, for example, *super-fast* and *ultra-slow*.

(4)

Total: 25

Make the following into noun phrases by adding some words of your own. The first one has been done for you.

a swimmer with a hard kick

a)	an athlete with

- b) a marathon-runner with _____
- c) a show-jumper with _____
- d) a sailor with ______(4)
- 6 Find as many pronouns as you can in the newspaper article. (5)



Antonyms, ideophone synonyms, idioms and proverbs

Antonyms are words which are opposite in meaning to another word. For example, *big* is the opposite of *small* and *fast* is the opposite of *slow*.

Ideophone synonyms: A synonym is a word that is similar in meaning to another word. For example, *huge* is a synonym for *large* and *swift* is a synonym for *fast*. An ideophone synonym is a sound word that is similar to another sound word. Examples of ideophone synonyms are: *rattle* – *bang*, *clatter* and *shake*.

An **idiom** is a group of words whose meaning is different from the meanings of the individual words. For example, *over the moon* means very, very happy. *Under the weather* means not feeling at all well.

A **proverb** is a short saying stating a general truth or piece of advice. For example, *neither a lender nor a borrower be* warns people not to borrow money from others, or to lend it to them – as both these situations can lead to trouble.

Classroom activity 6

1 Copy the table on the following page into your workbook. Write down the antonym for each of the words. The first one has been done for you:

Word	Antonym
foreign	local
victory	
win	
patient	
finish	
exhaustion	
early	
carefully	
calm	
right	

(10)

There are many proverbs relating to physical activity and sport. Work with a partner. See if you can match the idiom below with its correct meaning. The first one has been done for you. Enjoy yourself!

Idiom		Meaning		
1.	The ball is in your court	a)	It's your turn to speak or act next	
2.	Get into full swing	b)	Not being honest with someone/ misleading him/her	
3.	Give the game away	c)	Make someone feel less confident/do or say something unexpected	
4.	Race against time	d)	Reveal a secret	
5.	Play games with someone	e)	The busiest time of an event	
6.	Riding high	f)	Work very quickly to finish something	
7.	Have a ball	g)	Deceive or cheat someone	
8.	Swim against the tide	h)	Have a good time	
9.	Take the wind out of someone's sails	i)	Enjoy a period of success/popularity	
10.	Take someone for a ride	j)	Do or say something opposite from most people	

(10)

- 3 Comment on why you think people use idioms, and whether you think they improve the language. Remember to give detailed reasons for the opinions you express.
 - Share some idioms from your home language with the class. Can you translate them directly into English? Give a reason for your answer. (4)
- What do the following proverbs mean?
 - a) Too many cooks spoil the broth.
 - b) A bird in the hand is worth two in the bush.
 - c) Don't put all your eggs in one basket. (6)

Total: 30

Writing your own poem

What you know already



You have learnt about some of the features of poetry: you know that poems are very different to plays and short stories in structure.



How much do you know about the techniques a poet uses? Choose either **Yes** or **No** for each of the following statements.

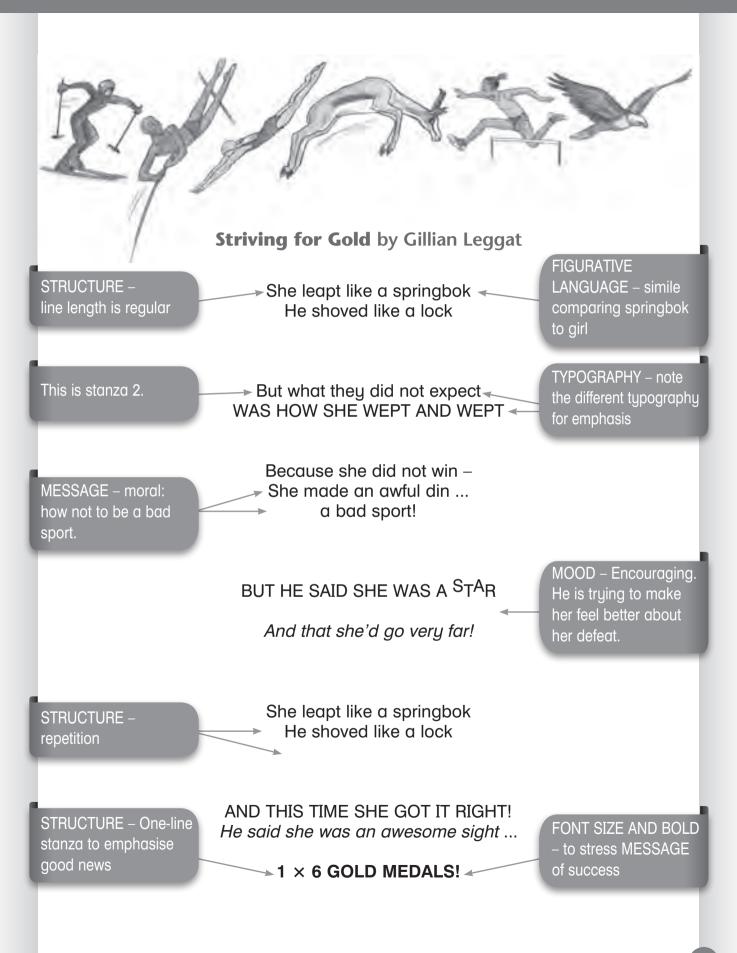
	Yes	No
I know how the structure of a poem differs from the structure of prose.		
I know about figures of speech and imagery.		
I know about rhyme and rhythm in a poem.		
I can work out what the message is in different poems.		
I know about stanzas in poems.		

What you still need to know



The **mood** of the poem creates a particular atmosphere, for example, a soft swishing sound creates a peaceful mood, but a loud banging noise creates a tense mood or atmosphere. The poet will use words to create the swishing sound or the loud noise.

The diagram that follows shows you some of the key features of a poem.



Word bank



swatted hit something with your hand or a flat object

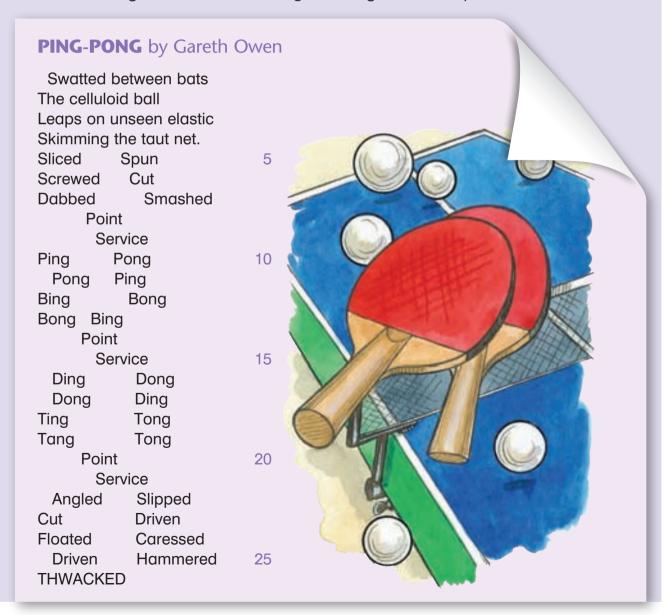
celluloid a thin, clear plastic material

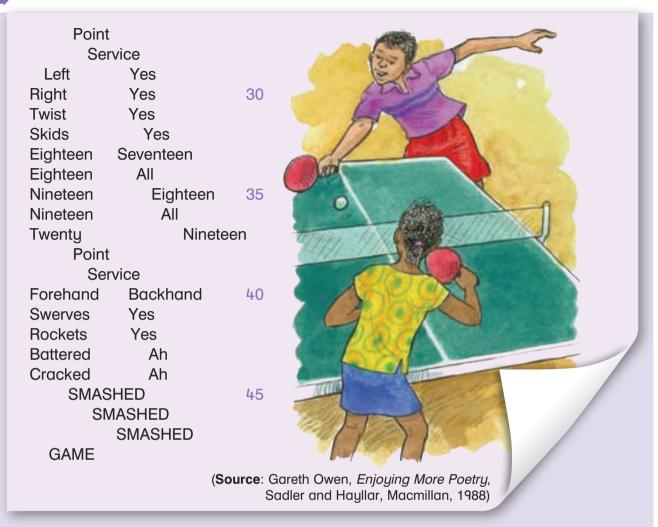
taut stretched tight

caressed touched someone or something in a loving or gentle way

Classroom activity 7

Your teacher will read you a poem called *PING-PONG*. Follow the text. The meanings of any words that you might not know have been explained in the *Word bank* above. Make sure that you know their meanings before you read the poem.





- With a partner, talk about the sound words in this poem, such as *Bing* and *Bong*. Discuss the different fonts in the poem, such as lower case or small letters for *Cracked* and upper case or capital letters for *SMASHED*. Talk about the excitement that is added because the score is very close.
- 2 Now write your own poem about a sports match.
 - Remember that poems have stanzas or verses containing a number of different line lengths. Poets use rhyme and rhythm. They create mood or atmosphere, such as a hectic feeling when the action is fast in a sports match. They communicate a message or theme. The theme is the main idea in a poem, the message is what the poet wants the reader to understand.
- 3 Follow the process of writing: plan your poem, then draft it, revise it, edit it and proofread it. When you have finished, give it to your partner to read. Allow your partner to give you some suggestions about what you can do to improve your poem. Once you are satisfied that your poem is the best that you can write, present it to your teacher for assessment.

You will be assessed against the following marking grid:

Marking grid for assessing a poem					
	5	4	3	2	1
The poem contains stanzas.					
The poem contains rhyme.					
There is an identifiable rhythm in the poem.					
The poem contains some figures of speech.					
There is a definite theme in the poem.					
The message in the poem is clear.					
Effective diction is used in the poem.					
The overall impression that the poem creates is effective.					
TOTAL:/40					



Borrowed words

Many of the English words we use every day have been borrowed from other languages, such as Latin, Italian, French and German.

We use many words every day that have their origin in other languages: apartheid from Afrikaans, assassin from Arabic, anorak from Inuit Indian in Greenland, breeze from Portuguese, coffee from Ethiopian, hunk from Flemish, shampoo from Hindi, slogan from Britain's Celtic.

Classroom activity 8

Study the following list of words which have been borrowed from the French language. These words are now used often as part of our English vocabulary:

- umpire: from non per, meaning not equal
 The term, a nonper, lost its letter n to become an umpire
- trophy: originally the arms of a defeated enemy put on display
- sport: an amusement or game
- somersault: a leap above
- relay: originally a set of fresh horses for a journey

- parachute: a silken cloth used for descending slowly through the air
- en route: on the way
- detour: turn away

Use each of the above words in a sentence of your own. Underline the borrowed words. Swap your sentences with your partner. Read your partner's sentences.

Homework activities Weeks 3–4

Match the best words in Column B with the beginnings of the sentences in Column A.

Making similes					
Column A		Column B			
1.	He swam like a	a) butterfly			
2.	She ran like the	b) soldier			
3.	The shot-putter took aim like a	c) fish			
4.	She danced like a	d) wind			

2 Copy the following list of words into your workbook. Write down their antonyms (words of opposite meaning) next to them.

Word	Antonym
quick	
hard	
lazy	
high	
run	

Don't be so dramatic!

In this theme, I will:

- talk about drama and take part in a dialogue
- revise the key features of a literary text
- revise the reading process
- revise the key features of a poem
- read for comprehension
- write a dialogue, act out a drama and revise process writing
- learn about common nouns, finite verbs, pronouns and possessive nouns
- learn about simple sentences, statements, simple present tense, simple past tense, subjects and subject-verb agreement
- learn about synonyms, antonyms, proverbs and idioms
- learn about colons, when to open and close inverted commas, exclamation marks and question marks
- read a play and a poem in the Core Reader.

Let's talk about this theme

- Have you ever taken part in a play? What character did you play?
- Do you think writers should include talking animals in stories and plays? Why or why not?
- Do you like stories, plays and poems about animals?
- What do you think you can learn from animals?



Talk about drama

What you know already



A drama is another word for a play. It is written in the form of a dialogue and performed on stage. Plays are about different characters. When talking to your friends about a play, say if you liked it and why. You could talk about the different characters, what they did and how they behaved. You could also discuss what the play is about, and if it has any important messages. To keep the conversation going, you could ask questions. You also reply to other peoples' questions and try to raise interesting new points.



How comfortable are you about having a conversation on drama? Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I have watched a play and/or read one and can talk about the story.		
I enjoy talking about the characters in the play and how they behave.		
I like to talk about the message of the play.		
I ask questions about the play and answer other peoples' questions.		

What you still need to know



Because of social media and your busy life, you don't often sit face-to-face with your friends and talk to them. It is important to be able to have a conversation with your friends about simple subjects. You should use the correct register: register is the right use of language in a particular situation. If you are talking to children, your word choice will be quite simple, but you will use different words when you talk to adults.

To have a conversation with your friends about drama, you need to:

- relax and talk informally to them
- keep the conversation going
- choose a main point to talk about
- illustrate your main point with examples and supporting ideas
- answer questions.



Classroom activity 1

Work in groups of four or five. Have a conversation about plays you have read or seen at a theatre or on television. Later in this theme, you are going to read an extract from a play about animals in a zoo talking. Discuss whether you think it is a good idea to give animals human qualities. Think about different animals. If these animals were given human characteristics, how do you think they would behave?



Try to raise important points for your discussion. Follow them with supporting ideas and examples. Take it in turns so that everyone has a chance to talk. When you have finished, share your ideas with the rest of the class. Do you think that letting animals take the parts of people is credible/realistic/possible? Why or why not?



Colons, inverted commas, exclamation marks, question marks

Colons can be used before direct speech or to introduce a list or an explanation:

Mary said: "Don't do that!"

We bought various items at the shop: milk, bread and porridge. This is how it's done: you place the left hand over the right hand.

Inverted commas

When you write down the words that somebody says in a story, you place inverted commas or speech marks before and after the words that are spoken. "I love to go to the theatre to watch a good play," said Joseph.

Exclamation marks are used to express emotion, usually of surprise. "I don't believe you!"

Question marks are used to ask questions. "Did she really say that?"

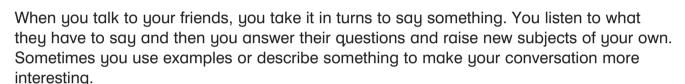


Statements

Statements are clear expressions about something in speech or writing. They are factual. *The new play is coming on at the Market Theatre on Saturday*.

Take part in a dialogue

What you know already





Are you good at taking part in a dialogue? Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I can begin a dialogue by introducing a subject.		
I can listen carefully to someone else.		
I can take turns to say something.		
I can answer questions.		
I can raise new subjects.		
I use examples or describe something to make my conversation more interesting.		

Word bank



dialogue

a conversation between two or more people as a feature of a book, play or film; discussion intended to explore a subject

What you still need to know



In a dialogue, you should use appropriate language or register. Suit your language to the particular situation. When you listen to someone speaking, you should look at them and show that you are interested by leaning slightly forward. Your body language should express to people that you are interested in what they are saying, as well as showing that you also have something interesting to contribute. Stress important points when you are speaking. Concentrate so that you can give an intelligent reply. Make sure that you take turns. You must also give other people a chance to speak.

Classroom activity 2

In pairs, you are going to read the following dialogue about different kinds of drama.

Remember to take turns to show that you are interested and also to listen carefully to what your partner is saying so that you can comment afterwards.

Sarah: It's amazing how many different types of plays there are: like romances, thrillers and comedies. I saw such a

funny play recently. I couldn't stop laughing.

Sipho: Really? What was it about?

Sarah: You won't believe it! It was about animals.

Sipho: A funny play about animals? Tell me more ...

The following exercise is based on the dialogue above.

- 1) Why has the colon been used in the third line of the dialogue? (1)
- If this had been part of a story, the dialogue would have looked like this:

 "It's amazing how many different types of plays there are: like romances, thrillers and comedies," said Sarah.
 - Complete the rest of the dialogue as part of a story. Remember to open and close your inverted commas. (5)
- 3 Explain why the exclamation mark has been used in line 8 of the dialogue. (1)
- 4 Why have the question marks been used in Sipho's lines? (2)
- 5 Find Sarah's statement in the dialogue. (1)

Total: 10

Comedy

Key features of a drama

What you know already



A drama is similar to a story except that it is written in dialogue. It has **characters** (the people in the story), **characterisation** (what the people are like), **plot** (the story line), **conflict** (disagreements), **background** (the history), **setting** (the place) and **theme** (the main ideas). Sometimes there is a **narrator** in a drama (the person who tells the story).



Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I know that a drama is written in dialogue.		
I know that a drama has characters.		
I know that a drama has a plot and there is conflict in the play.		
I know that a drama is set in a particular place.		
I know that a drama has a theme.		

Word bank ABC

remote control of a machine from a distance by means of signals sent from a

radio or an electronic device

precisely exactly

genius brilliance, intelligence

morph change

bimolecular having to do with life or living beings

reversible put back to its original state reconfigures re-arranges in a particular way

petty small-minded

bureaucrats officials who insist on doing things the way they have been told to do

them

device something made for a particular purpose

rue regret moving liberate free

guinea pig in this context, somebody to be experimented on

What you still need to know



Between the lines of dialogue in a drama, there are **stage directions**. These tell the actors what they must do. You can read a drama in a book, or you can watch it on stage or in a film. The characters in the drama (played by actors), speak the lines of the play. They move across the stage, use gestures (hand movements), facial expressions (such as smiles or frowns) and tone of voice (such as anger or happiness).

The one-act play, *Remote Control*, is about a confident professor who tries an experiment on animals in a zoo. The experiment goes very wrong: the monkey begins to take control. It is very funny!

There are five characters in the extract of the play below. Your teacher will choose five learners to read the different parts. The rest of the class must listen carefully. What is the plot of the story? What is happening? What events occur? To whom do these events occur? Who are the characters in the story? What are these characters like? What do you think the message of the play is? Does it teach you anything important?

When you understand what the play is about, you must answer questions about it. Your teacher will help you with the pronunciation (how to say the words) of some of the more difficult words. You can also find out how to pronounce words by using a dictionary. For example, if you look up *genius*, the dictionary will show you that the word is pronounced like this: **genius/jee**-ni-uhss/

The meanings of unfamiliar words have already been set out for you in the *Word bank*. Make sure that you understand the meanings of these words before you begin reading the drama.

Remote Control by Sue Murray

Prof. Poppov: In precisely [looks at watch] 41 minutes from now,

the world will see the proof of my genius. They will

see me morph a monkey into a man.

Ms Black: Excuse me, Professor Poppov. Prof. Poppov: What now? Time is ticking away.

Ms Black: Are you saying you could turn me into a monkey?

Prof. Poppov: No, no, no, no, no.

George: No, no.

Prof. Poppov: Impossible. The device is programmed only to convert other

biomolecular structures into those of ours. And before you ask, yes, it is reversible. The rewind function here reconfigures the elements to

their original state.

Ms Black: [Uncertain] I see.

Prof. Poppov: Oh yes, I've had my critics. Jealous, petty bureaucrats. They will rue

the day they threw me out of the university. And now, let the final test

begin! Bring forward the monkey.

George: The monkey.

Mrs Black: The monkey.

[Milly and Billy lead the monkey forward. They stand on either side of him.]

Monkey: [*Making monkey noises*] Ooh, ooh.

Prof. Poppov: I just press this button here, then this red one there and – *voila*! [*Prof. Poppov points the gadget at the monkey. There is a loud electronic humming noise and an eerie green light. The monkey turns around, rapidly discarding his mask and standing upright.*]

Monkey: [Monkey noises] Ooh, ooh, ooh ... [Speaks] Oh, I'd love a banana

smoothie.

[Everyone is stunned, except for Prof. Poppov, who is looking very pleased with himself.]

Monkey: [To Milly and Billy] You know what you can do with those bananas,

fellas.

[The monkey grabs the bananas and stuffs them into Milly's and Billy's mouths. He takes a large set of keys from Milly.]

Monkey: Thank you.

[The monkey grabs the remote control from Prof. Poppov and scampers off.]

Monkey: And thanks for showing me how this works.

Prof. Poppov: Stop him, stop him!

[Milly and Billy chase after the monkey, bananas still in their mouths. They are followed by Ms Black. They exit.]

Prof. Poppov: George. Do you have the spare device?

George: Of course, Professor Poppov. In the mobile laboratory. But it isn't

fully recharged.

Prof. Poppov: Get it. Now. I will inspect the other monkeys. We only have ...

[Consults his watch] 39 minutes.

George: Yes, Professor Poppov.

[Prof. Poppov and George both exit.]



[A different part of the zoo. The monkey sneaks on, checking behind him that he hasn't been followed. He goes over to a cage, in which the kangaroo sits.]

Monkey: Hey Roo?

Kangaroo: [Makes a 'ttt' kangaroo-ish sound]

Monkey: Want to be a guinea pig?

Kangaroo: [Makes a 'ttt' kangaroo-ish sound]

Monkey: That's an in-joke us scientists use. Guinea pig, get

it? I am going to let you be the first animal I liberate from the zoo. No more being stared at, no more sticky-fingered children trying to poke you, no more video cameras capturing every scratch

and yawn. We can be free, free!

(Source: Remote Control, Sue Murray, in Real Dramas, a collection of ten plays)

Classroom activity 3

Answer these questions about the play:

- 1 What is the main conflict? (2)
- What does Professor Poppov want? (1)
- What does the monkey want? (1)
- 4) Why does Professor Poppov want to prove that he is a genius? (2)
- 5 What unexpected thing does the monkey do? (1)
- 6 How would you describe the monkey's character? (3)
- Compare (write about the similarities) and contrast (write about the differences) the characters of Professor Poppov and George; the monkey and the kangaroo. (4)
- 8 What do you think is going to happen in the play? (3)
- Make up your own ending to the play. (3)
- Is Professor Poppov's behaviour justifiable or acceptable to you? Give a reason for your answer. (5)

Total: 25

Now get into a group and act out your own ending to the play. Remember to try to act as if you are the character you are playing. Speak loudly so the audience can hear you. Move around in your performing area. Try to vary your facial expression and use hand gestures. Vary your tone of voice.



Read the play *The Littlest Warrior* on page 82.

Poetry

What you know already



You know that poets often use figurative meaning. This makes use of figures of speech, such as similes or metaphors. The external structure of poems, such as stanzas (verses) and typography – the way the words are typeset, using bold, upper case (capitals) or lower case (small letters), also affects the meaning of a poem. The theme of the poem refers to the main idea or message in the poem, whereas the mood is the atmosphere or feeling that the poet creates.

Word bank



techniques particular ways of doing something which needs a special skill

azure a bright blue colour

alliteration the repetition of vowel sounds at the beginning of a word, for example:

clasps, crag and crooked

Classroom activity 4

Your teacher will read you a well-known poem, *The Eagle*, by Lord Tennyson.

You will then discuss with your partner some techniques the poet uses.

The Eagle by Lord Tennyson

He clasps the crag with crooked hands; Close to the sun in lonely lands, Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

(Source: The Eagle, Lord Tennyson, The Turning World, D.J.Brindley)

Think about the techniques the poet uses:

- Rhyme: hands lands stands; crawls walls falls
- Rhythm: the stresses on important words like clasps crag crooked
- Images and sounds: alliteration cl cr cr
- Theme the power of the eagle
- Mood being in awe of this magnificent bird
- Message respect for the amazing creatures in nature



Now tell your partner why you enjoyed this poem. Talk about the techniques and what you enjoyed about the poem. Share your ideas with the rest of the class.



Read the poem *The black badge of Africa* on page 65.

Classroom activity 5

Remember that proverbs are short sayings stating a general truth or piece of advice, for example: *Birds of a feather flock together*. Idioms are groups of words whose meaning is different from the meaning of the individual words. For example, *under the weather* means that somebody is not feeling well.

- 1 Work with a partner. Do some research about proverbs and idioms. Look up lists of proverbs and idioms in language books and on the Internet. Write down the meanings of those that you have found.
- 2 Now write a short paragraph or story based on one of the proverbs. Use at least another two proverbs in your story.
- 3 Swap your story with your partner and let him/her edit it.
- Read out your story to the class and see if they can guess which proverb your story was based on.



Common nouns, finite verbs, simple sentences, pronouns and possessive nouns

Common nouns are naming words which are things, people or animals, such as *sky*, *girl* or *hawk*.

Finite verbs are doing words which have their own subjects: *The hawk* caught its prey.

A **simple sentence** contains only one finite verb. *The hawk caught its prey* is a simple sentence because *caught* is the only finite verb.

Pronouns are words which take the place of nouns: *It caught its prey*.

If you ask the question *who* or *what* before the verb, you get the subject of a sentence: *The hawk* and *it* are subjects in the sentences above.

Possessive nouns

The possessive form of singular nouns (names, places, things or ideas) is formed by adding an apostrophe plus an *s*: *the hawk's prey* means that the prey belongs to the hawk.



Subjects and subject-verb agreement

Subjects

If you ask the question *who* or *what* before the verb, you get the subject of the sentence.

For example, *The eagle chased the pigeon*. Who chased the pigeon? Answer: The eagle. Therefore the *eagle* is the subject of the sentence.

Subject-verb agreement

If the subject is singular, it must have a singular verb.

- The monkey is clever.
- The boy climbs the tree.
- The girl plays with her dog.

If the subject is plural, it must have a plural verb.

- Dolphins are intelligent.
- The boys climb the tree.
- The girls play with their dogs.



Reading for comprehension

What you know already



You can skim a text, paying particular attention to important nouns and verbs. You can also scan a text, looking for particular information. You can predict what the text is about by looking carefully at the title, subheadings and pictures. You can work out what a word means by looking at the sentence in which the word is used.

When you read intensively, you concentrate really hard and look through the piece of work very carefully and thoroughly so that you can understand it better.



How familiar are you with skills that will help you to read and understand a text? Match the numbers in Column A with letters in Column B.

Column A	Column B
1. skimming	a) title at the top of a page or section of a book
2. scanning	b) pictures
3. predicting	c) read through something quickly, noting only the main points
4. heading	d) ways of deciding on the meaning of a word
5. visuals	e) guess what is going to happen in the story
6. word attack skills	f) look at quickly to find relevant and important information

What you still need to know



There are ways you can work out the meaning of a word you do not know. You can do the following:

- Read the sentence carefully and try to work out the meaning of the word from the context. (Context: the parts that come before or after a word in a passage to make its meaning clear).
- Break the word up into syllables or parts thun der bolt.
- See if the word has a prefix (prefix: a group of letters placed at the beginning of a word to alter its meaning: pre-teen – pre means before).

Classroom activity 6

Do not refer to the *Word bank* until you have completed this activity. It has been placed after this activity so that you can check your understanding of the words after you have tried to work them out yourself.

Use your knowledge of word attack skills to work out the meaning of the unfamiliar words in the following fable.

How many of these words do you know: alert, dovecote, consistently, sallies, anxiety, conceivable, installed, prerogative, devouring? If you don't know these words, try to work out what they mean by looking at the sentences in which they are used. Use other word attack skills (knowledge of prefixes, such as con-) to work out the meanings. Otherwise look the words up in the dictionary. You could also compare your answers with the Word bank on page 44. Write down the meaning of each of the words.

Fable: The hawk and the pigeons

Some pigeons had long lived in fear of a hawk, but since they had always kept on the alert and stayed near their dovecote, they had consistently managed to escape their enemy's attacks. Finding his sallies unsuccessful, the hawk now sought to use cunning to trick the pigeons.

"Why," he once asked, "do you prefer this life of constant anxiety when I could keep you safe from any conceivable attack by the kites and the falcons? All you have to do is to make me your king, and I won't bother you anymore."

Trusting his claims, the pigeons elected him to their throne, but no sooner was he installed than he began exercising his royal prerogative by devouring a pigeon a day.

"It serves us right," said one poor pigeon whose turn was yet to come.

Some remedies are worse than the disease itself. (This is an example of a proverb.)

(Source: The hawk and the pigeons, Aesop's Fables, Penguin popular classics, p. 6)

- 1 How has the writer created a sense of fear on the part of the pigeons for the hawk? (3)
- What does the use of "cunning" and "trick" tell us about both the hawk and the pigeons? (2)
- 3 Explain: "whose turn was yet to come". (1)
- Examples of common nouns in the passage are *pigeons* and *hawk*. Find four other common nouns in the passage. (4)
- 5 Examples of finite verbs are *had lived* and *stayed*. Find four other finite verbs. (4)
- 6 Examples of pronouns are *they* and *us*. Find two other pronouns. (2)
- Write down the one possessive noun from paragraph 1. (1)

- - 8 Change these finite verbs, which are in the simple past tense, to the simple present tense: began, kept, stayed and managed. (4)
 - 9 Find the subject in the last sentence of the passage. (1)
 - Choose the correct verb in these sentences:
 - a) The kangaroo jumps/jump.
 - b) The seals swim/swims.
 - c) The lions stalks/stalk their prey.
 - d) The eagle catch/catches the small bird.
 - e) The elephants trumpets/trumpet loudly. (5)
 - Write your own simple sentence about an animal or bird. (3)
 - Copy the table below into your workbook. Complete the table the first example has been done for you.

Simple present tense	Simple past tense
fly	flew
see	
jump	
	walked
say	
	spoke

(5)

Total: 35

Word bank



intensive very thorough or rigorous

alert quick to notice and respond to danger or change

consistently having a regular pattern

sallies sudden charges from a place surrounded by an enemy

anxiety an anxious or worried feeling

conceivable capable of being imagined or understood

installed put in place

prerogative a right or privilege belonging to someone

devouring eating greedily

Write a dialogue

What you know already



A dialogue involves two people speaking to each other. It is like having a conversation with someone, except that you write down the words the people say to each other. In a play, the character's name is placed next to the margin with a colon next to it. No inverted commas or speech marks are used.



How familiar are you with the way dialogue is presented in writing? Choose either Yes or No for each of the following statements.

	Yes	No
I know that dialogue is the words characters in a story or a play say to each other.		
I know how to write the characters' names in a play.		
I know that a colon is written next to the character's name in a play.		
I know that in a play, no inverted commas are used.		

What you still need to know



When you write a dialogue, you must think carefully for whom you are writing (your audience). You must know why you are writing your dialogue: what your purpose is. Do you want to make your reader laugh or is your message serious? Make your words suit your characters. Slang may be appropriate for some characters, but not for others. Slang is the informal use of language, which is more common in speech than in writing. It is used by a particular group of people. Use your imagination.

Classroom activity 7 (Formal assessment task)

Take care to carry out all the steps that are part of the writing process: plan, draft, edit and proofread the dialogue.

Write a dialogue for a play on something you feel strongly about.

Hint: It might help to skim newspaper and magazine headlines to find topics of general interest. Your dialogue should be about a page long (about 200 words).

Swap dialogues with your partner. When you have finished reading each other's dialogue, act it out. Present your dialogue to the rest of the class.

The dialogues will be assessed against the transactional writing rubric that your teacher will give to you.

Total: 10

Word bank



poised calm and confident

cowered crouch down or shrink back in fear

furtive trying to avoid being noticed in a secretive or guilty way

quivering shaking

heather a plant with small, purple flowers

Homework activities Week 5-6

Read the poem, *The Hawk* by A.C. Benson, and then answer the questions that follow.

The Hawk by A.C. Benson

The hawk slipt out of the pine, and rose in the sunlit air: Steady and still he poised; his shadow slept on the grass: And the bird's song sickened and sank; she cowered with furtive stare Dumb, till the quivering dimness should flicker and shift and pass.

Suddenly down he dropped: she heard the hiss of his wing, Fled with a scream of terror: oh, would she had dared to rest! For the hawk at eve was full, and there was no bird to sing, And over the heather drifted the down from a bleeding breast.

(Source: The Turning World, D.J. Brindley, Jutas, p.4)

- Write down three words from the first two lines of the poem that tell you that the hawk is a bird of prey. (3)
- Which three words tell you that the bird mentioned in line 3 is scared? (3)
- Which word indicates a dramatic change in the poem? (1)
- 4 What mistake did the bird make? (2)





- How do you feel about what happened to the bird? Quote from the poem to support what you say. (4)
- Which of the following pairs of words are antonyms, and which synonyms?

 Copy the following table into your workbook and tick the appropriate column.

Column A	Column B	Synonym	Antonym
long	short		
top	bottom		
high	elevated		
young	old		
down	low		
lofty	high		
pleaded	asked		

(7)

Total: 20





Minute to quiz it

In this theme, I will:

- listen to a short story and do a listening comprehension
- have a group/panel discussion
- revise the key features of a literary text and the reading process
- revise the key features of a poem
- revise how to read for comprehension
- write a review
- learn about singular and plural, adjectives, degrees of comparison and superlatives
- learn about simple present tense and simple past tense
- learn about homophones, homonymy, polysemy, riddles, proverbs and idioms
- read a poem and a folktale in the Core Reader.



- Have you ever thought about amazing heroes in our history?
- Have you ever had a chance to rescue someone?
- Are you a brave person? Can you stand up to bullies?
- Have you ever asked serious questions about what happened in your country's
 past, and why it happened? In other words, have you taken a minute to quiz or ask
 questions about the past and how it has influenced the present?

Listen to a short story

What you know already



When your teacher reads you a story, you must look at him/her while he/she is reading. You must listen carefully for the main ideas. You must also listen for examples and descriptions which tell you more about what is happening in the story. These are supporting ideas. You must take notes. This will help you to share your ideas about the story with your group.



Choose either Yes or No for each of the following statements.

	Yes	No
I listen very carefully when my teacher is reading a story.		
I listen for the main ideas.		
I listen for examples and descriptions.		
I can take notes.		
I can share my ideas about the story with my group.		

Word bank



anguished severe mental or physical pain or suffering

venture risky or daring journey

salvage rescue a ship's cargo from loss at sea

urged encouraged

superhumanshowing exceptional ability or powerrenewedbegin again with fresh life or strength

What you still need to know



Sometimes writers want to persuade readers to believe or feel strongly about something. They use language, such as colourful adjectives, so that we can picture a scene and feel strong emotions. They might want us to think about a story deeply, and to answer questions about it.

Classroom activity 1

The meanings of unfamiliar words have been listed in the *Word bank*. Make sure that you have understood the meanings so that when you hear the words in the story, you will understand them.

Your teacher will read you a story about a famous South African, Wolraad Woltemade, and his horse, Boetie. They bravely rescued many people from a shipwreck, but unfortunately, both of them drowned.

Your teacher will read you the story twice. The second time the story is read, you can take notes. Try to write down the main ideas and the supporting ideas. Try to note ways in which the writer is trying to persuade you to feel certain emotions.

Get into a group of four or five. Share your ideas about the story with your group. Use your notes to help you. Ask yourself what happens in the story. Identify the characters in the story. Who tells the story? From whose point of view is the story told? What is the theme or message of the story? Relate the story to your own experience. Do you know anyone who has been brave and risked his/her life for somebody else?



Talk about a short story

What you know already



When you discuss a story, you should talk about the characters and how they behave. You should also discuss the theme or message of the story. Remember that in every story:

- something happens (the plot)
- there are characters
- the characterisation allows us to get to know the characters better
- there is conflict: disagreements between the characters or something that goes wrong in the story that is hard to fix
- the background helps us to understand the characters better
- the setting is somewhere specific
- there is a narrator
- there is a theme or message.



Choose Yes or No for each of the following statements.

	Yes	No
I can talk about the characters in a story and what they do.		
I can identify the main theme or message in a story.		

What you still need to know



Different people can tell a story. The story of Wolraad Woltemade is told by a narrator (a storyteller) in the third person. Wolraad Woltemade is referred to as *he* or *him*. Sometimes you can tell a story yourself in the first person, using *I*.

Classroom activity 2

You are going to have a class discussion about the story of Wolraad Woltemade.

- 1 First identify the characters in the story. Who takes part in the story and what are the people like?
- 2 What is the theme of the story? Discuss the messages in the story and what you can learn from them.
- 3 Who is telling the story, and who is the story really about?
- How does this story relate to you, or to friends and family that you know? Can you think of any inspiring stories of courage or bravery involving people that you know? How does the story inspire you? Share your experiences with the rest of the class.



Homophones, homonymy, polysemy, riddles

Homophones are words of the same language that are pronounced the same but are spelt differently; the two words mean different things. For example, if you are *allowed* to do something, you have been given permission to do it. If you speak *aloud*, you are speaking out loud so other people can actually hear you expressing your thoughts. If you *break* a cup, it shatters and you cannot use it anymore, but if your father wants to slow down his car, he uses the *brake*.



Homonymy occurs when words have the same spelling and the same pronunciation but have different meanings. For example, I can *hide* away from you, but *hide* could also mean the skin of an animal. I go to sleep in my nice warm *bed*. The gardener waters the flower *bed*.

Polysemy refers to one word which has two or more distinct meanings. This technique is often used in advertising. Look at this example: *Wool. It's worth more. Naturally.* The word *naturally* could mean "as you would expect", or it could mean that wool is a natural fibre.

A **riddle** is a question worded in a puzzling way. You are asked to solve the problem of a riddle. Here are two riddles about animals:

- I have four legs and a long tail. I eat oats and hay. I love to run fast. I let people ride on my back. I am a _____.
- I have white fur. I have four legs. I purr. I am playful. I am a ______.

Classroom activity 3

Practise your grammar by using homophones, homonymy, polysemy and riddles. Work in pairs and check each others' answers.

1 The following homophones relate in some way to the listening passage you heard in Classroom activity 1. Write sentences with each of the word pairs which clearly indicate that you understand what each word means. Look up the meanings of unfamiliar words in the dictionary. Underline the homophones you have used.

feat – feet main – mane sale – sail scene – seen seas – sees blue – blew boy – buoy fort – fought horse – hoarse rain – reign

2 Make a pair of sentences with each of the following homonyms. Underline the homonyms you have used. The first one has been done for you.

mean: What does this word *mean*?

The soldiers were *mean* not to rescue the drowning sailors.

hide bays lean cast

3 Identify the double meaning (polysemy) in the cartoon on the right.



Write down the answer to the following riddle:

Two sailors were standing on opposite sides of the ship. One was looking east and the other west. And at the same time, they could see each other clearly.

Explain why they could see each other.

- 5 Below are some proverbs about bravery, courage, perseverance and friendship. Write down the meaning of each of the proverbs:
 - a) A drowning man will clutch at straws.
 - b) A friend in need is a friend indeed.
 - c) A journey of a thousand miles begins with a single step.
 - d) Better to light a candle than to curse the darkness.
 - e) You can lead a horse to water, but you can't make it drink.
 - f) Where there's a will there's a way.



- 6 Write down the meanings of the following idioms:
 - a) Against the clock.
 - b) Throw caution to the wind.
 - c) Chomp at the bit.
 - d) Call it a day.

Talk about how these proverbs could relate to the story about Wolraad Woltemade.

7 Use one of the above idioms in a paragraph to show that you know the meaning. Swap your paragraph with your partner. Get your partner to guess the meaning of your idiom.

Have a panel discussion

What you know already



In a panel discussion, you must listen carefully to what other people say. Ask questions and take notes. You can prepare a short speech about a particular subject before you start the discussion. The audience can ask you questions.



How familiar are you with panel discussions? Choose either **Yes** or **No** for the following statements.

	Yes	No
I can listen carefully to what other people say.		
I can ask questions and take notes.		
I can prepare a short speech beforehand so I know what to talk about.		
I can answer questions from the audience.		

What you still need to know



A panel discussion involves a small group of people who get together to discuss an issue of general interest. It is more ordered than an informal class discussion.

Usually about four people take part in a panel discussion. A chairperson, who is part of the group, guides the discussion. Before the discussion, the chairperson's duty is to find out what each person is likely to know about the topic. He/she can then ask interesting questions to better guide the discussion.

The format of the discussion (the way it is run):

- The chairperson will briefly introduce each member of the group.
- He/she will then ask each person for a short introductory statement about the topic.
- He/she will ask each person questions which have been prepared beforehand.
- The chairperson will then ask for questions and comments from the audience. These questions will usually be intended for a particular member(s) of the panel.
- The chairperson will ask for a concluding message or statement from each member of the panel.

Your teacher will read a poem to you. You can include it in your panel discussion. Read the words in the *Word bank* on the next page, so that you understand them when you hear them in the poem. Everyone has days where it is difficult to get ready for school or work on time. In the poem, *Plug In, Turn On, Look Out,* the poet says it is all the fault of machines when things go wrong. Notice how he exaggerates. This makes the poem funny. The poet

personifies the machines (he gives them human qualities). This also makes the poem funny, as you are bound to laugh at the machines having so much power over humans! Enjoy this humorous poem.



Word bank



tethered securely tied up

desperadoes a band of desperate or reckless criminals

uprising an act of rebellion; a group of people rebelling against authority

Classroom activity 4

- 1 You are going to have a panel discussion about the meaning of poetry.
- 2 The panel members will talk about poetry:
 - What do the different poems you have read mean?
- 3 Your teacher will choose four panel members and a chairperson who are all familiar with a different poem.

Re-read some of the poems you have studied in this book so far:

- Striving for gold, by Gillian Leggat
- PING-PONG, by Gareth Owen
- The Eagle, by Lord Tennyson
- The Hawk, by A.C. Benson

You can also talk about the poem your teacher has just read to you:

Plug in, Turn on, Look Out, by Peter Roche

The panel members will prepare a short speech about each of the above poems. You can then ask them questions about the meanings of the poems and why they enjoyed them.

Enjoy your panel discussion!

You will be assessed against a prepared speech rubric that your teacher will give you.



Singular and plural, adjectives, degrees of comparison, tenses

Singular and plural

Singular nouns refer to one person or one thing.
Plural nouns refer to more than one person or thing.
In your garden, there is one camellia bush but six roses.
In your kitchen, there is one steel pot but there are many knives.

Adjectives

Adjectives are words that describe nouns.

Degrees of comparison

Adjectives can be compared. For example, an athlete is *fast*, another is *faster*, and yet another one is the *fastest*. These are called comparative and superlative adjectives.

Other examples are: good – better – best; beautiful – more beautiful – most beautiful; brave – braver – bravest; fierce – fiercer – fiercest; cold – colder – coldest

Simple present and simple past tense

Simple present tense: *I sit in the hot sun*. Simple past tense: *I sat in the hot sun*.

Poetry

What you know already



Poetry is different from prose. It has a different form: poets use stanzas, rhyme, rhythm and imagery to communicate their message to their readers.



How familiar are you with the differences between prose and poetry? Choose either **Yes** or **No** for each of the following statements.

	Yes	No
I can talk about the differences between poetry and prose.		
I can identify the different techniques that poets use.		
I can work out the message of every poem I read.		
I can identify the poet's tone in every poem I read.		

The Solutions for all English Home Language Grade 7 Learner's **Book** has been developed to support the content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS), as organised in the new Curriculum and Assessment Policy Statement (CAPS) for Home Language.

The Solutions for all English Home Language Grade 7 Learner's **Book** has been organised to support teaching and learning in the English Home Language classroom by presenting the material to be taught and practised in the classroom in 30-60 minute lessons. In each lesson the learners will:

- establish what they already know about a topic
- learn new facts about a topic
- practise using the new knowledge, concepts and skills they have acquired in the lesson.

In addition, learners are provided with additional Homework activities.

The Solutions for all English Home Language Grade 7 Learner's **Book** is supported by the **Solutions for all English Home Language** Grade 7 Teacher's Guide and Core Reader. This course provides everything the teacher and learners need to master English Home Language in Grade 7: a complete solution for the classroom.



