

ENGLISH

First Additional Language

Grade 7

Learner Book | Book 4

Term 4



basic education
Department:
Basic Education
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Teacher Guidelines: How to use this book

Please remember that learners must not write in these books.

Please manage and control the use of the Learner Books, so that they can be re-used.

Orientation to the structure of this reading programme

For every two-week cycle, learners should work through the following texts:

1. Phonic sounds
 2. Phonic words
 3. Sight or high frequency words
 4. Theme vocabulary words
 5. Decodable texts x 2
 6. Independent reading text – fiction or non-fiction
 7. Independent reading text – visual
 8. Language Structures and Conventions – Practice
-

Differentiation of activities: technical decoding

- Activities 1–5 above are aimed at improving learners’ technical decoding skills.
- These activities help struggling or developing readers master English phonics, phonic decoding, and recognition of sight or high frequency words.
- They also help learners to improve oral reading fluency.
- Use professional judgement to decide which learners need to engage with these activities.
- Use professional judgement to decide which learners need to focus on these activities, before moving on to activities 6–8.



Differentiation of activities: reading comprehension

- Activities 6–7 are directed at building learners' reading comprehension skills.
- These activities are related to the theme and use theme vocabulary in context.
- These texts provide opportunities for learners to engage with a fiction or non-fiction and visual text. This allows learners to develop their understanding of genre types and text features.
- Learners are required to answer a range of comprehension questions independently. Sentence starters are provided as a scaffold.
- In activity 8 learners are required to answer a few LSC questions to reinforce their understanding and knowledge of different language structures and conventions in context.

Gaining a better understanding of technical decoding

Teach learners that decoding means reading the words on a page. Explain that if they are struggling with reading this is not their fault. Learners must understand that:

1. *Reading is a code. With enough practice, anyone can learn the code.*
2. *It is never too late to learn how to read.*

This programme helps learners to build their decoding skills as follows:

1. In every theme, a few English phonic sounds are revised.
 - Phonic sounds are the building blocks of reading.
 - Learners must learn to read English phonic sounds.
 - Learners must be able to blend sounds together to make words.
2. In every theme, a few English phonic words are revised.
 - These words use the phonic sounds that have been revised.
 - Learners must practice sounding them out.
3. In every theme, there is an English word find activity.
 - In this activity, learners must blend sounds from the table to build English words.
 - Learners must try to build as many words as they can.



4. In every theme, a few English sight words or high-frequency words are revised

Sight Words

- Some English words have irregular phonic sounds - these are called sight words.
- Teach learners to sound these words out, pointing out the sound/s that are said differently.
- Practice reading these words a few times to try and help learners to read these words by sight.

High frequency words

- High frequency words appear frequently in text.
- Sound out and practice reading these words a few times, to help learners read these words by sight..

5. In every theme, a list of theme vocabulary words is also included.

- Teach learners the meanings of these words as per the lesson plans.
- Encourage learners to learn to read these words by sight.
- These are often more challenging words as this programme aims to explicitly extend learners' understanding of cognitive academic vocabulary, concepts and content.

6. In every theme, two short decodable texts are included.

- These texts allow learners to practice reading phonic and sight words in context.
- The texts include the phonic words and sight words from the current cycle and previous cycles.
- The purpose of the decodable texts is to develop reading automaticity and fluency.
- Because of this, the structure of these texts may seem unfamiliar – do not be concerned by this.
- The second text is followed by three simple comprehension questions.
- Whilst these texts and questions have no significant content value, answering these questions provides an opportunity for developing readers to gain some practice in answering recall questions.



Gaining a better understanding of reading comprehension

The shared reading lesson plans follow the same procedure every cycle to help learners engage with and understand the text. Train learners to use the same process to help them work through a text independently as follows:

1. First, learners must look at the text features to ascertain:

- Is there a title or headline?
- Are there sub-headings?
- How is the text laid out?
- Are there pictures or diagrams?
- Train learners to ask themselves:

*What do these text features tell me about the text?
What kind of text am I going to be reading?*

2. Secondly, learners must scan the text and do the following:

- Make a list of words that seem important.
- Try to work out how these words connect to each other.
- Train learners to ask themselves:

*What do these words have in common?
Do these words give me any idea of what the text is about?
If so, what do I think the text is about?*

3. Thirdly, learners must read the text as follows:

- Read the text for the first time and try to work out the basic meaning of the text.
- Look at any pictures or diagrams that go with the text.
- Read through the text a second time and try to understand parts of the text that were difficult the first time.

4. Lastly, learners must read the questions that follow the text.

- Train learners to ask themselves:

*What kind of information is this question asking me for?
Where did I read about this – was it in the beginning, the middle or the end of the text?*

- Learners must find the answers in the text and use the answer frames to help them write the answers in their exercise books.



Please remind learners of the following key points:

Independent reading is a very important learning skill – throughout our education, we need to read to learn new things.

1. This means that we need the skills to read a text and understand it on our own.
2. Vocabulary is a very important part of this. We must take time to study new vocabulary words and we must make constant use of our personal dictionaries.
3. We must not become frustrated and give up! Even the best readers struggle to understand a text from time to time.
4. We must remember the steps we have been taught, and must work through them to try and understand a new text.
5. We must try to read as much as we can on our own. Reading is a skill that gets better with practice.

Icon Key

	Teacher Guidelines		Summary
	Independent Reading Skills		Language Structures & Conventions
	Challenge Your Brain		Comprehension Strategies
	LSC Practice		Vocabulary

THEME

Health: A Social Responsibility

Term 4

Weeks 1 & 2 | Cycle 1



www.unicef.org/coronavirus/my-hero-you : My Hero is You, two fictional books developed by and for children to help families cope with COVID-19

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

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



Reading Text: U = U



CS

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

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





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





Vocab

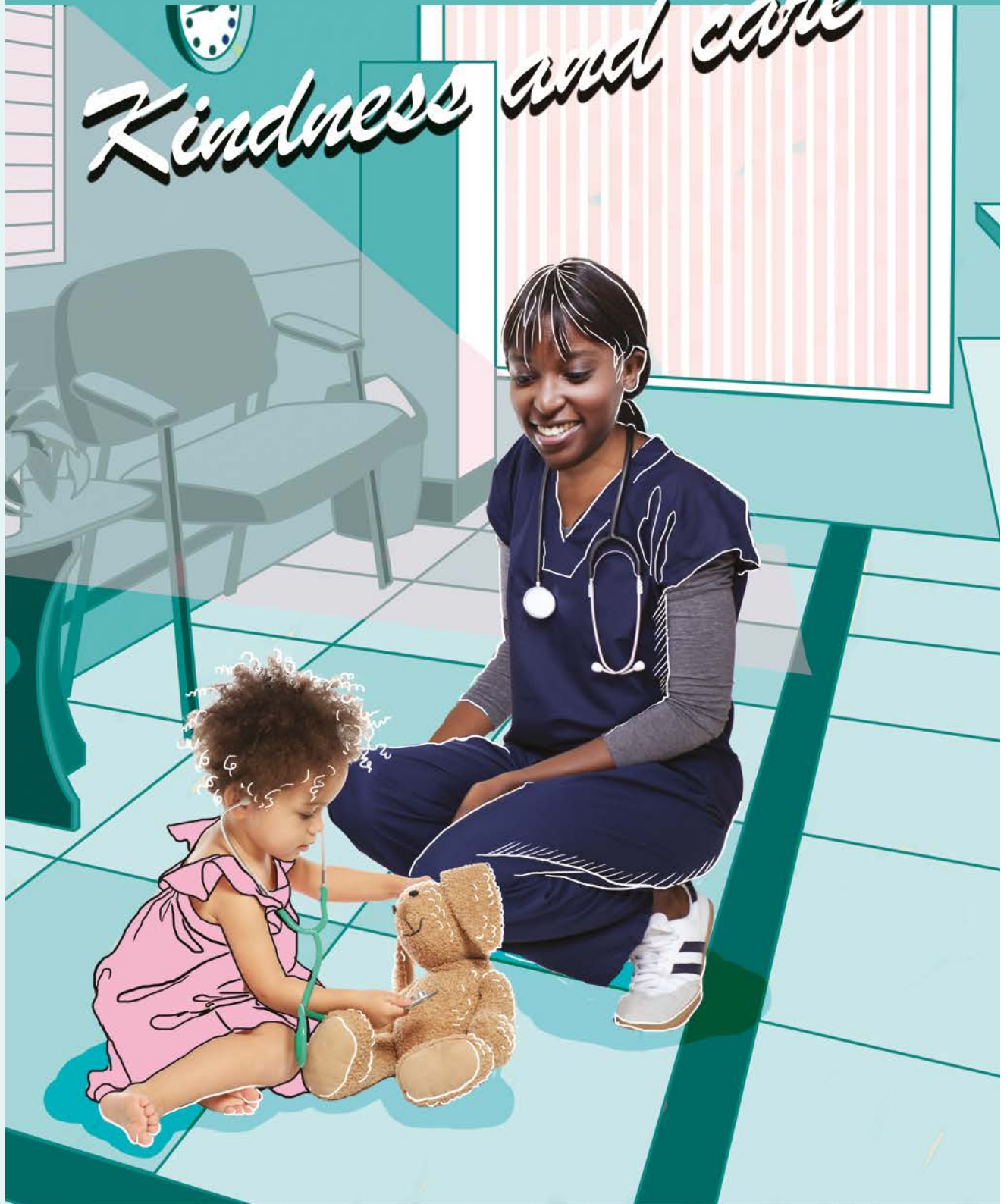
ART -

Antiretroviral Treatment, the medication taken to treat HIV

grateful - thankful

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

Kindness and care





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

Good times



Vocab

relatively – quite



CS

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



LSC

Figurative language

Made her heart stop means she got a big fright.

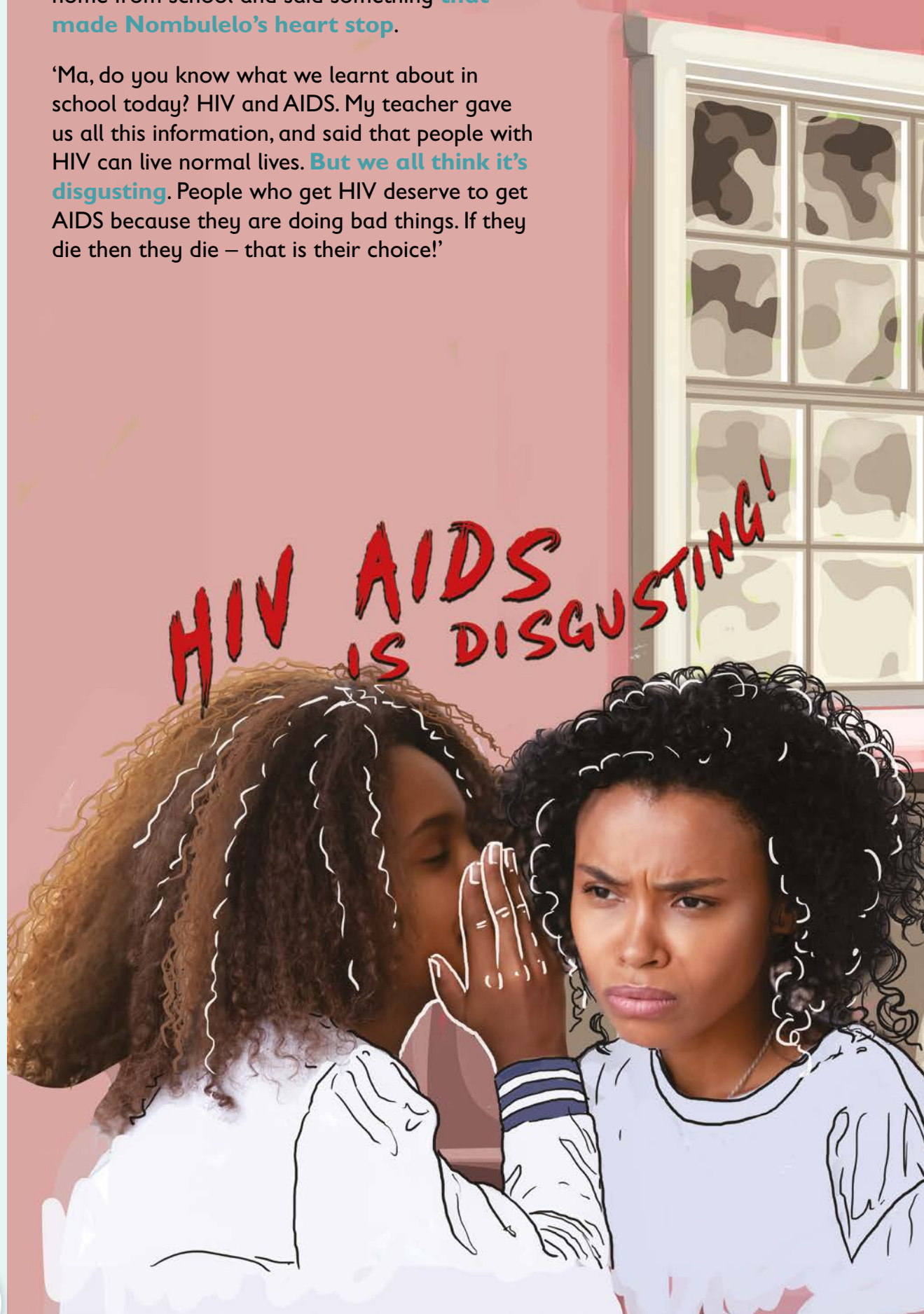


CS

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

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

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





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

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

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

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

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

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



Vocab

Dizzy – feeling wobbly like you will fall down



LSC

Figurative language
She had to face it means it was necessary to accept it and deal with it.

Figurative language
Her face became hard means she was angry.

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



CS

Can you infer how Amahle was feeling?



Vocab

filthy – dirty



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

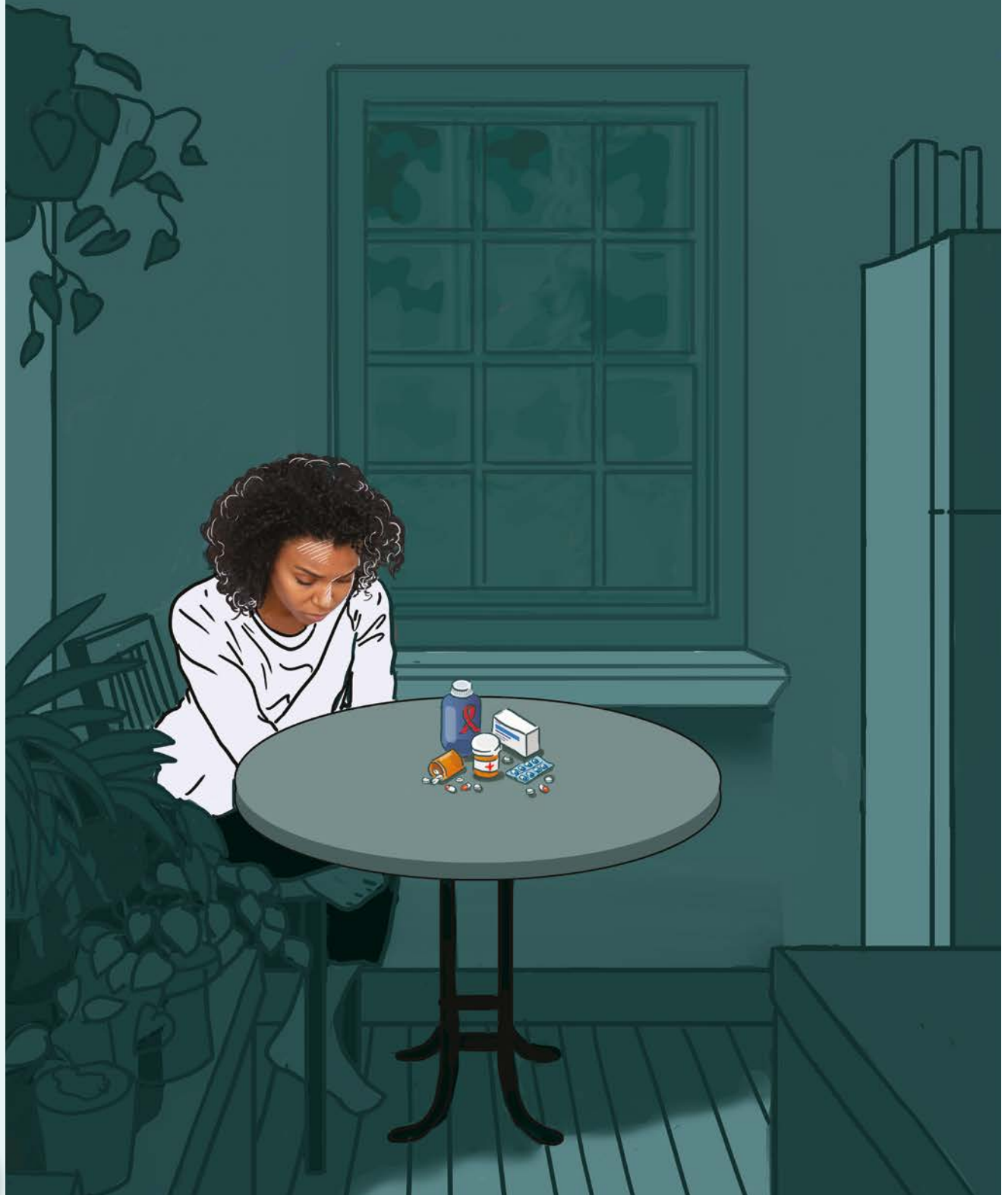


eventually – finally



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

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





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



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



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





LSC

Figurative language

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

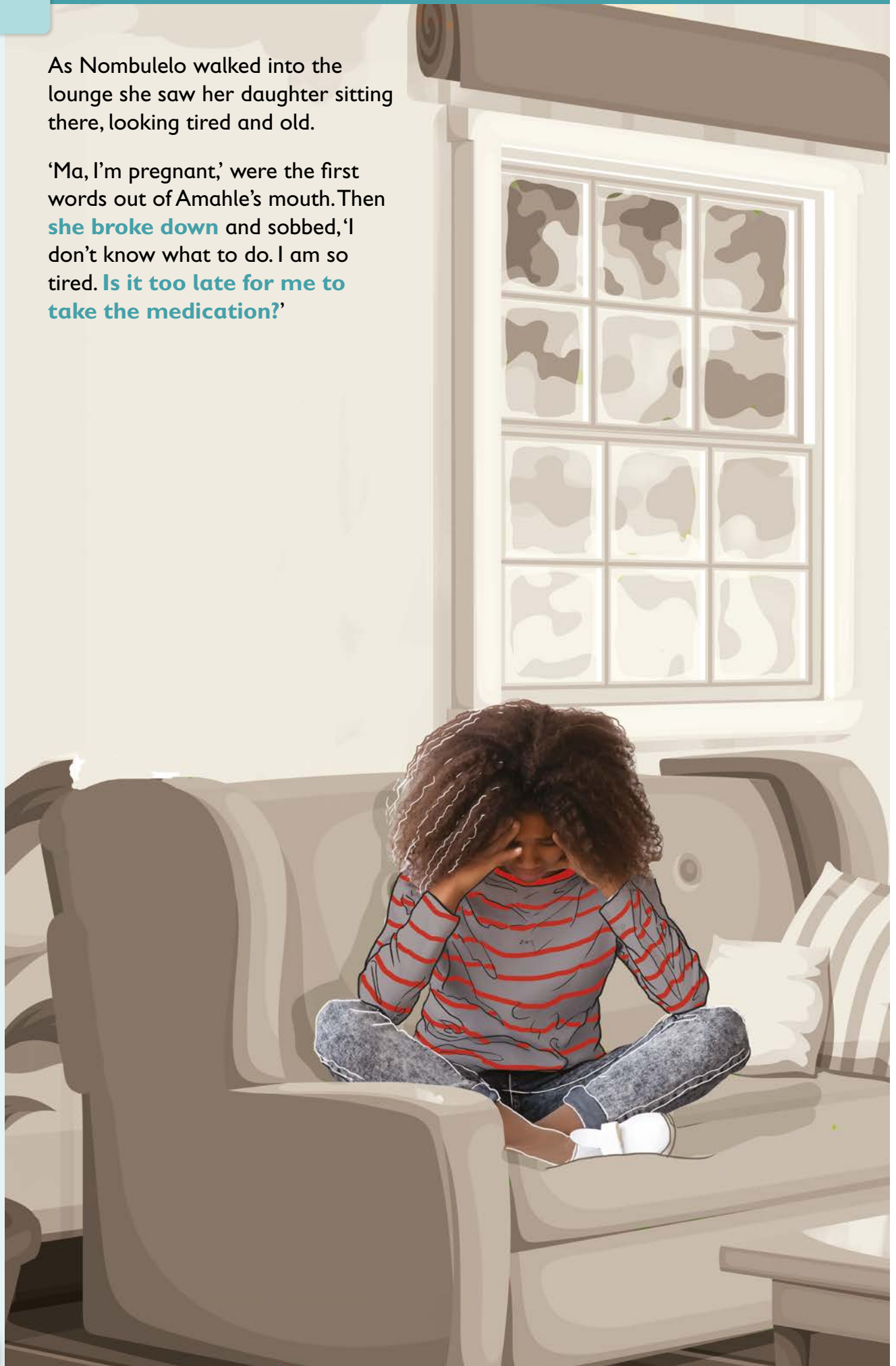


CS

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

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

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





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

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



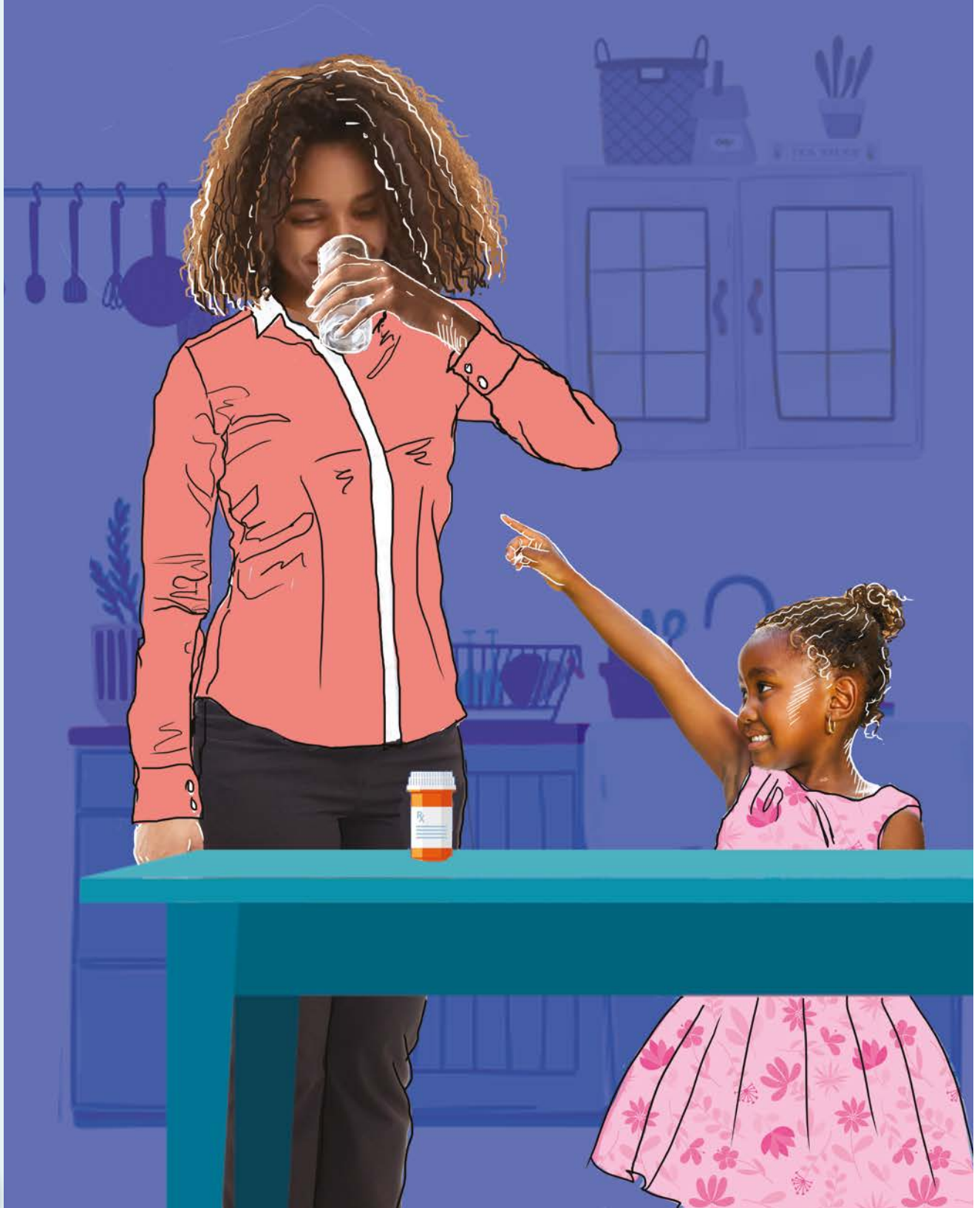


CS

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

Six years later...

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





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

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

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





LSC

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



LSC

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

Decoding Skills

Phonic sounds

Learn to say these sounds:

kn

ea

-ow

-ew

Phonic words

Practice sounding out and reading these words:

know knock each dream grow now new knew

Word find

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

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

Sight or high frequency words

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

care precious responsibility information health
risk important inside please use



Decodable Texts

We are precious

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

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

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

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

Do not put others at risk. Please, keep others safe. Please, keep others healthy. Do not knock others down. No blows, no howls or growls. We must lead! We must lead with health!

Everyone has a knack. Everyone has a knack for helping. Each of us has a responsibility. We must keep everyone safe and healthy. Lead with health! Teach health. Teach health information to others. Use what you know about health to teach others. Do not put others at risk. Treat others with care. It is our responsibility.

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





Rahima's dream

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

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

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

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

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

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





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

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

- The 1918 influenza pandemic was the worst the world has ever experienced. It is thought that half a billion people were infected, and between 50 and 100 million people died.
- PrEP (Pre-exposure prophylaxis) is a medication that can be taken by at risk people to protect them against HIV infection.

A magnifying glass with a red handle and a black frame, focusing on the text 'Interesting Facts'.

Interesting
Facts



Independent Reading



Vocab

Prevention is to stop something from happening



Vocab

A **fever** is when your body's temperature is higher than normal and you feel hot or cold and sometimes have a headache.



CS

What does it mean if you get some symptoms after a vaccine?



CS

What inference can you make about what life was for people living with HIV before ART was a possibility?



CS

What can you infer about what scientists study when they make a vaccine?



Vocab

Severe is serious or dangerous



Vocab

If your body is **exposed** to germs or a virus, it means you come into contact with the germs.

Prevention is better than cure

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

What is a vaccine?

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

How does a vaccine work?

A vaccine:

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

Important vaccinations

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

Sometimes after vaccination, you may feel some symptoms of

the disease, such as **fever**. These symptoms are normal and are signs that **the body is building immunity**.

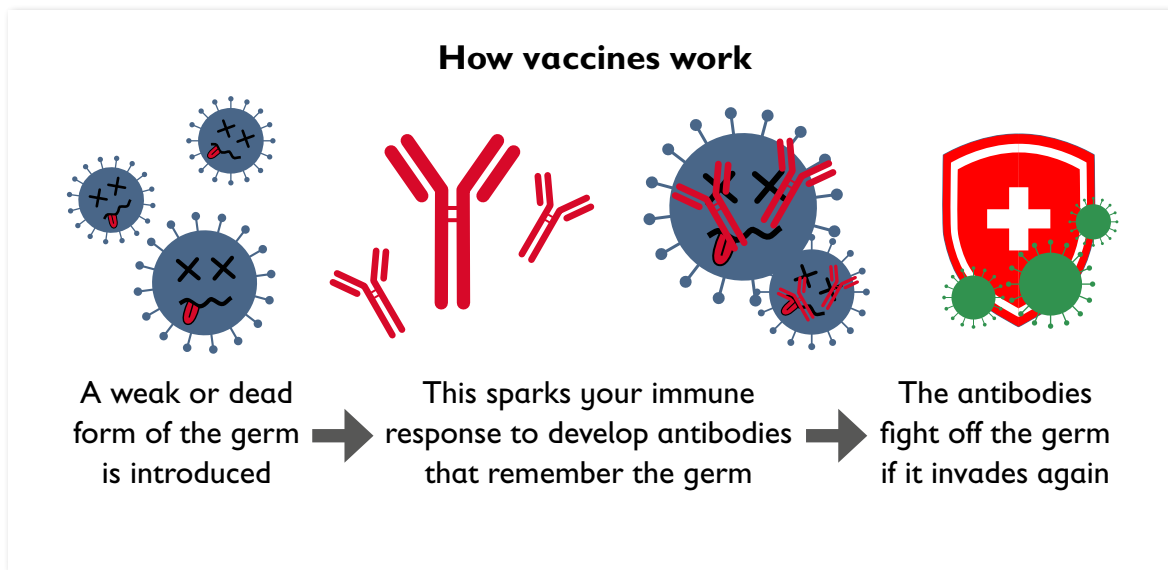
HIV: At the moment there is no vaccine available. However, scientists are working to develop a safe and effective preventive HIV vaccine.

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

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

Conclusion

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




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



Visual Text

#HIVTreatmentWorks

A close-up photograph of a person's hand holding a single white, oval-shaped pill between their thumb and index finger. The background is a solid, vibrant orange color. The lighting is soft, highlighting the texture of the skin and the pill.

**BECOME
UNDETECTABLE**

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



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



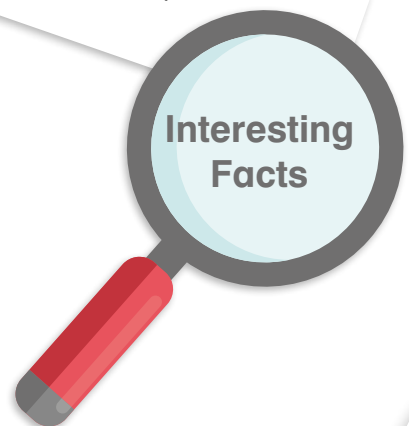
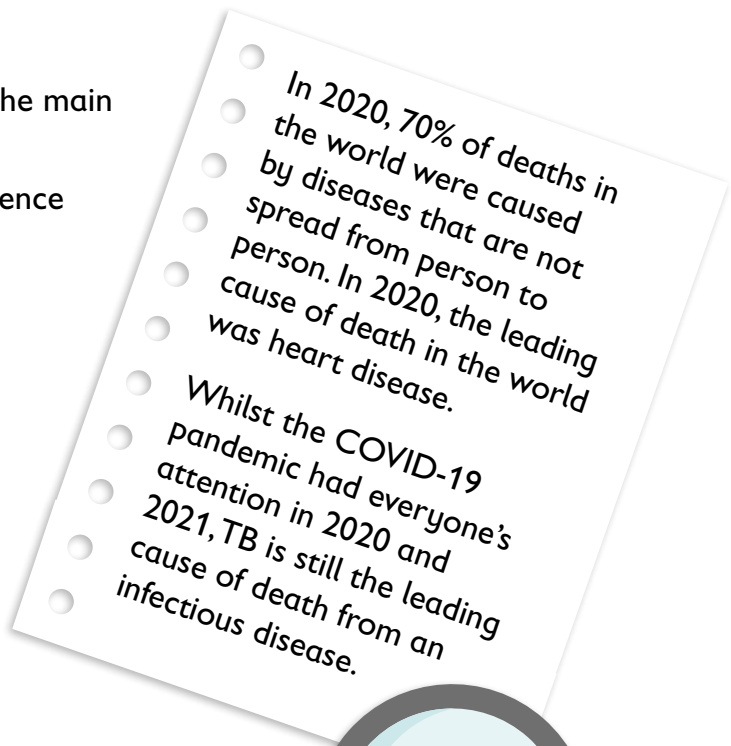
Challenge your brain!

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



Summary:

- Read the pamphlet and take out the main points to create a summary.
- Write the information in one sentence and try put it in your own words:
A vaccine is...
A vaccine works by...
A Covid vaccine works by...
The best way to stop the spread of HIV is...
Babies in South Africa are protected from TB by...
The most important information in the text is...because...





Language Structures & Conventions: Practice

Simple and compound sentences

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

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

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

Punctuation

Full Stop

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



Comma

Commas are used for the following reasons:

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

Colon

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

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

Semi Colon

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



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

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

Finite Verbs

A finite verb must have:

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

Remember a verb can be more than one word.

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

Identify the finite verbs in the following sentences (NOTE: some of them have more than one finite verb.):

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



Synonyms and Antonyms

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

e.g. happy – joyful

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

e.g. happy – miserable

Reread the pamphlet: 'Prevention is better than cure'

1. Find a word that is a synonym for:

stop

defend

illness

2. Find a word that is an antonym for:

safe

weaker

useless



THEME

The Life and Legacy of Luka Jantjie

Term 4

Weeks 3 & 4 | Cycle 2



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

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



Reading Text: The Story of Kgosi Luka Jantjie

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

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

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

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

‘I’m very well, now that I’m with you! So, it’s a story you want, hey? I think I’ve got just the story for you! It’s about a **hero**, a leader, a man **who stood up for his people and himself**. And guess what? He was born right here in Kimberley!’

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



CS

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



Vocab

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



LSC

Adjectival clause describing ‘man’





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

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



LSC

Adverbial clause saying more about when.



LSC

Adverbial clause, saying more about when.



LSC

Adverbial clause giving a reason



Vocab

devout – religious

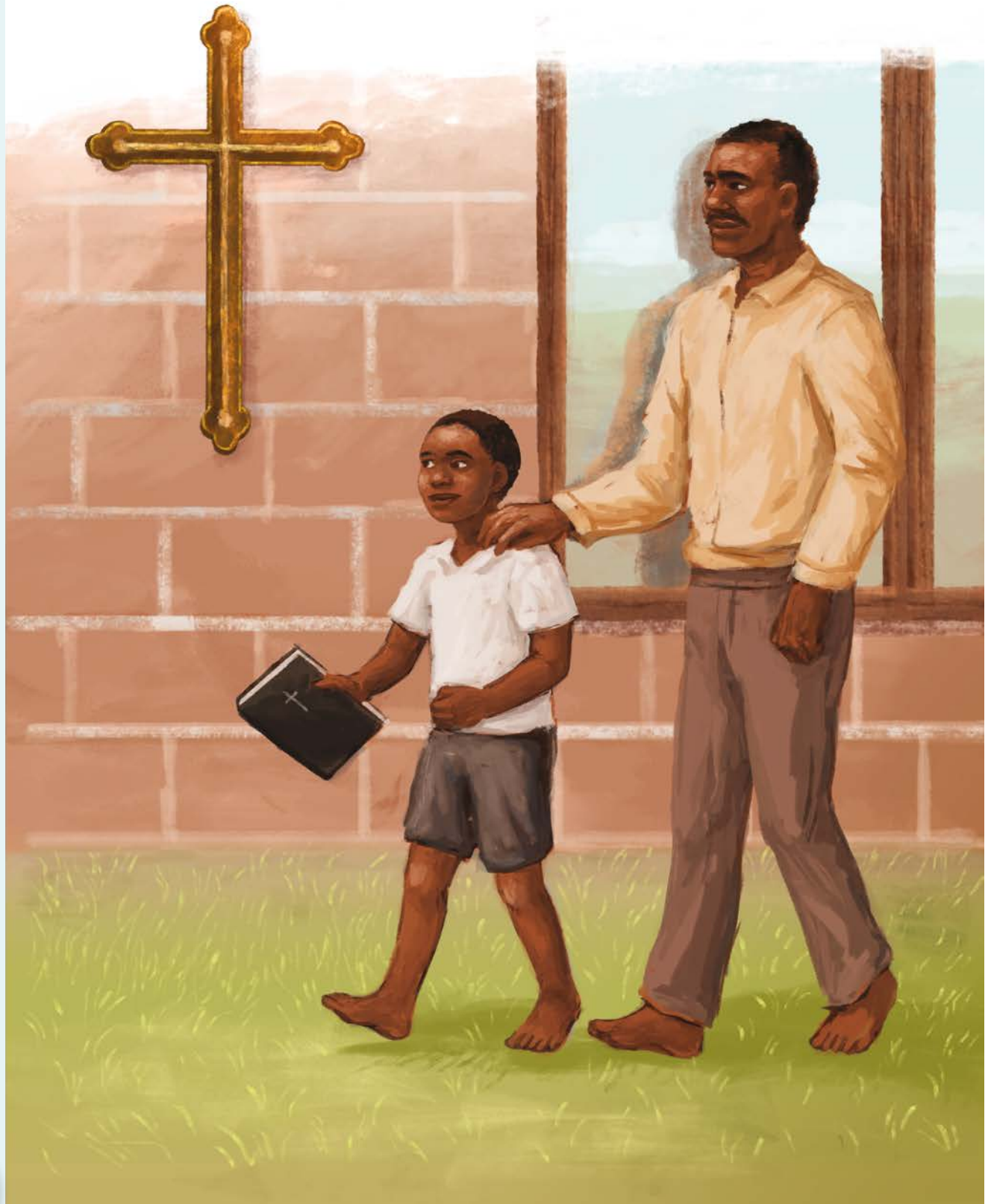


LSC

Adjectival clause describing 'house'

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

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



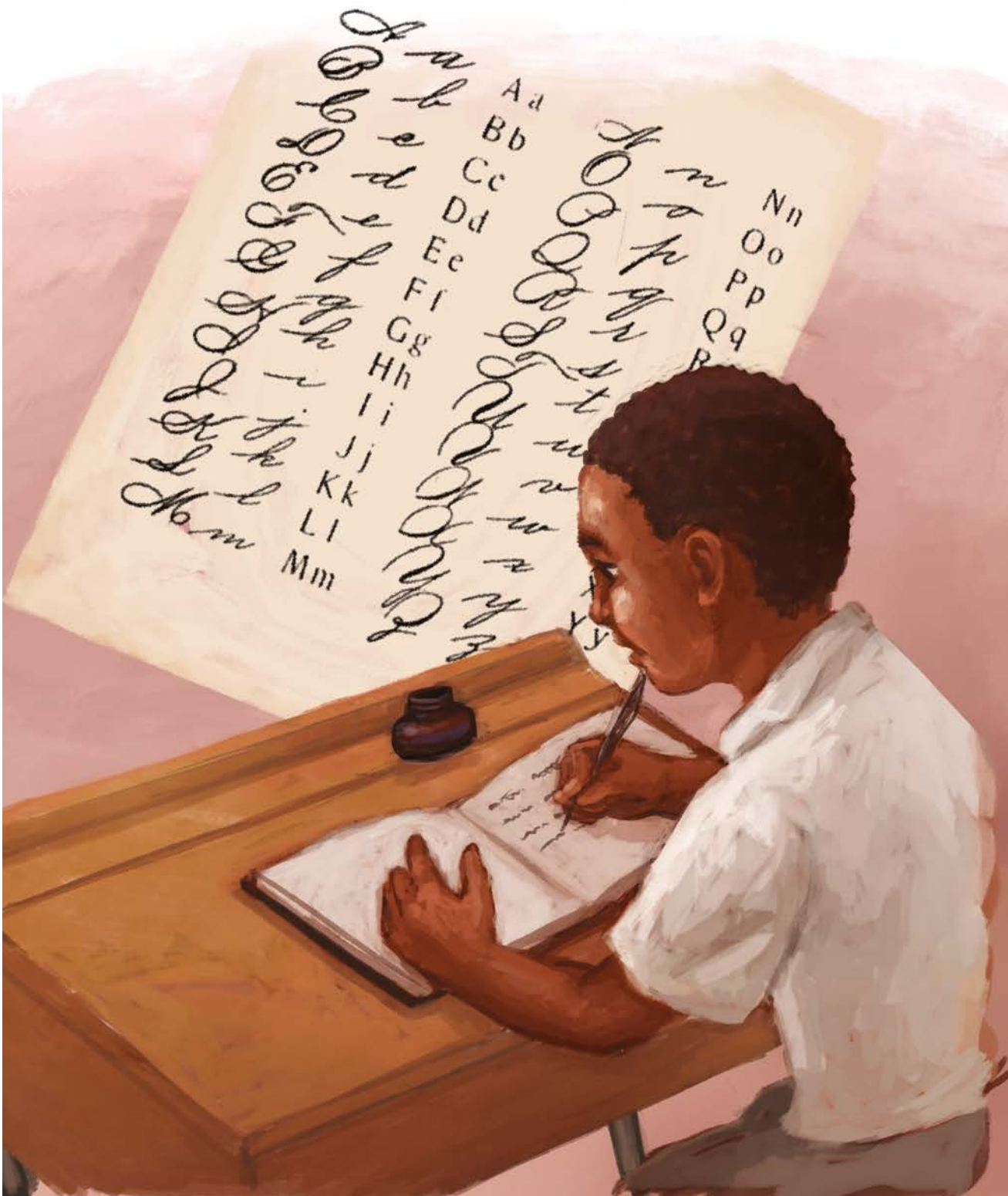


'Oh yes, the British sent missionaries to South Africa, didn't they? How did Luka feel about that?' asked Lebo.

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

**Vocab**

literacy –
reading and
writing





CS

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



LSC

Adjectival clause describing 'couple'



LSC

Adverbial clause saying more about when

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

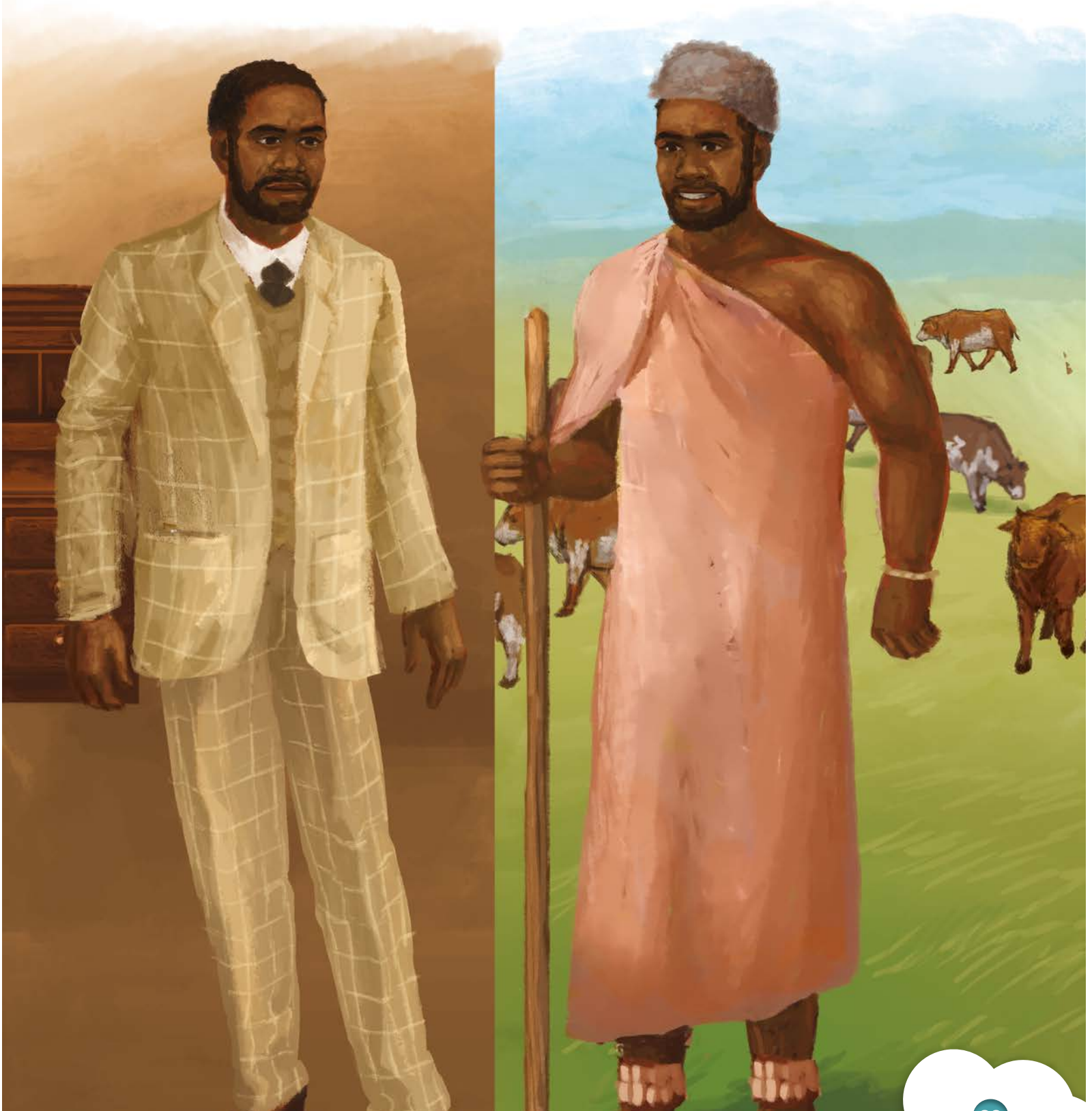
'Yes, but not exactly the same. At school he learnt more than just how to read and do maths. The Helmores, the Christian missionary couple **who were at Dikgathong,** had a big impact on Luka. Anne Helmore treated Luka with respect and a genuine friendship developed. Therefore, later, **when Luka had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





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

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





LSC

Adverbial clause saying more about when



CS

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



Vocab

confiscating – taking away

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





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

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

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

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



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





LSC

Adjectival clause describing 'land'



CS

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



Vocab

courage – brave

honour – pride

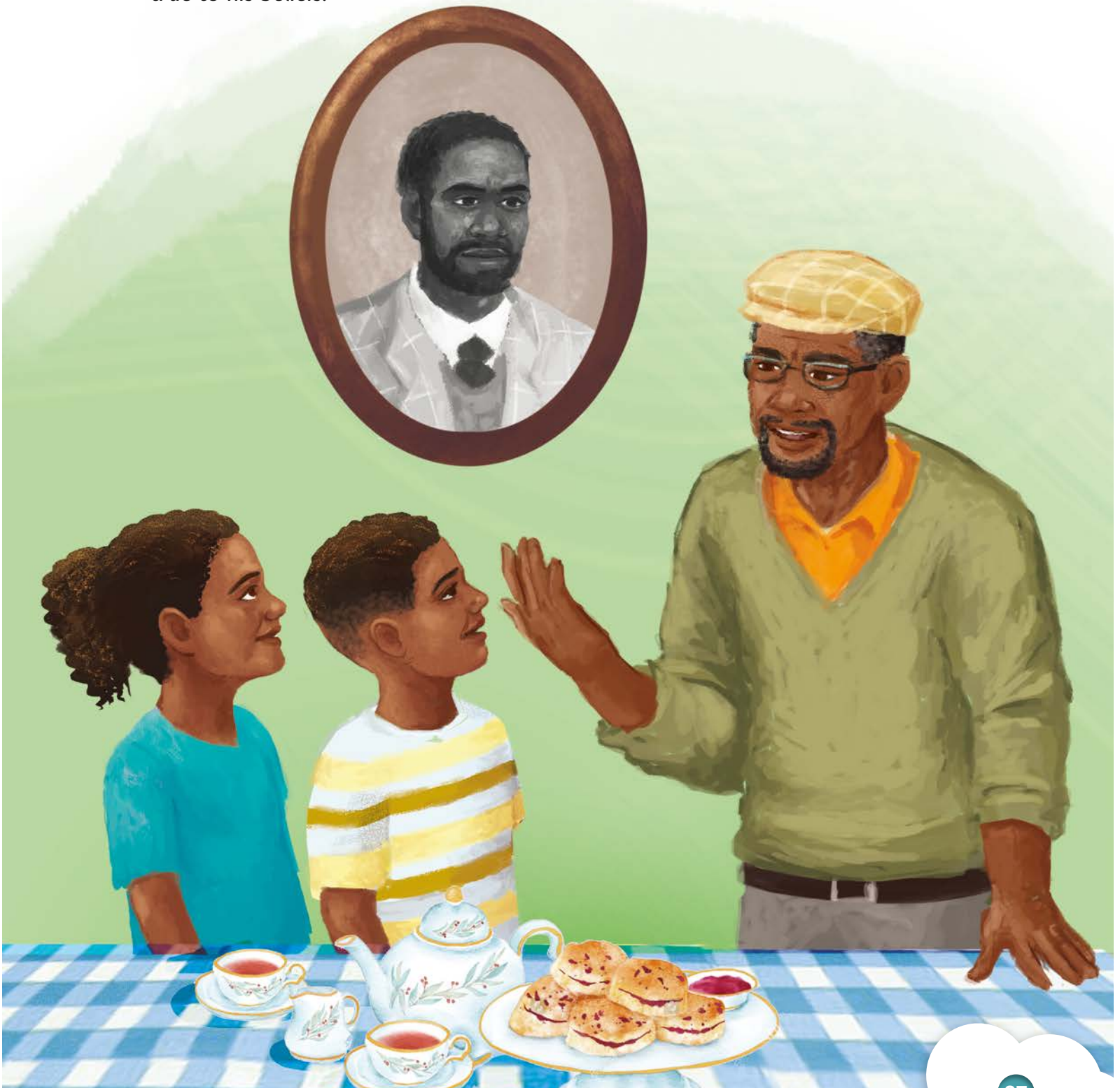
But finally, the Bathaping and the Batlaharo's land, **that was rich in diamonds and minerals**, was what brought the end for our hero. The colonials were determined to get the land and the access to the diamonds. **Luka and other leaders fought the colonial powers and held off a siege for six months!**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





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

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





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

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

loyal destroy spoil join part start

Word find

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

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

Sight or high frequency words

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

heart	believe	gone	suddenly	brave
leader	should	person	fight	coming



Decodable Texts

The story of my home

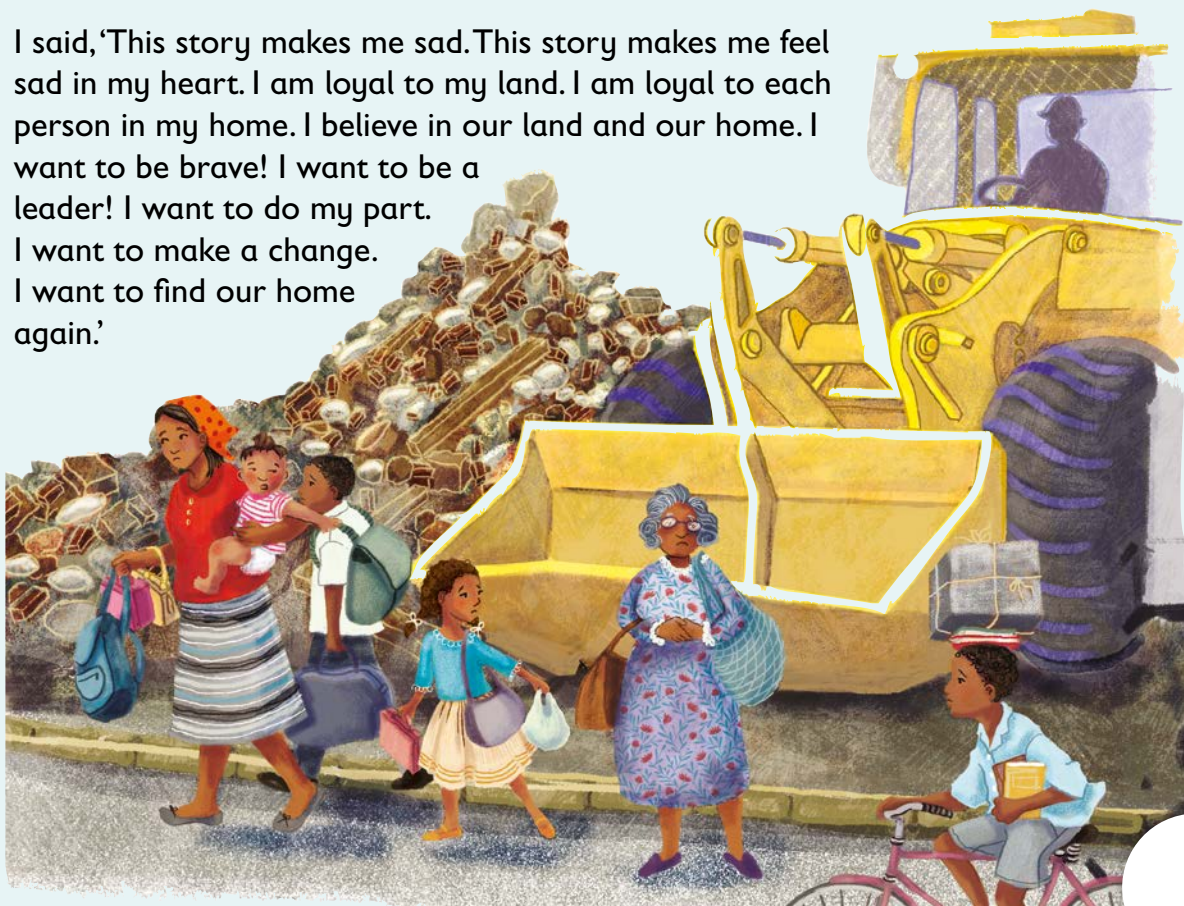
Mom and dad joined me and sat with me. They held my arm. They gave me a hug. My mom and dad tell me the story. They tell me the story of my home. They tell me the story of my land. They were told this story by their moms and dads. It is an old story. What is it? It is an old story of our own home, our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

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

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

Mom said, ‘Suddenly, new people came. They were pointing and taking over! They made marks and started changing the land. What did they do? They started changing the land. They wanted to fight us! These new people came and blew our home away. They blew it away and everything was different. It was spoiled. It was destroyed. The home we knew was gone. It was hard to see this on our land. It was so hard.’

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





Palesa stands up for what is right

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

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

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

Suddenly, Palesa feels it! It is back! She feels the star in her heart! She feels the glowing star in her heart! It is her fight coming back. It is her



Vocab

toil – to work very hard at something





dream and her fight coming back to her! She knows what she wants. She knows what she wants to see in the world. She knows that she wants to help people grow!

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

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

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

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



Independent Reading Skills

Independent Reading Text: Obituary for Kgosi Kgosiengewang II Jantjie, Oct 9, 2020

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

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

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



Vocab

Tribute – a statement showing respect and admiration





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

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

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

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



Vocab

Ancestral land – land that belonged to the ancestors, the family generations ago



Vocab

Passing is a gentle way of saying death



CS

Can you visualise what Kgosi Kgosiengewang II Jantjie looked like when he was working in the community? How did he treat people?



Vocab

To send condolences means to say you are sad and sorry that someone or some people have lost a loved one.



Visual Text:

Text A:



“A view in the town of Litakun.” Engraved from a drawing by William John Burchell. *Travels in the Interior of Southern Africa*. v. 2 (1824).
<http://biodiversitylibrary.org/page/48905971>.

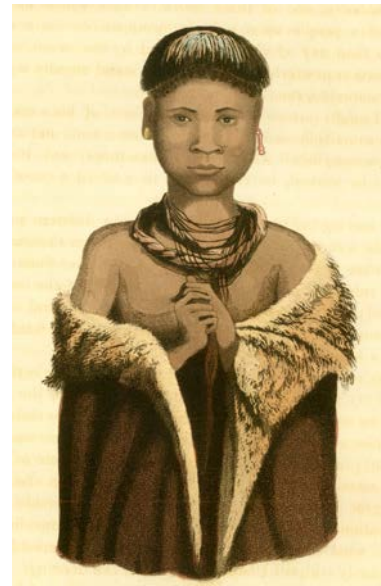
1. What can you see in this picture?
2. Why do you think Burchell drew so many pictures of people, houses, plants and animals that he saw in Southern Africa?
3. Choose the correct answer:
This picture shows that the artist
 - a. *did not have long to paint the scene.*
 - b. *is impressed with the size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



Text B:

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

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



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



Challenge your brain!

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



Summary:

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



Language Structures & Conventions: Practice

Subject-verb agreement

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

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

There are some tricky sentences. For example:

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

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

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



Punctuation – apostrophes

Apostrophe showing Contraction or Omission

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

Apostrophe showing possession

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

Fill in the apostrophe in the correct place:

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



Prefixes and Suffixes

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

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

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

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

- For example, **uncover**, **redo**, **illogical**, **anti-clockwise**, **semi-final**, **misunderstand**

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

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

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

Add the correct prefix to make the sentences make sense:

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

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



Add the correct suffix to make the sentences make sense.

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

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

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

-ment / -er / -ed / -ing

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

Idioms

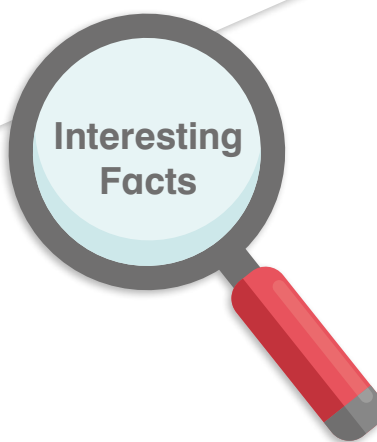
- Idioms are expressions/sayings where the words don't mean exactly what the words say. There is an extra, hidden meaning.
- We say this is the figurative meaning, not the literal (actual or real) meaning.

Choose the correct word to complete the idiom:

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



- From 1800 – 1820, traders from Europe arrived in the Tswana region. The European traders wanted ivory, fur and feathers.
- By 1850, Afrikaners had started to move into Tswana territory and the Tswana chiefdoms started to buy firearms to protect themselves.
- At this time, many Tswana moved west, to the area now known as Botswana.
- After Kgosi Luka Jantjie's death, 4 000 men, women and children were captured and sent to the Cape Colony to work as unpaid labourers for white farmers.



Interesting
Facts

THEME

Beyond Planet Earth

Term 4

Weeks 5 & 6 | Cycle 3



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

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

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



A LIFE BEYOND EARTH

The pros and cons of space colonization



Vocab

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



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

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

Galileo Galilei
1564 - 1642



German astronomer Johannes Kepler wrote to Italian astronomer Galileo:

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



From science-fiction to real life

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

SPACE RACE

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



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



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



simple preposition showing place



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



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



CS

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



LSC

simple preposition showing reason



CS

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

Private space travel

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



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



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




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






Billionaires Branson and Bezos – the first civilians in space



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



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



So now wealthy and powerful civilians can go into space.



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

TOURISM OR COLONISATION?



CS

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

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





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

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

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

COLONIZING MARS?



Vocab

promote – support



Vocab

extinction – the end of the species



LSC

compound preposition showing reason



Vocab

stagnation – staying the same



LSC

compound preposition

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

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



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

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

SAVE THE WORLD



CS

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



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

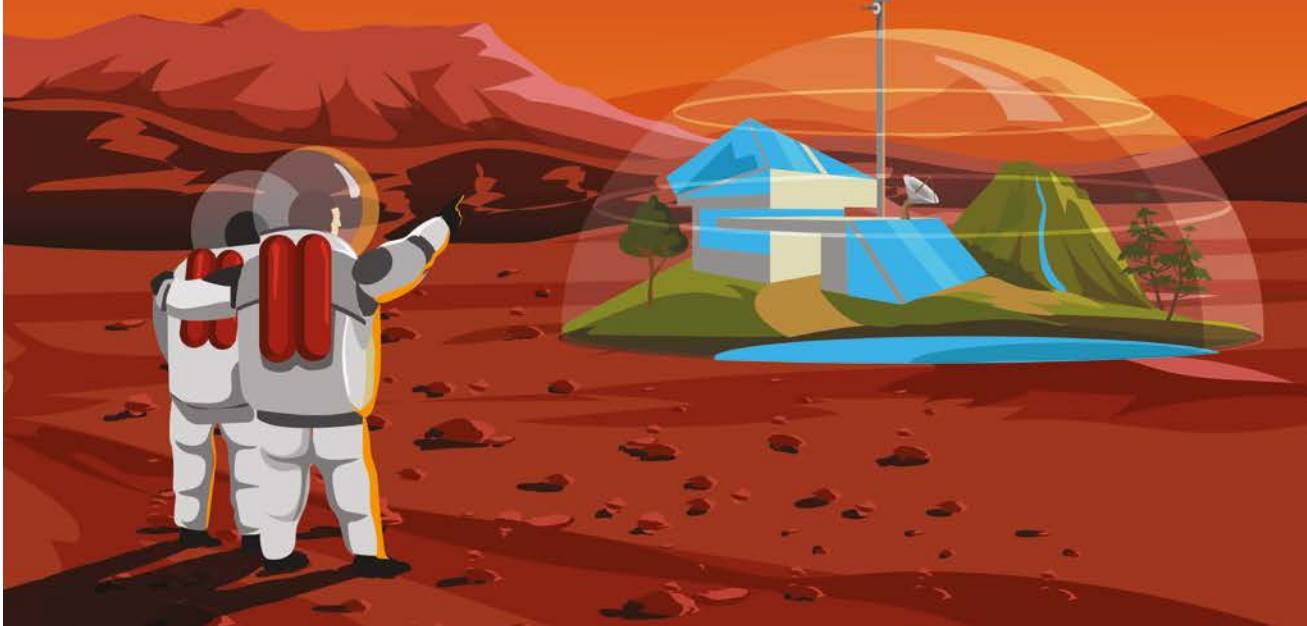


Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet.

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

Living in space is not an option

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



Vocab

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

CS

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

LSC

compound preposition

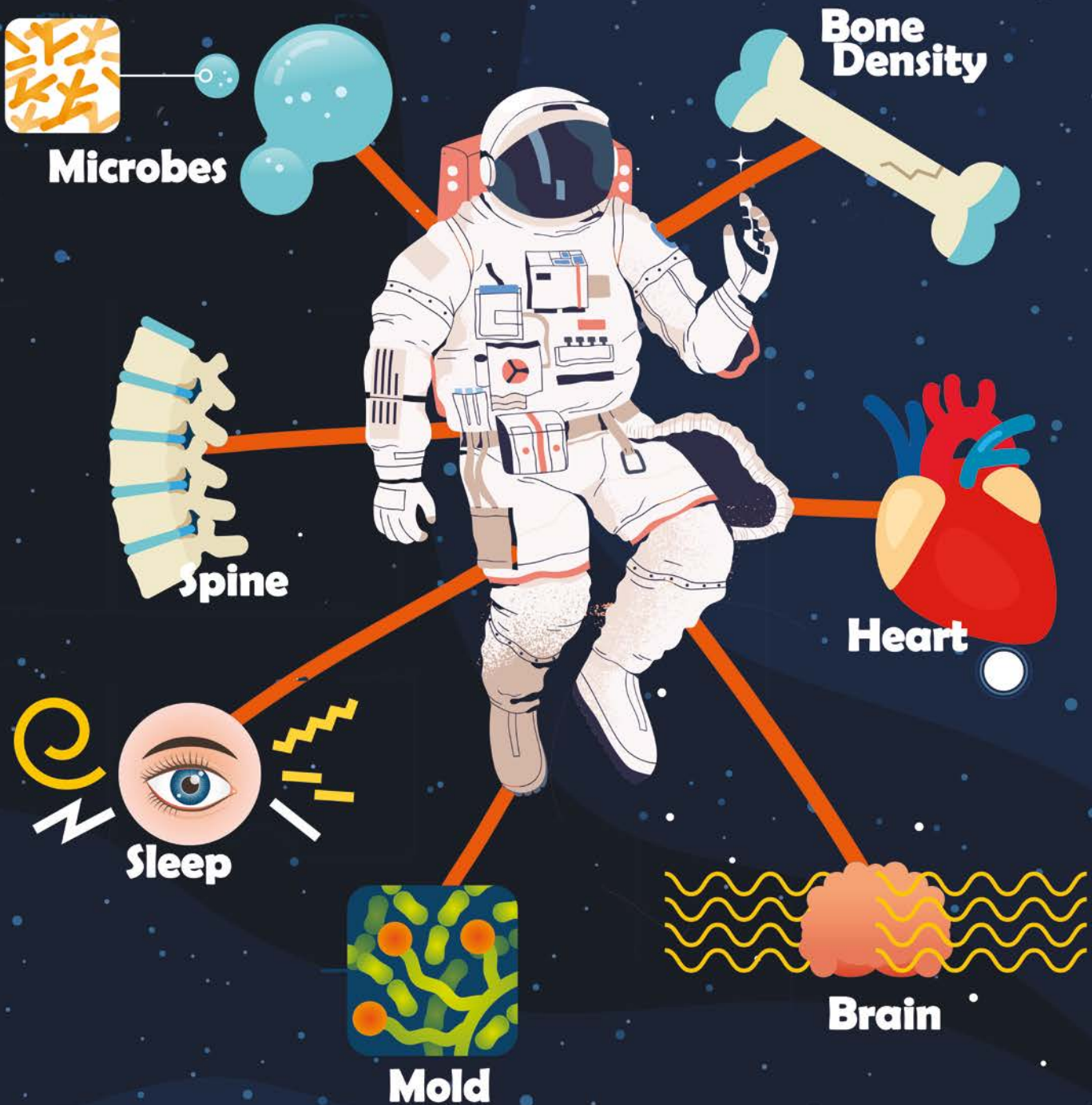
LSC

compound preposition showing reason



Life in space would be miserable.

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





Conclusion

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



CS

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

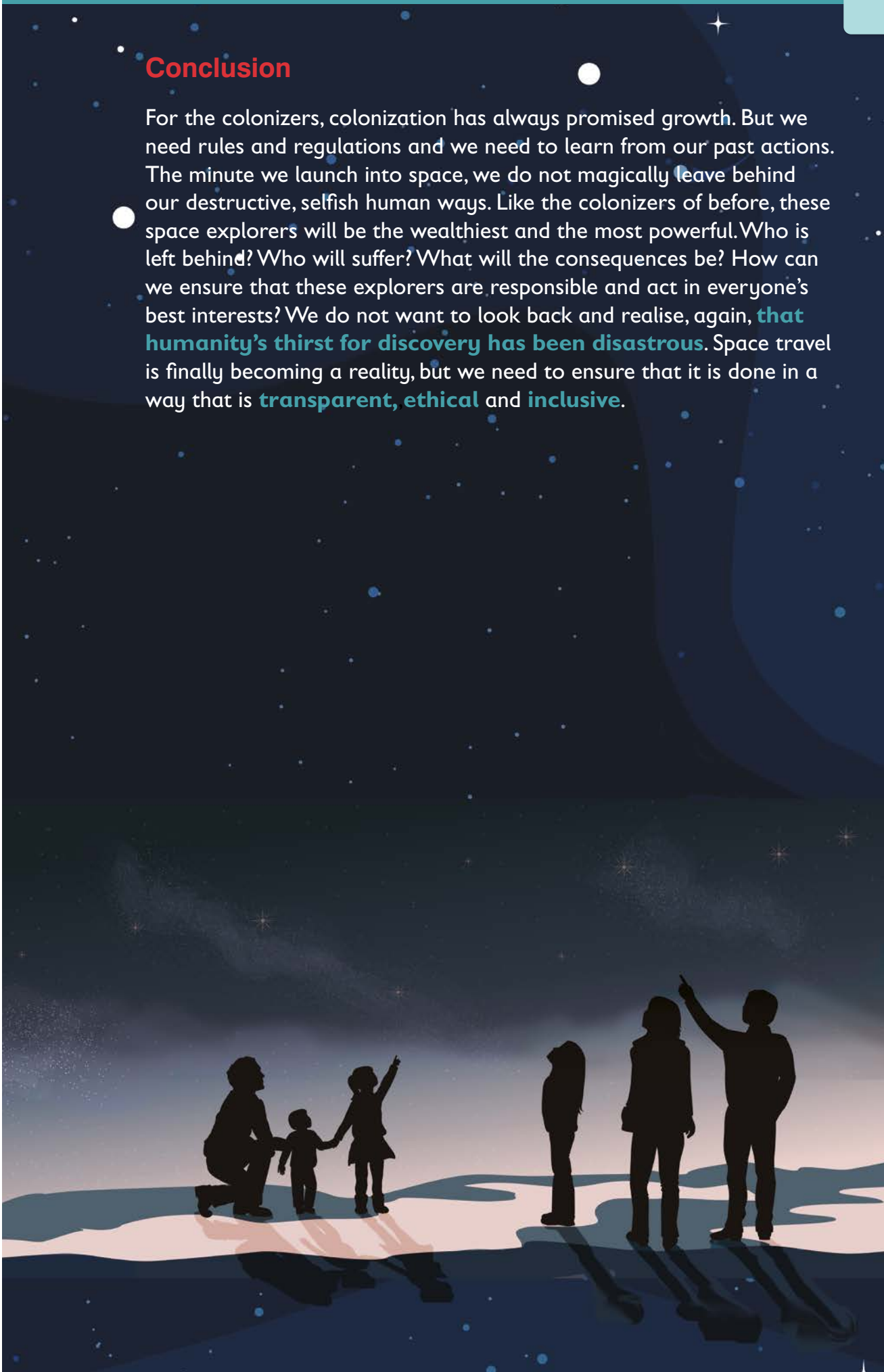


Vocab

transparent – honest and clear

ethical – do the right thing

inclusive – for everyone





Decoding Skills

Phonic sounds

Learn to say these sounds:

qu

-ou

-aw

Phonic words

Practice sounding out and reading these words:

quick quit out found saw dawn

Word find

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

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

Sight or high frequency words

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

technology space aliens sky whole
wonder travel night eyes fly



Decodable Texts

A new home?

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

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

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

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

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

I wonder what you think?



Vocab

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



Vocab

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



Amahle and the night's sky

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

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

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

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





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

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

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

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





Independent reading: The mark of explorers



Vocab

Sailor – someone who travels on the sea

Explorer – someone who goes to new places to see what's there



CS

Can you make a connection to going somewhere for the first time? How do you feel? What questions do you have?

Explorers go south

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

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

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



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



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



Explorers go up!

Throughout the **Cold War** (around 1957–1989), there was a ‘space race’ between America and Russia. After years of research, training and preparation, the Americans sent the Apollo 11 into space on the 16th July 1969. Neil Armstrong, Buzz Aldrin and Michael Collins were the astronauts on Apollo 11. The world watched as **history was made**.

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

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

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



The sign the astronauts left on the moon says:

“Here men from the planet Earth first set foot upon the moon July 1969, A.D. We came in peace for all mankind.” (Image source: [Wikimedia Commons](#))



CS

The Cold War was a period after World War 2, when America and Russia were enemies.



CS

Can you make a connection to watching something or being part of something that was happening for the first time?



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



Visual Text



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

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



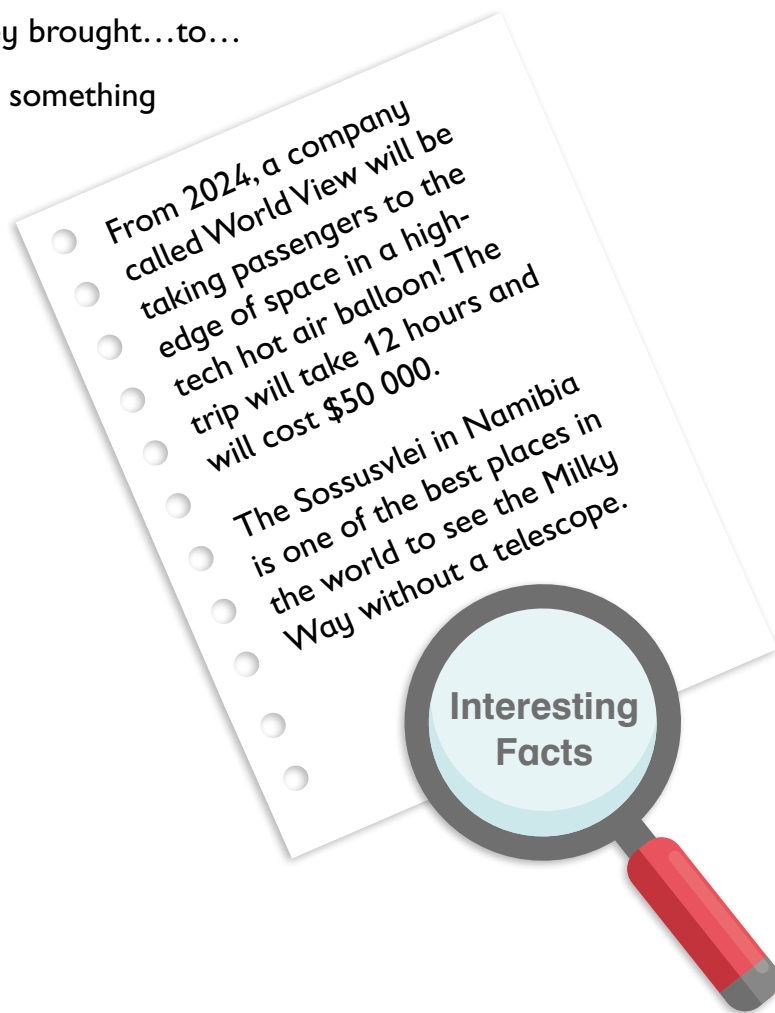
Challenge your brain!

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



Summary:

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





Language Structures & Conventions: Practice

Prepositions

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

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

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

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

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

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

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

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

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

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



Complete this paragraph using the correct prepositions:

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

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

Adjectives

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

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

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

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

- Buhle is strong.

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

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

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

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



Complete the sentence by correcting the form of the adjective:

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

Punctuation – ending of a sentence

Full Stop

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

Question Mark

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

Exclamation Mark

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

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

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



Auxiliary Verbs

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

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

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

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

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

Identify the auxiliary verbs in the following sentences:

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

Idioms

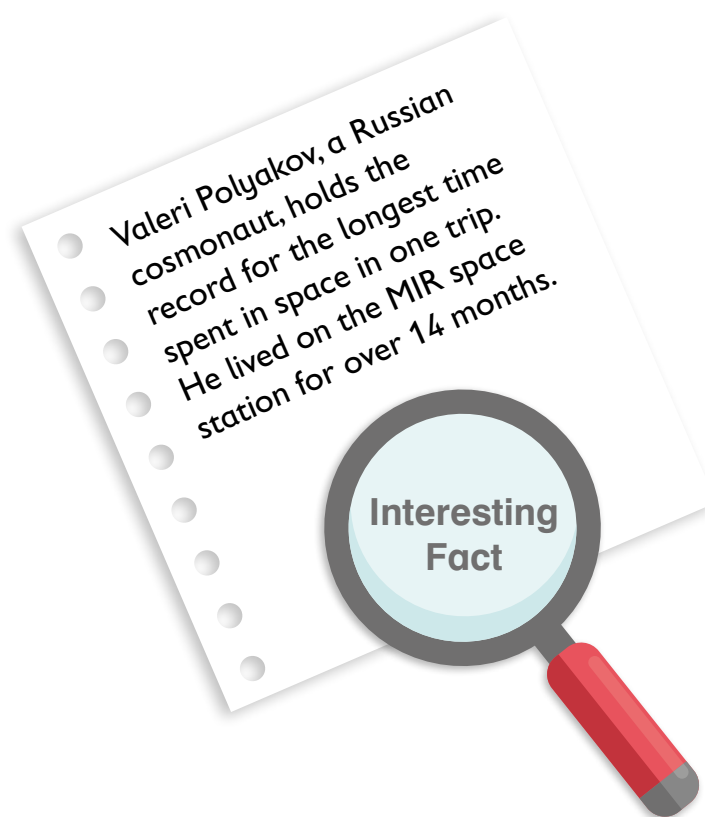
- Idioms are expressions/sayings where the words don't mean exactly what the words say. There is an extra, hidden meaning.
- We say this is the figurative meaning, not the literal (actual or real) meaning.

Choose the correct word to complete the idiom:

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



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





THEME

Review and Revise

Term 4

Weeks 7 & 8 | Cycle 4



As you prepare for your final assessments of the year, remember to revise all components of EFAL, as follows:

Vocabulary

- You cannot understand or communicate in English without vocabulary!
 - Revise all vocabulary words and their meanings.
 - Do this in the following ways:
 - a. **Make lists** of the words and their meanings.
 - b. **Make flashcards** with the word on one side, and the meaning on the other.
 - c. **Play ‘act or draw’** – select a word, act it out or draw a picture of it, and your friend must guess the word.
 - d. **Make sentences** using the words correctly.
 - e. **Reread** your learner book stories to see the words in context.
-

Reading and comprehension

- Read the section at the front of this book called ‘**Gaining a better understanding of reading comprehension**’.
- Make sure you understand the **different question words**, and that you know what kind of answer you must give. For example:
 - a. What? (an action; a thing)
 - b. Who? (a person; people)
 - c. How? (a description of how something was done)
 - d. When? (a time)
 - e. Where? (a place)
 - f. Why? (a reason)
 - g. Why do you think? (your own opinion or idea)
- You should also prepare for **more difficult questions**. For example:
 - a. Re-organisational questions: ask you do something with the information in the text. For example:
 - give the similarities or differences (what is the same; what is different)
 - compare and contrast (what is the same; what is different)
 - give the pros and cons (what is good; what is bad)



- b. **Inference questions:** ask you to use what is written in the text, together with what you already know, to show a deeper understanding of the text. For example:
- What is the character's intention..?
 - Why do you think... happened?
 - What can you infer..?
- c. **Connection questions:** ask you to make a connection between two texts; or between the text and your life; or between the text and the world. For example:
- Both main characters had a similar problem. What was the problem?
 - Have you ever had a friend betray you? How did this make you feel?
 - Do you think betrayal happens a lot? Can you think of another example of this?
- d. **Evaluation questions:** ask you to make a judgement about the text. You must give a reason for your answer. For example:
- Did you like or dislike the text? Why?
 - Do you agree with...? Why?
 - In your view...? Why?
 - Do you think..? Why?
- When answering comprehension questions, **always check:**
 - a. The marks value – you must usually make 1 point per mark
 - b. Your answers carefully
 - Check spelling and punctuation
 - Check that you have not left words out
 - Reread the question and make sure you have given the correct answer
 - Check that you have answered all questions
 - Remember that you may have to answer the same type of questions about **visual texts**, for example:
 - Poster
 - Cartoon
 - Advertisement
 - Diagram
 - Picture
 - Chart
 - Graphs – pie chart, bar graph
 - Infographic
 - Map
 - Flyers, pamphlets or brochures



Summaries

- As part of the controlled test, you will need to write a summary.
 - Before you summarise:
 - a. Read the text twice carefully.
 - b. Read the summary instructions and make sure you know what to do.
 - c. Plan your summary before you start writing.
 - There are different kinds of summaries:
 - a. **Making a summary by answering a framework of questions:**
 - *This text is about...* (What is the main topic of the text?)
 - *The author wrote this so the reader...* (Why did the author write the text?)
 - *I think this text was meant to...* (What is the purpose of the text?)
 - *Overall I think this text...because...* (What is your opinion of the text?)
 - b. **Making a summary using a mind-map:**
 - write the main topic heading in the centre of the page
 - think of sub-topics and write these around the centre topic
 - write key points for each sub-topic
 - c. **Making a summary by identifying the key information in each paragraph:**
 - First, identify the most important information in each paragraph.
 - Do this by answering the question: What is this paragraph about?
 - Write down only the key words – sometimes there will be a word count.
-

Language structures and conventions

- In each theme you have covered a LSC and you have **written notes** for each.
 - a. Make sure you understand the notes.
- Go back to your **Learner Books from Terms 1, 2, 3 and 4**.
 - a. At the end of each theme there is an LSC Practice section.
 - b. Work through all these exercises again.
 - c. Make sure your answers are correct by checking with a friend or your teacher.



Writing – Transactional

- Transactional writing means communicating ideas and information to a specific audience, for a specific reason.
- When writing a transactional text, you need to be certain of:
 - a. **WHAT** are you being asked to write (what genre or format)?
 - b. **WHO** are you writing for or to?
 - c. **WHY** are you writing this piece?
 - d. Is the text and the language **FORMAL** or **INFORMAL**?
- Below is a list of all transactional texts.
 - a. The ones with the ✓ are the ones you have done this year.
 - b. The ones with a * you have read as texts during the year and are in your Learner Book.

Long Transactional	Short Transactional
Formal/Business letter ✓	Procedures: instructions,
Friendly letter	directions ✓
Information report ✓	Diary ✓*
Review ✓	Email
Dialogue ✓*	Filling in forms ✓
Interview ✓	Poster/flyer ✓*
Speech *	Advertisement ✓
CV	
Obituary *	
Agenda and minutes	
Newspaper article ✓*	
Magazine article *	

- Remember with all writing you must follow the process we have done in class:
 - a. **Know the genre** and the what the task expects you to do
 - b. **Plan** your ideas
 - c. **Draft** your ideas
 - d. **Edit** your writing (use the editing checklists)
 - e. **Publish** (rewrite it neatly) and **present**
- Go over the **different genres, formats, requirements and checklists** that follow, and make sure you know what you are expected to do.



FORMAL/BUSINESS LETTER

- FORMAT OF THE FORMAL/BUSINESS LETTER
- (Sender's address)
- Address line 1
- Address line 2
- Town or city
- Postal code
- Email address (if available)
- Cellphone number (if available)
- Date
- (skip a line) xxx
- Person's position, e.g.:The Principal/Director
- Organisation / Company Name / School Name
- Address line 1
- Town or city
- Postal code
- xxxxxx
- Dear Mr/Ms X (recipient's name)
- xxxxxx
- SUBJECT OF LETTER (use capitals or underlining to emphasise the subject line)
- xxxxxx
- Paragraph 1
- xxxxxx
- Paragraph 2
- xxxxxxxx
- Paragraph 3
- xxxxxx
- Yours sincerely (greeting/salutation)
- Signature (sender's signature)
- Name (sender's name)



FORMAL/BUSINESS LETTER

26 Bellevue Heights
6 Smart Street
Yeoville
Johannesburg
2098
sara.nk@gmail.com
085 555 5555
12 November 2021

Councillor Dube
Ward S2
P O Box 722
Johannesburg
2000

Dear Councillor Dube

SUGGESTION FOR NEIGHBOURHOOD WASTE MANAGEMENT COMPETITION

My name is Sara Nkobeni. I am a Grade 7 learner from a primary school in your Ward. I also live in your Ward with my family and friends.

Our neighbourhood is the dirtiest one for miles, because many people live here, there are not enough dustbins, and many people cannot afford to buy rubbish bags.

Councillor Dube, my friends and I have been asking around, and many people have good ideas for better waste management. One person said we should have one open lot where we can all dump our garden and food waste. This can be turned into compost for people who have gardens.

The point is, many people have good ideas and want to get involved in cleaning up our neighbourhood. We were wondering if this is something you would be prepared to help us with?

I look forward to hearing from you.

Yours sincerely

Sara Nkobeni

Sara Nkobeni



FORMAL/BUSINESS LETTER

Formal letter – Editing Checklist

1. Does my letter have: the sender's address, the date, the receiver's address, and the heading/subject (underlined) and the sender's signature and name at the end?
2. Have all these parts of the letter been laid out correctly with spaces left in the correct places?
3. Does my letter have 3 paragraphs?
4. Have I used a formal greeting at the beginning and at the end?
5. Does my letter communicate to my audience in a way that is clear so that I will receive a positive response?
6. Does my first paragraph introduce the letter?
7. Does the following paragraph go into more detail?
8. Does my final paragraph bring it to a close and remind the recipient of the important points?
9. Is my language formal and clear?
10. Did I spell all words correctly?
11. Does every sentence start with a capital letter?
12. Does every sentence end with the correct punctuation mark?



REVIEW

FORMAT OF A REVIEW: A book/film/song review

Paragraph 1 (This introduces the text you will review. It can also introduce your opinion of the text.)

- What is the title of the text?
- Who is the author/singer/etc?
- What is the topic of this text?
- Is the text fiction or nonfiction?

Paragraph 2

Summarise the text (without giving away too much). What did you like or not like?

Paragraph 3

Review the text and say who would enjoy it.

Award winning SA book

Dreaming of Light is set for Grade 11 classes. However, this novel should not be limited to Grade 11 learners.

Jayne Bauling takes the reader into the scary world of the zama zamas, the enslaved children working illegally in abandoned mines. Set in Barberton, Mpumalanga, we see the world through the eyes of Regile Dlamini. He was promised a well paid job. Instead he and other young boys are forced to work underground for months at a time without seeing daylight.

Bauling's writing is descriptive, and the dialogue makes her characters believable. I was pulled into their dark world, and I hoped as much as they did that they would be rescued. I was shocked to learn about human trafficking in South Africa.

The novel is well written and gripping. I highly recommend this book for all readers from age 13 upwards.

☆☆☆☆ – By Andisiwe Khwehla



REVIEW

REVIEW CHECKLIST

1. Do you introduce the text you're reviewing?
2. Do you give information about the text?
3. Do you give your opinion about the text and why you have that opinion?
4. Do you recommend or not recommend the text for others?
5. Do you use the first person ('I')?
6. Are all the words correctly spelt?
7. Does every sentence start with a capital letter?
8. Does every sentence end with the correct punctuation mark?



DIALOGUE

1. A dialogue is like a play or a conversation between two or more people.
2. A dialogue must have a heading or title.
3. In a dialogue, we write exactly what the people say to each other.
4. We must also include the following information:
 - a. Where the characters are
 - b. What they are doing
 - c. How they are feeling
 - d. How they must say their lines (sentences)

On the way to mosque

Two friends walking down the road in Timbuktu on a hot Friday afternoon. They are holding prayer books in their hands.

Adama: I wonder where Mansa Musa is on his Haji now?

Yousseuf: I've heard he is halfway to Mecca! He is travelling with so many people! What a journey!

Adama: *(Stopping and turning to his friend.)* Do you know that every Friday on his travels, wherever he is, he builds a mosque for the town?

Yousseuf: *(Speaking in a surprised voice.)* No! That's incredible!

Adama: I know. He is so wealthy, he can just build a mosque.

Yousseuf: We are so lucky to have such a generous leader. His religion is very important to him, isn't it?

Adama: *(Nodding his head.)* Definitely! He wants everyone to be able to learn and pray.

Yousseuf: I love that so many scholars come to our city to teach us.

Adama: I'm looking forward to today's lesson.

Yousseuf: Yes, come, let's hurry, we don't want to be late.



DIALOGUE

CHECKLIST

1. Did I set the scene in brackets? Do I explain where the dialogue is taking place and what is happening?
2. Did I include stage directions in brackets? Do these explain how the line must be read?
3. Does each character speak at least 5 times?
4. Did I write the characters' names on the left side of the page?
5. Did I use a colon after the name of the character who is speaking?
6. Did I use a new line to indicate each new speaker?
7. Do all of the characters' names line up?
8. Do all of the words the characters say line up?
9. Does the dialogue sound like people could really be having a conversation?
10. Did I use proper punctuation?



INTERVIEW

1. An interview is conducted by an interviewer.
2. An interview must have a title or heading.
3. The interviewer asks questions to an interviewee and the interviewee responds.
4. The interviewer has to prepare before the interview to make sure she or he knows a lot about the topic / person to ask good questions.
5. The format of the interview is the same as a dialogue.

An up and coming athlete!

Interviewer: I am so happy to speak with you today, Portia. Thank you for your time to speak to *Sports SA magazine*.

Portia: It's my pleasure!

Interviewer: You are quite the rising star! How are you feeling, just a few weeks before the big national competition?

Portia: Excited. Terrified. Ready.

Interviewer: Can you tell me how you got to this level? Someone spotted you at your school's athletics event? How often does that happen?

Portia: Not very often! I was incredibly lucky! Yes, I was running at school, and I was spotted by a national athletics coach. He saw me win my race and came up and spoke to me.

Interviewer: Wow! And has your life changed?

Portia: Completely! My whole focus has shifted. Just this year, I've taken part in several provincial competitions, and I've won them all! I've even broken a record!

Interviewer: And if you win this national championship, you'll be selected to represent South Africa at the next Olympic Games! How does that make you feel?

Portia: Excited! Terrified! Ready! (laughs) I never ever thought I would be in this position. I am so grateful to my coach for everything. In addition to training me, he has raised funds for me and organised everything.

Interviewer: Well, all of us at Sports SA wish you well! We'll be watching you closely! I can't wait to interview you with your gold medal!

Portia: One step at a time!

Interviewer: Thanks again. It's been great chatting with you.

Portia: Thank you!



INTERVIEW

CHECKLIST

1. Do I have 2 people: the interviewer asking questions and the interviewee responding?
2. Are the names of the speakers on the left side of the page?
3. Is there a colon after the name of the person who is speaking?
4. Have I started on a new line every time someone speaks?
5. Does the language I use sound like a real interview?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every question end with a question mark?
9. Does every answer end with the correct punctuation mark?



NEWSPAPER ARTICLE

1. A newspaper article informs (tells) people of something important that has happened or something that is of interest to the public.
2. We learn about who, what, when, where, why, and how the event happened in the first paragraph of the article.
3. A newspaper article has some special features that we might not have in other types of writing:
 - **Headline:** A short statement that grabs the reader's attention.
 - **Sub-title:** Tells the reader what the article is about - appears below the headline.
 - **Byline:** 'By....' (the writer's name).

Local company giving back while saving the world

How a Cape Town company makes environmentally safe beauty and cleaning products and gives back to the youth

By Xoli Mayaba

Nurturer is a company focused on doing good. They were recently given a Community Award. The event took place at the Khayelitsha Civic Centre on the 14th August. Khululekani Nyobole is an eco-friendly entrepreneur who started Nurturer.

Nyobole talks animatedly about their work. 'You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make,' he explains. 'All our

products are 100% natural, plant-based and biodegradable. And, an amazing part of this is that we are empowering local youth!'

Khwezi Matabile, the organiser of the event, commented, 'The impact Nurturer is having is really changing lives. They are working locally to develop youth, and globally, to help our planet.'

If you want to purchase any Nuturer products, they are all available on Takealot or you can find out more on their website: nurturer.co.za



NEWSPAPER ARTICLE

CHECKLIST

1. Do I have a headline, a sub-title and a byline?
2. Does my newspaper article answer who, what, when, where and why?
3. Does my article give correct and relevant information about the event?
4. Does my newspaper article have at least one quotation?
5. Did I spell all words correctly?
6. Does each sentence begin with a capital letter?
7. Does each sentence end with proper punctuation?



DIARY

1. People write diary entries to express their personal thoughts and feelings.
2. People usually write about an event or talk about their day and to reflect on and evaluate these events.
3. In real life, people usually keep a diary secret.
4. Diary entries are really only supposed to be read by the writer.
5. The format of a diary entry includes:
 - The entries are dated (e.g. 21 October 2021). The date is in the top right hand corner.
 - There is sometimes a greeting at the start of the entry, e.g. Dear Diary.
6. Diaries can use informal language.
7. Diaries are in the past tense, but the writer's thoughts can be in the present or future tenses.
8. Diaries are written in the first person (e.g. me, my, I, mine).

Dear Diary 21 October 2021

I could just die of embarrassment! Why are little brothers so irritating?

So, Luthando and I were sitting on the couch - JUST SITTING - and Bomi came in with this grin on his stupid face! He asked for some of my sweets that Gogo had given me. I said no. Then he ran out and went straight to Ma. He told her that we were kissing!

She marched straight in! I've never seen anyone move as fast as Thando did! You should have seen his face - completely shocked and terrified! (Ma was pretty terrifying.) I don't think he'll ever speak to me again. I could kill stupid Bomi!



DIARY

CHECKLIST

1. Is there a date at the top of the page?
2. Did I use first person ('I' and 'we')?
3. Do I use past tense verbs to talk about what happened?
4. Do I use present tense verbs to talk about my reflections and my feelings?
5. Did I use informal language?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every sentence end with proper punctuation?

**POSTER**

1. A poster tries to persuade people to buy something or to use a service.
2. A poster or notice can also educate people about something important!
3. A poster uses:
 - simple, clear and interesting facts.
 - language creatively to catch attention and to emphasise a point.
 - pictures, diagrams, or charts to help present information clearly.





POSTER

CHECKLIST

1. Is the information on the poster clear and correct?
2. Are there at least 3 facts?
3. Have I used language creatively to grab attention?
4. Have I used punctuation effectively to grab attention?
5. Have I used visuals to grab attention and to share more about the message?
6. Have I used at least one figure of speech?
7. Have I used different styles and sizes of text?
8. Is the poster attractive and well laid out?