Solutions for all
English Home Language

Grade 8
Learner’s Book

S Kerr
J Unterslak

MACMILLAN
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Theme 1

Brand me

In this theme, I will:

- take part in a group discussion
- complete a listening comprehension and recognise persuasive and manipulative techniques
- identify text features and parts of a book
- identify key features of a literary text
- write a narrative essay, using a mind map to plan
- explore process writing
- revise punctuation
- learn about subject-verb agreement, sentence structure, phrases and clauses, parts of speech and adverbs of place and degree
- learn about synonyms and antonyms, literal and figurative writing
- read an extract from a short story and make up an ending
- read a folktale and a short story in the Core Reader.

Let’s talk about this theme

In groups, discuss the following questions:

- Do any of you use Google to find information?
- Which of you chats to friends on Mxit?
- What do you know about social media?
- Which of the social media are you able or allowed to use?
- How do you see yourself? If you could be anything you wanted, what would you be? How would you brand yourself? Give clear reasons for your choice.
Group discussion – social media

What you know already

We are starting to look at social media. You may have an idea of what this means. To help you be sure of the meaning of any unfamiliar words, you will find a Word bank at the beginning of certain sections with any unfamiliar words and their meanings provided for you.

You will have heard the words Facebook, Twitter, Mxit, YouTube and MySpace. But do you know what Ning, LinkedIn and Flickr are? These are all media platforms where people talk and share information online.

You know that in a group discussion, everyone has to take part: that means that people take turns to speak and listen carefully without interrupting when others are speaking.

What you still need to know

You may be using some of these social media, and you may be nervous about using others. Some of you may be new to the term social media and all that it means. By the end of this theme, you will hopefully know more about it!

We are also going to spend some time as we work through this book deciding how you want to brand yourself in the social media. You need to work out who you are, and how others will perceive you.

Make sure that everyone takes part in the discussion. Encourage shy, quiet learners to share, and those of you who have lots to say must be careful not to dominate the discussion. The way the discussion happens is just as important as what is being discussed.

Use the Word bank to see what you really do know about social media and the terminology that is used when we discuss it.

Word bank

- brand: a name, term, sign, symbol or design intended to identify something – Nike, Coca Cola
- to brand yourself: to create a particular identity or image regarded as valuable
- social media: websites and applications used for social networking – Facebook, Mxit
- social networking: finding people with similar interests to yours, or using websites and applications to communicate informally with others
media  the main means of mass communication (especially television, radio, newspapers, and the Internet)

networking  when a group of people exchanges information, contacts and experience for professional or social purposes

online  being connected to the Internet or World Wide Web

**Classroom activity 1**

Spend some time discussing the questions that introduce this theme, and share what you know about social media. Everyone will have different information about this topic, so allow time for everyone to talk.

**Listening skills**

**What you know already**

Listening is different to hearing. When we listen, we do so with purpose. Of course, it is very important to listen in class – both to what your teachers say, and to the other learners in the classroom.

And of course, it is difficult to listen to others when you are speaking yourself!

**Check myself**

Use the *Check myself* to see how confident you are at doing listening comprehensions. Identify which box is most appropriate (Yes or No).

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<td>I am able to listen to the whole passage as it is read.</td>
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<td>Once the questions have been read, I know what information to listen for.</td>
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<td>I am able to ignore information that is not needed on the second reading of the passage.</td>
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<td>I am able to identify persuasive and manipulative techniques in a text that I listen to.</td>
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Make sure that you understand the meanings of the words that follow. They will appear in the passage that your teacher will read to you in the next activity.
Word bank

- **risk**: when something important or valuable is in danger of being destroyed, damaged or lost
- **legal**: relating to law or lawyers
- **site**: an Internet location where you can access information relating to a specific subject or group of subjects
- **surveyed**: to have looked at or examined something, or questioned someone
- **update**: to add the most recent information to something
- **profile**: a description of a person that contains all the details that someone needs
- **ambivalent**: feeling two different things about something at the same time

What you still need to know

When your teacher asks you to complete a listening comprehension, try to relax. If you get nervous and anxious you might miss something. Focus on the teacher and the text that you are listening to.

You will be able to make notes while the text is read to you – but try to listen and take notes at the same time. Don’t try to write down everything – capture only the most important information. You can use a system of symbols or shorthand to do this – you will not write these notes as you would sentences for your teacher to mark.

Classroom activity 2 (Formal assessment task)

Your teacher will read a passage to you. You will have to listen carefully as this happens because you will be expected to answer questions on the passage.

Once you have answered the questions, get into groups of four. In your groups, discuss what you have understood about the passage. You may use the following questions to guide you:

- What age group of learners was studied in Australia? Roughly how many learners were interviewed? How many parents were interviewed?
- Is this a large enough group about which to make sweeping statements?
What is the intention of the writer?
This means: what has the writer set out to do? What was his aim: to make the reader laugh; to make the reader agree with him; to learn something new; to be entertained …
Has he been successful in his aim?
Give reasons which are based on the text for all of your answers.

Key features of texts and parts of books

What you know already

You have been using many different kinds of texts over the years since you learnt to read. Use the checklist to remind yourself about the main features of a text.

Do you know what the main features of texts and the different parts of a book are called? Write down the numbers in Column A that match the letters in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. title page</td>
<td>a) letters and numbers of different sizes and styles, used for printing or computer documents</td>
</tr>
<tr>
<td>2. table of contents</td>
<td>b) words printed near or on a picture that explain what is shown in the picture</td>
</tr>
<tr>
<td>3. index</td>
<td>c) a list of difficult words that appear in a piece of writing, with explanations of their meanings</td>
</tr>
<tr>
<td>4. glossary</td>
<td>d) the title of one section of a longer piece of writing</td>
</tr>
<tr>
<td>5. heading</td>
<td>e) the page at the front of a book that shows its title, the name of the writer, etc.</td>
</tr>
<tr>
<td>6. sub-heading</td>
<td>f) one of the sections into which a book is divided</td>
</tr>
<tr>
<td>7. font types and sizes</td>
<td>g) an alphabetical list (found at the back of a book) that shows on which page certain things are mentioned</td>
</tr>
<tr>
<td>8. caption</td>
<td>h) a list of the titles of chapters or sections contained in a book, or information made available by a website or other electronic medium</td>
</tr>
<tr>
<td>9. illustration</td>
<td>i) the title at the top of a page or piece of writing</td>
</tr>
<tr>
<td>10. chapter</td>
<td>j) a picture, drawing or photograph used to decorate a book or explain something</td>
</tr>
</tbody>
</table>
What you still need to know

There is a difference between titles and headings. The title is the name of a book, poem, play, film or other work of art. A heading is the title at the top of a page or piece of writing. Sometimes when you do a research project, you might come across an appendix or footnotes in a book. An appendix is a section giving extra information at the end of a book or document. A footnote is a note at the bottom of a page that gives more detailed information about something on that page.

Punctuation

What you know already

Since you first learnt to read, you have used many different kinds of punctuation.

What you still need to know

Ellipsis is indicated by three dots. It is used to indicate that the speaker has been interrupted or that he/she is deliberately leaving something unsaid.

Use the checklist to remind yourself about punctuation marks.

Check myself

Write down the numbers in Column A that match the letters in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. full stop</td>
<td>a) used to indicate a question</td>
</tr>
<tr>
<td>2. comma</td>
<td>b) used to indicate that something has been said with great energy</td>
</tr>
<tr>
<td>3. question mark</td>
<td>c) used at the end of a sentence and for abbreviations</td>
</tr>
<tr>
<td>4. exclamation mark</td>
<td>d) used to separate parts of a sentence, items on a list or additional information from the rest of the sentence</td>
</tr>
<tr>
<td>5. quotation marks</td>
<td>e) used to indicate that something has been left unsaid or is incomplete</td>
</tr>
<tr>
<td>6. ellipsis</td>
<td>f) used to indicate direct speech or someone else’s words</td>
</tr>
</tbody>
</table>
Parts of speech

**What you know already**

You already know many of the parts of speech that make up our language. Use the checklist to remind yourself about them.

**Check myself**

Write down the numbers in Column A that match the letters in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nouns</td>
<td>a) name groups of things</td>
</tr>
<tr>
<td>2. proper nouns</td>
<td>b) describe nouns or pronouns</td>
</tr>
<tr>
<td>3. common nouns</td>
<td>c) indicate action</td>
</tr>
<tr>
<td>4. collective nouns</td>
<td>d) name everyday objects</td>
</tr>
<tr>
<td>5. abstract nouns</td>
<td>e) replace nouns</td>
</tr>
<tr>
<td>6. adjectives</td>
<td>f) name feelings and things you may be able to see but can’t touch</td>
</tr>
<tr>
<td>7. pronouns</td>
<td>g) join words or parts of sentences together</td>
</tr>
<tr>
<td>8. verbs</td>
<td>h) names of people and places – they start with a capital letter</td>
</tr>
<tr>
<td>9. adverbs</td>
<td>i) describe how an action was performed</td>
</tr>
<tr>
<td>10. conjunctions</td>
<td>j) words that name things</td>
</tr>
</tbody>
</table>

**What you still need to know**

You know that adverbs are words or phrases that give us more information about verbs. They can also do the same for adjectives and other adverbs.

Adverbs can be divided into specific categories. We will examine adverbs of place and degree:

- **Adverbs of place** tell you about where the action happens and answer the question *where*?
- **Adverbs of degree** tell you to what extent an action is performed and answer the questions *how much or to what degree or extent*?
The reading process

**What you know already**

You already know that there are three stages to the reading process: the pre-reading activity, the during-reading activity and the post-reading activity.

Place these stages in the reading process under the correct headings:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-reading</th>
<th>While-reading</th>
<th>Post-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>drawing conclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deducing meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explaining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skimming for main ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>predicting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing a summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scanning for supporting details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussing different interpretations of a text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarifying issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forming expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inferring meaning of unfamiliar words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making inferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questioning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your teacher will check that you have the correct order.

Make sure that you understand the meanings of the following words. They appear in the passage that you will read in the next activity.
Word bank

- deducing: knowing something as a result of considering the information or evidence that you have already
- autobiography: a book about your life that you write yourself
- avid: very enthusiastic about something you do regularly
- bookworm: someone who enjoys reading books and spends a lot of time doing it
- illiterate: someone who cannot read or write
- pucker: to make small folds
- entrenched: attitudes or feelings that have existed for a long time and are difficult to change
- innovative: to invent or use new ideas, methods or equipment
- ghostwrite: to write something for someone else whose name will appear on it as the writer

What you still need to know

Now that you are clear about what the three stages of the reading process are, put them into practice as you read the following article.

Classroom activity 3

Can’t read, won’t read by Marianne Thamm

So, Posh Spice has admitted in an interview that she’s never read a book. Are we surprised? Victoria set a new standard in the Olympics for Disinterested People. She hasn’t even paged through her autobiography, titled Learning to Fly. For all she knows it could be a recycled Celine Dion songbook.

But what is really interesting about this bit of useless news is that someone at my local morning paper thought it important enough to run on page one. What this implies is that there is something shocking about someone admitting that they don’t
read. It suggests that the buyers of that particular newspaper are avid bookworms who, when they read the story, would no doubt tut-tut disapprovingly over their coffees.

The truth is, the vast majority of South Africans don’t read. And I am not talking about those people who were denied an education and are illiterate. I’m talking about your average South African with an education, a decent job and enough spare time to pucker the upholstery on the couch watching TV. There are many, many more people who don’t (or won’t) read than those who do, which is why it is strange that Victoria Beckham’s confession should be viewed as so newsworthy. She’s the rule, not the exception. ‘Posh Spice Reads’ would have been a headline much more worthy of page one.

Even George W Bush once publicly admitted that he didn’t care much for reading. But in the meantime, someone’s clearly been brought in to smarten up the president’s image. His book list for this year’s five-week summer holiday on his Texas ranch reads as follows: *Salt: A World History* by Mark Kurlansky (484 pages), *Alexander 11: The Last Great Tsar* by Edvard Radzinsky, *The Great Influenza: The Epic Story of the Deadliest Plague in History* by John M Barry.

‘It is a fair bet that George Bush is the only person in the entire US (or the world, for that matter) who chose those three books to read on vacation,’ Peter Osnos of the Public Affairs publishing house told the *Los Angeles Times*.

The thing about books is that they’re viewed as special. A book requires commitment, solitary engagement, emotional investment and imagination to read (and to write, I suppose). And although it seems as if a record number of South Africans are writing and publishing books, people still aren’t buying them in quantities enough to decide that writing is a decent, full-time occupation.

Out of a population of around 45 million, there are only about 500 000 active book buyers in this country. And if a writer manages to sell 3 000 copies of a book, it is a best seller …

There are many reasons books don’t sell in South Africa. They’re too expensive, we don’t have an entrenched culture of reading (at home
or at school) and we haven’t found innovative ways of getting books to a reading public that might not have been exposed to them. Perhaps we’re just not publishing books that are relevant to a large number of South Africans who can read. I suspect for most people, reading is just too much like hard work.

In my other life, I ghostwrite books for a living. I generally get about two to three requests a month to co-write ‘my biography’. In almost every case, the person wanting to write a book has never read one or seldom reads. At first this depressed me, but then I realised that even though people didn’t read, they still understood the value of books. That’s why someone at the paper put the Posh Spice story on page one, that’s why so many people keep writing, and that’s why there’s still hope that one day more of us will read. Valuing something is always a good start.

(Adapted from: Fairlady, October 2005)

1. Give synonyms for the following words found in the text:
   (remember that synonyms are words which are similar in meaning)
   recycled, important, implies, shocking

2. Suggest antonyms for the following words found in the article:
   (remember that antonyms are words which are opposite in meaning)
   admitted, disinterested, useless, denied

3. Name and explain the use of the punctuation marks in the following sentences:
   a) Are we surprised?
   b) ‘It is a fair bet that George Bush is the only person in the entire US (or the world, for that matter) who chose those three books to read on vacation,’ Peter Osnos of the Public Affairs publishing house told the Los Angeles Times.
   c) And if a writer manages to sell 3 000 copies of a book, it is a best seller …

4. A word has been written in bold font in the following sentences. What do these words have in common? What part of speech are they?
   a) In almost every case, the person wanting to write a book has never read one or seldom reads.
   b) At first this depressed me, but then I realised that even though people didn’t read, they still understood the value of books.
   c) That’s why someone at the paper put the Posh Spice story on page one, that’s why so many people keep writing, and that’s why there’s still hope that one day more of us will read.
5 Remember that adverbs tell us HOW an action is performed. Add adverbs of place and degree to the following sentences. You will need to find the verb, and then decide how it was performed. There may be many different answers in this section.

a) It is surprising that Posh Spice admitted that she had never read a book.
b) The readers of the newspaper read the story on page one.
c) Some people in South Africa were denied an education.
d) George Bush admitted that he hated reading.
e) The writer of the article ghostwrites books for a living.

6 You already know the difference between literal and figurative language. The literal meaning of anything is factual and straightforward. To create the figurative meaning of something, figures of speech are often used, and it is understood that the literal meaning does not apply.

Find examples of literal and figurative language in the passage. Give reasons for your choice.

**Process writing**

**What you know already**

You know that it is important to plan and then edit your work before you hand it in. These are stages in process writing.

**Check myself**

These words indicate stages in the writing process. Place them in their correct order.

- presentation
- drafting
- rewriting
- planning
- editing
- proofreading

Your teacher will check that you have the correct order.

There are many different forms of planning, and you should try to use as many of them as you can so that you know which one works best for you. The pictures above illustrate some visual ways of planning.
**Word bank**

- **draft** to write something that may have changes made to it before it is finished

---

**What you still need to know**

As you can see from the *Word bank*, a ‘draft’ is a piece of writing that may have changes made to it before it is finished. So a draft is not a final copy. It is meant to be corrected or edited. You can do this yourself, or you can get a friend to do it for you. This is called peer editing. The problem with peer editing is that your peers do not always know that something is wrong and needs to be pointed out. This skill comes with practice.

Editing and proofreading are two different processes. Editing can involve making big changes, while proofreading is checking for little mistakes, such as spelling errors, typing mistakes (called ‘typos’), or incorrectly used punctuation.

The next stage in the process is to rewrite the final version of the work before you present it for assessment.

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**Paragraphs into essays**

**What you know already**

Use the *Check myself* to make sure that you know the rules about paragraph writing before you try your hand at writing a paragraph.

---

**Check myself**

Identify the box that is most appropriate (Yes or No).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A paragraph can be a page of writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many ideas can be discussed in a paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each paragraph must have three topic sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic sentence is always the last sentence of the paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main and supporting ideas must be in separate paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conjunctions are used to join sentences together in a paragraph.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What you still need to know

Writing a narrative essay

A narrative is a story, so a narrative essay is an essay that tells a story.

The writer uses paragraphs to develop the plot of the story and bring it to its climax. Before you decide what style of writing you will use, you need to decide who your target audience is. Who are you writing your story for?

To help you write a powerful narrative essay, consider the following:

- **Word choice, also known as diction**: Choose words that your readers will really respond to. Find strong verbs, and interesting adjectives and adverbs.
- **Personal voice and style**: Everyone tells a story in their own way. Listen to the advice and criticism of others, but try to find your own unique way of telling a story.
- **Tone**: Tone is the way in which something is said. The tone must fit with the content. Clever use of punctuation and word choice will help you achieve the correct tone for your essay.

Classroom activity 4  **(Formal assessment task)**

In 200–250 words, write a narrative essay on one of the following topics. Hand in all of your process writing work with your final copy: the planning and the edited draft.

1. My mother read my Facebook profile!
2. Imagine that you are going to write about yourself on a new social media site – Teenbook. How do you want people to see you in the world? What is important to you? What do you stand for? How will you brand yourself? Tell readers the story of how you came to decide on your brand.

Total: 20

Key features of literary texts

What you know already

You have read many short stories and plays over the years at school. See what you remember about the terminology used to discuss them. Use the following checklist to remind yourself about the main features of a literary text.
Check myself

Do you know what the main features of a literary text are? Write down the numbers in Column A that match the letters in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. character</td>
<td>a) the place where the story is set; the historical period in which the action takes place</td>
</tr>
<tr>
<td>2. characterisation</td>
<td>b) the person who tells the story</td>
</tr>
<tr>
<td>3. plot</td>
<td>c) a person in a novel, play or film</td>
</tr>
<tr>
<td>4. conflict</td>
<td>d) the main idea/ideas in the story</td>
</tr>
<tr>
<td>5. background</td>
<td>e) a difference or disagreement between characters in a play, novel or film, which makes the story interesting</td>
</tr>
<tr>
<td>6. setting</td>
<td>f) a character’s education, experience and social circumstances, or past events that are important to the story</td>
</tr>
<tr>
<td>7. narrator</td>
<td>g) a description of a character in a novel, play or film; the particular personal appearance and personality traits of the character</td>
</tr>
<tr>
<td>8. theme</td>
<td>h) the main sequence of events in a play, novel or film</td>
</tr>
</tbody>
</table>

What you still need to know

There is a difference between *story* and *plot*. A story is an account of something that has happened. The plot is the plan or outline of the events that make up the story in a book or film.

Classroom activity 5

This is an extract from a short story called *The Wing Three-Quarter* by Liam O’Flaherty.

There was a white frost on the ground. The whole field was covered with it. Here and there the turf had been cut and bruised by the tramping of feet during the practice matches of the past fortnight. And the frost had formed these patches of muddy, torn earth into hard cakes, pointed and sharp. The earth resounded under the feet of the fellows as they rushed out from the pavilion. You could see the fellows’ breath rushing from their mouths through the thin, freezing air in shooting columns, like puffs of steam from an engine.
A great cry arose from the crowd on the touch lines as the school team dashed out. All the boys waved their caps in the air and yelled out the school war cry. It was the final of the schools’ cup. ‘Hurrah! Hurrah! Go on, Blackburn! Good old Fitz! Don’t mess it up, Regan!’

Regan, rushing out with long strides, heard this warning and shuddered. He ground his teeth and paced out at his full speed, dashing across the field like lightning to the far goalpost. When they saw him run, the whole crowd burst into a wild cheer.

(Source: The Quickening Pulse Short Stories for Standard 7. Selected by DJ Brindley)

Task

Work in groups of four, and finish this story in such a way that you have used conflict, characterisation and theme.

Subject-verb agreement

What you know already

You know that if the subject is singular, the verb must be singular. If the subject is plural, then the verb must be plural.

Select the correct verb in the following sentences:

1. He love/loves his child.
2. They is/are learning.
3. She is/are successful in business.
4. I do/does my work.
5. We call/calls our friend to join in.
What you still need to know

Subject-verb agreement is called concord.

All collective nouns take the singular form of the verb: The class does the homework. The flock of sheep is grazing in the field. The constellation of stars is beautiful.

Phrases and clauses

What you know already

A phrase is a group of words that does not have a finite verb. The group of words makes sense, but is clearly incomplete:
The dog ate in the garden. The party took place after dinner.

A clause is a group of words that does have a finite verb. The group of words makes sense, and is complete:
Jabu came home after dark.

Check myself

Say which of the following are phrases and which are clauses:

1. In the evening.
2. She ate her food.
3. Beside the lake.
4. At the end of her life.
5. We will overcome!

Sentence structure

What you know already

You know that a sentence is made up of a subject and a verb. The subject is the one which performs the action, and the verb is that action. This is the basic form of a sentence.

John laughed.

This is therefore a sentence. John is the subject, and laughed is the verb.
What you still need to know

Sentences can also have objects, but if they are not used in a sentence, and there is a subject and a verb, it is still a sentence. Objects are optional extras. The object is the person or thing on whom the action is performed. *John chased the naughty dog.* This has a subject (*John*) and a verb (*chased*), and the action is being done to the object (*the naughty dog*). *The teacher shouted at the boy. The boy* is the one receiving the action – thus it is the object in the sentence.

Classroom activity 6

1. Rewrite the following sentences and underline all the subjects, highlight all the verbs, and circle all the objects.
   a) My chair is comfortable.
   b) I find my chair comfortable.
   c) The train disappeared.
   d) Jabu lives in Gauteng.
   e) Boitumelo gave me a letter.
   f) Nomathemba put salt in the soup.

2. Now rewrite the sentences, adding a phrase to each.

3. Concord. Underline the correct verb in the following sentences:
   a) The boys is/are coming to my party.
   b) This chocolate is/are delicious.
   c) The council is/are voting today.
   d) The herd of cattle is/are grazing.
   e) Her beauty is/are legendary.

Homework activity Weeks 1–2

Join the school library, or if your school does not have one, join a public library. If there is not one in your area, ask your English teacher and your friends to recommend books for you to read. The more you read, the more your English will improve.

Think about and practise the reading process while you read!
In this theme, I will:

- listen to a speech, and prepare and deliver a speech
- follow the reading process and use reading strategies
- read a speech
- read texts and visual texts for comprehension
- use process writing to write a speech
- learn about nouns (compound, gerund, diminutives, augmentatives) and the noun phrase; verbs (finite and non-finite verbs) and verb phrases; prepositions; adjectives (comparative and superlative); clauses (noun, adjectival and adverbial clause); the topic sentence; conjunctions; emotive and manipulative language; synonyms and antonyms (literal and figurative language); the exclamation mark, question mark, comma and full stop; and abbreviations (initialism, acronym, clipped, truncation, aphesis and portmanteau).

Let’s talk about this theme

- Which social networking sites do you access often?
- Do you use the Internet for school projects? Is it easy/hard/user-friendly?
- Do you feel you suffer from information overload?
The prepared speech

**What you know already**

Each time you prepare and deliver a speech, you improve. Listening to other people’s speeches also helps you to improve your own speaking skills. Think about what you have learnt over the years and how your listening and speaking skills have improved.

**Check myself**

<table>
<thead>
<tr>
<th>When I listen, I:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask myself questions about what I have just heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>predict what I am about to hear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>think about what the person says and the evidence he/she gives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pay attention to emotive and manipulative language.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I prepare a speech, I:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose a topic I am interested in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plan my speech carefully, considering the audience and context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepare an exciting introduction and conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practise my speech often.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Word bank**

- **audience**: the people listening to the speech
- **context**: the time, place and situation in which the speech is given
- **emotive language**: language that shows or creates feelings
- **harassment**: pester
- **manipulative language**: language that aims to influence or persuade the audience
- **tone**: the quality of sound in your voice
- **tempo**: speed
- **phrasing**: where you stop to breathe when making a speech
What you still need to know

When you listen to the following speech, think carefully about these questions:

● Who is speaking and who is listening to the speech?
● When and where is the speech being delivered?
● What is the purpose of the speech?
● What language does the speaker choose for the audience and the purpose? What techniques does the speaker use to make the speech effective?

Classroom activity 1  Formal assessment task

Listen to a speech that your teacher will read to you. It was made by Viviane Reding, a Member of the European Commission responsible for Information Society and Media. It was delivered in Strasbourg on Safer Internet Day (9 February) 2010. Then answer the questions that follow.

1. To whom is Viviane Reding speaking? (1)
2. Why do you think this day was chosen for this particular speech? (1)
3. According to the speech, what opportunities do social networking sites provide for children and teenagers? (2)
4. What are identified as the main risks to young people using social networking sites? (3)
5. What does Viviane Reding suggest can be done to protect children and teenagers from these risks? (2)
6. Identify and discuss two examples of emotive language which Reding uses to make the speech effective. (4)
7. Name one other technique Reding uses to manipulate the audience. Give one example. Briefly explain how she uses this technique. (2)

Total: 15

Preparing a speech

The topic:
Choose a topic that is appropriate for your audience. Make sure you know to whom you are speaking and that the topic will be suitable for that audience.
Organisation

exciting introduction ➔ IDEA 1 ➔ IDEA 2 ➔ IDEA 3 ➔ memorable conclusion

The vocabulary and language that you use must be correct for the content and audience.

To prepare an effective introduction and ending, consider your topic carefully. What would be a good way to start or finish? This could be a relevant quotation, anecdote, newspaper headline or fascinating statistic. Then make sure you explain your approach to your audience and, in your conclusion, that you end on a high note – a quotation (if you didn’t start with one), a firm statement of your conviction, or a challenge to the audience.

Classroom activity 2  (Formal assessment task)

Prepare a speech of two to three minutes in which you give your response to the topic: ‘Grade 8 learners use far too many social networking sites – they are addicted!’

Total: 10

Reading and viewing

What you know already

Reading strategies include skimming to get a general idea of what a text is about, and scanning, which involves looking for more specific detail.

When you read intensively, you concentrate on many different aspects of the text, such as the purpose and target group; you infer meaning and you draw conclusions; you identify manipulative and persuasive language.

Check myself

In pairs, read the following sentence and say why it is persuasive: ‘It is one of our most important duties as politicians to ensure the protection of children’s rights’.

Word bank

| non-finite (or infinite) verb | a verb that is not the finite verb; the tense of non-finite verb does not change |
| phrase | a group of words that forms a unit of thought, but is incomplete in itself |
| clause | a group of words that has a subject and a finite verb |
| verb clause | a simple sentence, which can be a statement, a question, or a command |
What you still need to know

When you read, you need to use the reading process and various reading strategies.

<table>
<thead>
<tr>
<th>Process</th>
<th>Possible strategies you could use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading: predicting, skimming and scanning</td>
<td>Your teacher could guide you by suggesting ways in which to approach a text, questions you could ask yourself, and what to look for when you skim and scan.</td>
</tr>
<tr>
<td>During-reading: close reading of the text</td>
<td>You could read with a small group, focusing on vocabulary; re-reading/reviewing; questioning; clarifying issues; making inferences; explaining/evaluating writer’s inferences and conclusions.</td>
</tr>
<tr>
<td>Post-reading: think about what you have read</td>
<td>By yourself, you could draw conclusions/give your own opinion; evaluate and discuss different interpretations of a text; compare and contrast; explain implied meaning and inference, purpose of including information; grammar and vocabulary.</td>
</tr>
</tbody>
</table>

An abbreviation is a shortened form of a word or phrase. There are many different types of abbreviations, including:

- initialism or alphabetism: a group of letters, each pronounced separately, used as an abbreviation for a name or expression, for example CD and TV
- acronym: an abbreviation using the first letters or some parts of a name, for example UNISA
- clipped: using the middle or end of the word, for example phone (telephone), fridge (refrigerator)
- truncation: using only the first part of a word, for example Mon (Monday), Oct (October)
- aphesis: dropping the unstressed vowel at the beginning of a word, for example cute (acute)
- portmanteau: using letters of two words to make a new word, for example liger (lion and tiger)

Abbreviations are created all the time and are generally part of colloquial speech. Therefore, do not use them in formal writing.
Classroom activity 3

Use the reading process and some of the strategies you have learnt to read the following speech. You will need a pen and paper to make notes, as well as a dictionary.

1 The title of the speech is ‘Do social networking sites do more harm than good?’ From the title, predict what you think the speech will be about.

2 In pairs, read the following definition of a social networking site:

Abbreviated as SNS, a social networking site is the phrase used to describe any website that enables users to create public profiles within that website and form relationships with other users of the same website who access their profile. Social networking sites can be used to describe community-based websites, online discussions forums, chatrooms and other social spaces online.

a) Look up the words in bold in your dictionary: enables, profiles, access, community-based, forums. Provide synonyms for them.
b) Find antonyms for: enable, access, social, create. (Refer to Theme 1, Brand me, to revise synonyms and antonyms.)
c) Explain what kind of abbreviation SNS is.

3 Re-read and review: The speech has seven paragraphs. Each person in the pair reads a paragraph at a time out loud. While your partner is reading, listen for pronunciation, pace and tempo, articulation and expression. Write down any words you do not understand and look them up in your dictionary. Then read the speech again silently.

Do social networking sites do more harm than good?

Ladies, gentlemen, there has recently been a debate as to whether social networking sites do more harm than good.

Personally, I believe social networking sites are harmful and do have consequences. I have collected solid evidence to support my statement and so I would like to start with a true story concerning Facebook – a popular social networking site.

Not too long ago, a girl in her teens made a friend on Facebook – a chat buddy. This other unidentified friend didn’t give any personal details and, one day, this girl and the friend met up at the mall. The girl was never seen again. This is a serious matter because let’s say this happened to all girls – it would be chaos. Another story is that of a boy who committed suicide because he couldn’t meet up with someone on another social networking site.
People – is our nation known for its numerous social networks which invade privacy and prevent outdoor activity and exercise? Are our students to spend time chatting online instead of studying for future careers which make this country great?

The opposition argues that social networking sites give people their own space and that these blog sites represent fun and socialisation. Would we not prefer our children to go out and socialise and meet friends so that they know where they live and they know their gender and how old they are? Did people in the 60s need social networking sites? In the olden days, we didn’t express a need for an online high-tech chatting system. Social networking sites also prevent the youth from spending time with their parents and their siblings.

Another issue about social networking sites is: what if your child comes across discrimination or cyber bullying? This only adds to depression. If we are to be a happy nation, we should restrict these sites to people above the age of sixteen. This is a fairly easy alternative which I am sure the majority of you would vote for.

Overall, the benefits are few and the drawbacks are many – social networking sites are the centre of misconduct, less studying and unsafe blogs. We must restrict social networking sites to 16s or above! Get your children outside socialising and inside studying!

by Matteo Berto, aged 12.

4 Answer the following questions:

a) How do we know that this is a speech?

b) Who is the target group? Quote from the speech to support your answer.

c) Find two emotive words. Explain what feelings these words appeal to.

d) The speaker wants social networking sites to be restricted to those who are over the age of sixteen. He says: ‘This is a fairly easy alternative which I am sure the majority of you would vote for’. Explain how the speaker is trying to manipulate the audience here.
e) One of your pair should read the introduction again, and the other should read the conclusion. Discuss whether or not you think the beginning and the end of the speech are effective. Give reasons for what you say.

Language study

1. Re-read paragraphs 1, 2 and 4. Give the degrees of comparison of ‘good’, ‘harmful’ and ‘great’.

2. How was the word ‘blog’ created?

3. Explain why ‘network’ and ‘Facebook’ are both compound nouns.

4. Give three of your own examples of compound nouns. One must be written as one word, one hyphenated, and one written as two words.

5. Sometimes new words are created by joining parts of words together, and using their meanings together as well. These are called blends or portmanteau words. An example is smog from smoke and fog. Can you think of any other words like this?

6. Find the finite verbs in paragraph 3 and write them out. Which of the verbs are made up of more than one word? These verbs are verb phrases. Are any of these verb clauses (simple sentences)?

Do you remember what a non-finite verb is?

Non-finite (or infinite) verbs

- I going on Facebook? Nooo, I AM going on Facebook.
- We to do research for our prepared speech? Noo, we MUST do research for our prepared speech.
- He standing in front of the class? No! He WAS standing in front of the class.
- My mother written an email. Er, no. My mother HAD written an email.
In the picture, you see a Grade 8 learner thinking about what sentences to write. All the thoughts that are wrong do not have finite verbs. These are not sentences because they have non-finite verbs: going, to do, standing, and written.

Non-finite verbs can be part of the verb or can act as different parts of speech.

What is the word going doing in the sentences below?

- The class was going to the library. (Going is the action part of the finite verb; a verb ending in -ing and forming part of the finite verb is called a present participle.)
- Going to the shops, we saw an accident. (Going here is a present participle which is a non-finite verb; going is acting as an adjective.)
- I love going on Facebook. (Going is acting as a noun; it names what you love. A verb ending in -ing and acting as a noun is called a gerund.)

In the sentence We prepared our speech, prepared is the past tense of the verb.

In the sentence We have prepared our speech, prepared is acting as part of the finite verb. A verb ending in -ed, -en, or -t and acting as part of the finite verb is called a past participle.

In the sentence We gave a prepared speech, prepared is acting as an adjective. This is also the past participle.

If you have to + a verb, this is called an infinitive.

I love to go to the library. We want to park at the mall. They have to prepare a speech.

7 Explain why ‘collected’ (‘I have collected …’ – paragraph 2) is a non-finite verb.

8 Find the prepositions in paragraph 3.

9 Explain how each of the following sentences is made. Identify the main and subordinate clauses and say whether the subordinate clause is adjectival or adverbial.

- ‘Another story is that of a boy who committed suicide because he couldn’t meet up with someone on another social networking site.’
- ‘If we are to be a happy nation, we should restrict these sites to people above the age of sixteen.’
- ‘This is a fairly easy alternative which the majority of you would vote for.’
Reading a visual text

Word bank

- omission: the act of leaving something out
- select: choose
- selection: the choice of one thing rather than something else

What you still need to know

Our teacher asked me where my homework was. I said our car had been stolen, and asked her if I could hand in the task tomorrow.

But your car was stolen two months ago!

Yes, but I selected the detail of the car’s being stolen, and left out telling her when. Guess what? She said I could hand in my homework next Monday!

When an author decides to write something, he or she must decide what to put in and what to leave out. As a reader, you need to think carefully about what the writer chooses to tell you, and what the writer might have decided not to mention.

Language and images show the values and attitudes of the writer and are meant to affect the reader. Everything in a visual image changes the way the reader understands the message.
Classroom activity 4

Look carefully at the text alongside. With a partner, discuss the following:

1. What is the heading? How does it affect the reader?
2. What font types and sizes have been chosen in the various parts of the graphic? Why?
3. What details has the writer chosen to include? Why?
4. What might have been left out? Why? Can you think of anything you would like to know that might change the way you understand the message?
5. Explain and give an example of a value and an attitude. How does the language show the values and attitudes of the person who created this website?
6. This graphic is on the Online Schools website. Why do you think it has been posted there?

Writing a speech

What you know already

You know that speeches have many purposes. Speeches have an introductory paragraph and a conclusion. They are made up of paragraphs that have a main idea (in the topic sentence) and supporting ideas. Every sentence must have a finite verb (the verb that shows the tense of the sentence). Conjunctions join sentences to make the paragraphs flow well.

Check myself

In Theme 1 (Brand me), you put the main steps of the process of writing into their correct order. Can you write out those main steps from memory now?
Word bank

complement  a noun or adjective which comes after certain verbs and gives more information about the subject or the object

predicate  the part of the sentence that contains the verb and its object or complements, and gives more information about the subject

vivid  alive

What you still need to know

All writing involves using sentences that can be long or short. You may make your sentences really short (He ate) or much longer (After he had washed in the icy water, he ate, stuffing the hot food into his mouth, apparently without being burnt).

In your writing, you need to make sure that you are using finite verbs.

The finite verb:
● gives the tense (e.g. present, past, future)
● has a person (1st, 2nd or 3rd person, e.g. I eat (1st person); you eat (2nd person); he eats (3rd person))
● has number – singular or plural, I eat (singular); we eat (plural).

Try to choose verbs that are interesting and exciting. You may use:
● a verb (ate, ran, wobbled)
● a verb phrase (was eating, were running, could wobble)
● a predicate (had washed in the icy water)
● a verb clause or simple sentence (He ate quickly).

You need to choose your nouns carefully. Choose nouns that create a vivid picture in your reader’s mind. You may use:
● a noun phrase (the fluffy cat, my mother’s friend)
● a noun clause.

A noun clause functions in the same way as a noun by itself does. A noun can be the subject or object of a verb, or come after a preposition, or be the complement of the verb.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love Facebook.</td>
<td>Facebook is a noun, object of ‘love’</td>
</tr>
<tr>
<td>I love going on Facebook.</td>
<td>going on Facebook is a noun phrase, object of ‘love’</td>
</tr>
<tr>
<td>I love what I see on Facebook.</td>
<td>what I see on Facebook is a noun clause, object of ‘love’</td>
</tr>
</tbody>
</table>
Noun clauses follow verbs of speaking or saying when you write indirect or reported speech.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Noun clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She asked if she could start writing a blog.</td>
<td><em>if she could start writing a blog</em> is a noun clause, object of ‘asked’</td>
</tr>
<tr>
<td>He said that the whole network was down.</td>
<td><em>that the whole network was down</em> is a noun clause, object of ‘said’</td>
</tr>
<tr>
<td>He replied that the engineer would come in an hour.</td>
<td><em>that the engineer would come in an hour</em> is a noun clause, object of ‘replied’</td>
</tr>
</tbody>
</table>

Here is an example of the introduction to a speech. Look at the elements that go into its structure:

**The idea of starting my own blog seemed quite frightening**, not my style at all, but that was going to change: I decided that I need to have a place where I could experiment with words and ideas, where I could start to persuade myself that I am a writer. **However, I knew that I wasn’t a writer yet**. So I decided to get as involved as possible. And, I have, in a short time, achieved some success. Therefore, it is very pleasing to me to be invited by you to explain what I did and how I did it, so that you can do it too! These days, **though**, anyone can say she is a writer, and start publishing her blogs. I’d have to ask advice from my friends, **then** get started.

When writing a speech, develop it, build to a climax and then write an effective conclusion. This speech reaches a climax when the writer explains triumphantly:

**Suddenly, I had ten thousand hits! My blog was going viral!**
After that, the speaker encourages her audience to be positive and to set out to achieve:

You’ve heard all the cliches – you can do it if you put your mind to it, etc. But, you know, those cliches are true! Just get started, and you will find inspiration in your daily experiences, which, as you share them with others, you will transform into powerful and enduring images in the minds of your readers. Good luck and good blogging.

Classroom activity 5

You are going to write a speech of 140–160 words. The topic is ‘My friend unfriended me! – the risks of Facebook’

1 In pairs, prepare for the speech by discussing how you would feel if a close friend unfriended you. Jot down some ideas about why this might happen and how you would feel. Then share your thoughts and feelings with the class. Discuss why the topic has an exclamation mark. (Tip: what very strong feeling does the exclamation mark show?)

2 By yourself, draft three paragraphs. Plan them very carefully. In the first paragraph, describe how you found out that your friend had unfriended you and explain why it happened. In the second paragraph, describe your feelings and thoughts as you think about what happened. Are the risks too great? Should a person be careful when inviting someone to be a friend? Should a person be careful when agreeing to be a friend? Plan a short, effective conclusion in which you come to a decision about the risks in being a friend on Facebook. Make sure each paragraph has a topic sentence that has the main idea of the paragraph, supporting sentences developing the topic sentence, and conjunctions to help the paragraph flow.

3 In pairs, edit each other’s work. Look out for a mixture of short, medium and long sentences and check that every sentence has a finite verb (verb, verb phrase or verb clause). Look for conjunctions to join sentences and to link paragraphs. Pay attention to punctuation, especially exclamation marks, question marks, full stops and commas.

4 By yourself, write out the final version of your speech.
Literal and figurative language

What you know already

You already know that literal language describes something as it is and that figurative language gives another meaning, apart from the literal.

For each sentence, state literal or figurative.

1. The music made my head burst.
2. The child’s balloon burst when he pricked it with a pin.

Word bank

literal language: the usual, ordinary, everyday meanings of words, true to fact
figurative language: words used in an imaginative way that is different to their usual meaning, to create a special effect

What you still need to know

We use figurative language all the time, sometimes without even realising it!

Did you hear that South Africa won the first ODI against New Zealand?

You’re my angel.

Your talking is driving our teacher up the wall.

Obviously, not all South Africans played a cricket match against everyone from New Zealand, the mother doesn’t think her child is really an angel, and teachers are very seldom driven – literally – up a wall by a learner’s behaviour. All these uses are figurative.
Classroom activity 6  
(Formal assessment task)

Read the following extract from an article entitled *Death by Information Overload* and then answer the questions.

The flood of information that swamps me daily seems to produce more *pain* than *gain*. And it’s not just the incoming tidal wave of email messages and RSS feeds that causes me grief. It’s also the vast ocean of information I feel compelled to go out and explore in order to keep up in my job.


1. In the first sentence, the author compares information to water. Find two words that show this. (2)
2. Quote two phrases that show that the author continues the water imagery in the next two sentences. (2)
3. What do these words suggest about the amount of information? (1)
4. How does the author feel about information, judging by the imagery used? Give four words or phrases. (4)
5. Notice that ‘pain’ and ‘gain’ work as antonyms in this extract. Provide a synonym and an antonym for each of the following: ‘produce’, ‘incoming’, ‘grief’. (6)

Total: 15

Homework activities Weeks 3–4

1. Prepare a formal speech for a group of pre-schoolers in which you explain some exciting new technology that will benefit them.
2. Write a speech entitled: ‘Information overload’. You may use this title figuratively or literally. Remember to follow the process of writing from planning through to the final neat version.
3. Here is another extract adapted from the article *Death by Information Overload*. Read it and then answer the questions:

Information overload, of course, dates back to Gutenberg. The invention of movable type led to a huge increase of printed matter that quickly exceeded what a single human mind could absorb in a lifetime. Later technologies followed – from carbon paper to the photocopier; these made copying
information even easier. And once information was digitised, documents could be copied in limitless numbers at almost no cost.

a) Find two compound nouns.
b) What part of speech is ‘huge’?
c) Give the superlative degree of comparison of ‘later’ and ‘easier’.
d) Find a verb ending in -ing. State what its function is in the sentence.
Theme 3

Rookie

In this theme, I will:

- take part in a group discussion about a visual, audiovisual or multimedia text
- complete a listening comprehension and summarise the main points
- agree on the meaning of a role-play and reconstruct what I have heard
- read for comprehension and read an extract from a drama
- follow the reading process and read and analyse a poem
- follow the process of writing to write a friendly letter
- learn about adverbs of manner and time, definite and indefinite articles
- learn about infinitive verbs and gerunds, adjectives, adjectival and adverbial clauses and phrases, negation and statements
- revise synonyms, antonyms, literal and figurative meanings of words
- practise using the full stop and the comma
- learn about sentence structure
- read a short story, poem and drama in the Core Reader.

Let’s talk about this theme

In groups, discuss the following questions:

- Have you ever moved from one town to another, or changed schools in the middle of a year? How did that feel? What did you do to make the experience less traumatic?
- What did it feel like to be the new kid at high school?
- Were you nervous to come to high school? When did the nervousness start?
- Was it as you had imagined? Discuss how the experience lived up to your expectations, or what was different to what you had expected.
- Did your school have an orientation programme? Was there an unofficial initiation period?
- In your group, decide if initiation of new learners (it happens sometimes at university, too) serves any purpose.
Listening skills

What you know already

You know that your teacher will:
● read the text for the listening comprehension to you
● then read the questions
● then read the text again
● then read the questions again one at a time as you answer them.

Check myself

Use the Check myself to see how confident you are about answering listening comprehensions. Indicate which box is most appropriate (Yes or No).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to listen in a relaxed state.</td>
<td></td>
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<tr>
<td>I am able to focus on the teacher and the text that is read.</td>
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<tr>
<td>I am able to listen and make notes as the passage is read.</td>
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<tr>
<td>I am comfortable listening to texts read by my teacher and recordings played to me by my teacher.</td>
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<tr>
<td>I am able to listen to people who have accents different to mine, and still understand what they are saying.</td>
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<tr>
<td>I am able to summarise the contents of the media that is played to me.</td>
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</tbody>
</table>

What you still need to know

You listen to a text that is pre-recorded from a film, the radio, or from YouTube in exactly the same way as if your teacher was reading it.

Classroom activity 1

Your teacher will play you a visual, audiovisual or multimedia piece. Your task will be to write a paragraph summarising the piece. Remember to make notes as you listen. The first time that you listen to the piece will be for the content. When it is played a second time, you will need to write down the main and supporting points. Use these points to write your paragraph.

Group discussion

Form groups of five or six, and discuss the piece that you listened to. Can you explain what the intended purpose of the text is? Do you agree with the message in the piece?
If you were to recreate this piece, what would you change about it? Would you take anything out, or add anything in? Can you identify the main and supporting ideas in the piece that you have listened to? Can you summarise the message of the piece that you listened to in a sentence or two?

To be sure that you fully understood the piece, choose members from the group to reconstruct the piece in a role-play for your teacher and the class. Afterwards, the audience will tell you whether your role-play was accurate or not.

**Reading for comprehension**

**What you know already**

Copy this table into your workbook. Write in the different stages of the reading process under each of the headings.

<table>
<thead>
<tr>
<th>Pre-reading</th>
<th>During reading</th>
<th>Post-reading</th>
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</table>
Word bank

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>blog</td>
<td>a website in which an individual or group of users produce an ongoing narrative</td>
</tr>
<tr>
<td>traceable</td>
<td>having a clear origin</td>
</tr>
<tr>
<td>haunt</td>
<td>to continue to cause problems for a person for a long time</td>
</tr>
<tr>
<td>amplified</td>
<td>made greater</td>
</tr>
<tr>
<td>invincible</td>
<td>too strong to be defeated</td>
</tr>
<tr>
<td>Bebo</td>
<td>a social networking website</td>
</tr>
<tr>
<td>subtly</td>
<td>not obviously and therefore difficult to notice</td>
</tr>
<tr>
<td>scenarios</td>
<td>situations that could possibly come about</td>
</tr>
<tr>
<td>irreversible</td>
<td>impossible to change or bring back to a previous condition or situation</td>
</tr>
<tr>
<td>eventuate</td>
<td>to happen at the end of a process or period of time</td>
</tr>
</tbody>
</table>

What you still need to know

You know from earlier themes in this book that there are three stages in the process of reading: pre-reading, during reading and post-reading. The next classroom activity is an opportunity for you to practise these stages.

Classroom activity 2

There are three tasks for your group to complete in this activity.

1. Work with the following text in groups of three. Use the pre-reading strategies of forming expectations, skimming for main ideas, scanning for supporting details and predicting.

   One person in the group (the scribe), must write down what the expectations of the group are from glancing at the text – what will it be about?
   Then the members of the group must skim and scan the text for information while the scribe writes that down.
   Finally, the group must predict what the main idea of the article will be. The scribe must write that down, too.
   Remember when you examined key features of texts you explored the use of headings, sub-headings and font types and sizes. Use your knowledge of these features in this task to help you with the pre-reading activities.
Social Networking is a Teenager’s Most Dangerous Game

Author: Michael Moore-Jones
Published: October 13, 2009

Michael Moore-Jones is a 16-year-old New Zealander who is passionate about technology, social media, and business. He provides insight into teens’ views on these topics, as well as writing generally on them. He is @mmoorejones on Twitter, or you can visit his blog at mmoorejones.com for more ways to contact him.

Social networking’s negatives
For all of social networking’s many positives, there are also the negatives. Unlike talking to someone in person, an individual’s actions online, specifically through social networking sites, are forever traceable. Bad decisions or a moment’s lack of judgment can have effects that haunt you for the rest of your life.

New Zealand
In New Zealand, these negative effects are amplified by the fact that we have such a small population.

Teenagers feel invincible
One study shows that 96% of teenagers with access to the Internet have a social networking account. For teenagers, the risk of danger is even greater, caused by lack of experience and a sense of invincibility. Many teenagers believe they cannot be harmed – especially by something simple such as having a Bebo account. In reality, social networking services do teenagers a whole lot more bad than they do good.

The dangers
They increase stress levels, cause tension, lead to arguments and even break-ups, serve as a distraction from important things, and can even cause depression and lead to suicide.

Because so many teenagers are completely unaware of the dangers, they walk right into the trap. The only way for realisation to occur is for the worst to happen to them personally, or to a friend.
New Zealand’s minute size on the global scale adds even more danger for teenagers here using social networking services. Essentially, everyone knows someone who knows someone who knows you. This in turn leads to a higher degree of risk that actions online will prove unpopular with someone. Since people say and do things online that they would never do in person, a lot of actions online are intended as secrets, for a select few only. However, again because of New Zealand’s tiny size, the reality is that someone will almost always find out something that you do not want them to know.

**Bebo**
Social networking site Bebo is the most dangerous, for the reason that it requires users to ‘rate’ their friends in order of importance to them. Along with a page view counter, and a ‘love’ counter (little hearts that can be sent to other users), desperation to be publicly popular can very quickly blind an individual to common sense. Reducing risk is done by reducing possible causes of damage. Bebo does nothing to reduce negative effects but rather, subtly promotes them.

Most teenagers will only change their actions online once they have a bad experience personally, or someone close to them does. In most scenarios, that one bad experience can be incredibly damaging, and cause irreversible damage for an individual. Therefore the only way to avoid such things happening is prevention.

**Ban children from using social networking sites**
Parents must be fully aware of the dangers posed to their children. Despite the unpopularity that would eventuate from it, banning children from using social networking sites is the most effective prevention method. If done by the government, illegalising the use of social networking sites to under 18s would wipe out the danger altogether.

If thought about logically, it is easy to realise that the damage caused to teenagers by social networking sites could far outweigh damage caused by alcohol, or even drugs.

*(Adapted from: http://technorati.com/social-media/article/social-networking-is-a-teenagers-most/)*
2 Now read the text intensively. Use the during-reading activities to infer and deduce the meanings of unfamiliar words, to question as you read, to make notes if you feel that this will improve your understanding of the passage and to clarify issues raised by the text. Make inferences about what the text means to you as a South African. You may need to re-read the text if it is not quite clear to you after the first reading. It is during this reading that you will be inferring meaning and drawing conclusions.

Appoint a new scribe who will manage this process. As a group, decide which of the during-reading activities you will need to use. Try to work out the meanings of difficult words as a group before you look at the Word bank.

3 For the post-reading activities, choose a new scribe, who will write down the ideas generated by the group, and report back to the class. You must be able to summarise the main points of the text. Your group must also evaluate what the writer has expressed in his article – do you agree with what he says, or do you feel that he is not completely correct in some of his statements? What conclusions can you draw from the article? Which are the facts in this article, and which are opinions? Have you identified any manipulative language?

Adverbs and adjectives

What you know already

Adverbs

You know that adverbs describe how an action is done.

Check myself

Match each type of adverb in the following table to its definition.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. adverb of manner</td>
<td>a) describes where something is done</td>
</tr>
<tr>
<td>2. adverb of degree</td>
<td>b) describes why something is done</td>
</tr>
<tr>
<td>3. adverb of place</td>
<td>c) describes how something is done</td>
</tr>
<tr>
<td>4. adverb of time</td>
<td>d) describes how often something is done</td>
</tr>
<tr>
<td>5. adverb of reason</td>
<td>e) describes when something is done</td>
</tr>
<tr>
<td>6. adverb of frequency</td>
<td>f) describes to what extent something is done</td>
</tr>
</tbody>
</table>

Core Reader

Read the short story The Toilet on page 48.
What you know already

Adjectives
You know that adjectives describe nouns and pronouns. Adjectives usually come before the noun: the handsome boy ...
You also know that adjectives create the three degrees of comparison: the positive degree refers to one thing; the comparative degree refers to two things; and the superlative degree refers to more than two things.

Check myself
1. Which of the following suffixes can be used to create adjectives?
   -ish, -ship, -ant, -hood, -less, -ness, -en, -tion, -able, -age, -ory, -ible, -ous, -ent, -ful, -ary, -ive, -ment, -ism

2. Copy this table into your workbook. Fill in the missing degrees of comparison.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td></td>
<td>cleanest</td>
</tr>
<tr>
<td>good</td>
<td>more</td>
<td></td>
</tr>
<tr>
<td>eager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Synonyms and antonyms

What you know already
You know that synonyms are words of similar meaning. You know that antonyms are words of opposite meaning.

Check myself
For each of the words in the first column, write a synonym and an antonym in the correct columns alongside.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>hatred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thankfulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forbid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literal and figurative language

What you know already

You know that literal language uses the ordinary, everyday meaning of words and that figurative language is when words are used to create a special effect.

Check myself

Identify the box that is most appropriate, depending on the intended meaning of the following sentences:

<table>
<thead>
<tr>
<th></th>
<th>Literal</th>
<th>Figurative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am so hungry, I could eat a horse!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 mm of rain fell during the storm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His words struck me like lightning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now that she has what she wants, she is showing her true colours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you get out of bed on the wrong side this morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I made the bed when I got out of it today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word bank</td>
<td>Definition</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>victimisation</td>
<td>treating someone in a way that is unfair</td>
<td></td>
</tr>
<tr>
<td>strategies</td>
<td>plans or methods for achieving something, especially over a long period of time</td>
<td></td>
</tr>
<tr>
<td>perceived</td>
<td>understood or thought about in a particular way</td>
<td></td>
</tr>
<tr>
<td>extreme</td>
<td>to the highest degree, greatest</td>
<td></td>
</tr>
<tr>
<td>renegades</td>
<td>people who leave one group and join another that has different aims or beliefs</td>
<td></td>
</tr>
<tr>
<td>social fabric</td>
<td>what keeps a group together</td>
<td></td>
</tr>
<tr>
<td>dynamics</td>
<td>the set of forces that exist in a situation, especially a relationship, that affect how it changes and develops</td>
<td></td>
</tr>
<tr>
<td>traits</td>
<td>particular qualities in someone’s character</td>
<td></td>
</tr>
<tr>
<td>social dominance</td>
<td>being the most important person in a group</td>
<td></td>
</tr>
<tr>
<td>ascertain</td>
<td>to find out something</td>
<td></td>
</tr>
<tr>
<td>neutralise</td>
<td>to stop something from having any effect</td>
<td></td>
</tr>
<tr>
<td>foster</td>
<td>to help something develop over a period of time</td>
<td></td>
</tr>
<tr>
<td>egalitarian</td>
<td>supporting a social system in which everyone has equal status and opportunities</td>
<td></td>
</tr>
<tr>
<td>assert</td>
<td>to state firmly that something is true</td>
<td></td>
</tr>
</tbody>
</table>

Classroom activity 3

Work in pairs. Read the following article and answer the questions. Remember to use your reading strategies as you go through the text.

Rebels without applause: New study on peer victimisation

ScienceDaily, 28 September 2010

This study, which focused on 367 English-speaking learners enrolled in Grades 5 and 6 at public schools in Montreal, was undertaken to gain better insight into what makes some kids popular while others are perceived as victims or bullies.

Loners and antisocial learners who reject other children are often bullied at school – an accepted form of punishment from peers as they establish social order. Such peer victimisation may be an extreme group response to control renegades, according to a new study from Concordia University, published in the Journal of Early Adolescence.
'For groups to survive, they need to keep their members under control,’ says author William M. Bukowski, a professor at the Concordia Department of Psychology and director of its Centre for Research in Human Development. ‘ Withdrawn individuals threaten the strong social fabric of a group, so learners are victimised when they are too strong or too antisocial. Victimisation is a reaction to anyone who threatens group harmony.’

Bukowski notes that the word victimisation is related to the word for sacrifice and that this meaning of the word remains relevant in modern dynamics among kids. ‘ Peers who are victimised are sacrificed for the survival of the group.’

The research team focused on social aggression versus physical aggression among learners. ‘ Using aggression in ways that are acceptable by peers is critical in children keeping their social status and, in turn, their social dominance,’ says Bukowski. He noted that physical attractiveness and personality traits could also influence peer standing. ‘ We found dominant children used organised forms of aggression against other children in order to position themselves.’

To ascertain whether learners were leaders, victims or bullies, Bukowski and his team asked participants – 176 boys and 191 girls – to rate same-gender peers on 17 characteristics. Bullies, for instance, were characterised as kids ‘ who say bad things behind other people’s backs; who purposely keep others out of their group; who tell friends they’ll stop liking them unless they do what they want.’

Alpha-learners were described as ‘ someone who others learners usually follow; someone who is often a leader; someone who always gets their own way.’

Victims, for their part, were described as ‘ someone who gets hit or kicked by other learners; someone who gets beaten up by other learners; someone who gets ignored; someone who other learners say mean things about behind their back.’

Bukowski, who observed many instances of peer victimisation in his previous career as a maths teacher in primary and high-schools, says teachers and parents can help protect children from being victimised and prevent alpha-learners from becoming bullies.

‘ No one wants to blame the victim, so teachers and parents always focus on bullies, but it’s important to treat symptoms in peer victimisation and not only the causes,’ he says.
‘To prevent victimisation in classrooms and help neutralise bullying, teachers should foster egalitarian environments, where access to power is shared’, he continues. ‘Parents and teachers should also encourage learners who are withdrawn to speak up and assert themselves.’

This study was funded by the Social Sciences and Humanities Research Council.

The paper, ‘Peer Victimisation and Social Dominance as Intervening Variables of the Link Between Peer Liking and Relational Aggression,’ published in The Journal of Early Adolescence, was authored by Ryan E Adams, a former Concordia postdoctoral fellow who is now at the Cincinnati Children’s Hospital Medical Center in Ohio; Nancy H Bartlett, who received her PhD at Concordia and is now at Mount Saint Vincent University in Nova Scotia; and William M Bukowski of Concordia University in Quebec.

(Adapted from: http://www.sciencedaily.com/releases/2010/09/100928111126.htm)

1. Find synonyms for the words in the extract that are in bold font: loners, reject, children, often, punishment, order.

‘Loners and antisocial learners who reject other children are often bullied at school – an accepted form of punishment from peers as they establish social order. Such peer victimisation may be an extreme group response to control renegades, according to a new study from Concordia University, published in the Journal of Early Adolescence.’

2. Find antonyms for the words in the above extract that are underlined: antisocial, group, new, early.

3. Write down as many adjectives from the following extract as you can.

The research team focused on social aggression versus physical aggression among learners. ‘Using aggression in ways that are acceptable by peers is critical in children keeping their social status and, in turn, their social dominance,’ says Bukowski. He noted that physical attractiveness and personality traits could also influence peer standing. ‘We found dominant children used organised forms of aggression against other children in order to position themselves.’

4. Write down as many adverbs from the paragraph as you can. Be specific about the kind of adverbs they are.

To ascertain whether learners were leaders, victims or bullies, Bukowski and his team secretly asked participants – 176 boys and 191 girls – to rate same-gender peers on 17 characteristics. Bullies, for instance, were always characterised as
learners ‘who say bad things behind other people’s backs; who purposely keep others out of their group; who tell friends they’ll immediately stop liking them unless they do what they want.’

5 Using the following extract, explain the use of the commas, and the full stop. Are there any other uses for full stops and commas?

‘No one wants to blame the victim, so teachers and parents always focus on bullies, but it’s important to treat symptoms in peer victimisation and not only the causes,’ he says.

Negation

What you know already

You know how to write or say something in the negative or how to use negation. You know that writing in the negative means denying given statements.

Check myself

What is the negative form of the words in the table below? Choose from these options: all, any, yet, sometime.

<table>
<thead>
<tr>
<th></th>
<th>In the negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>already</td>
<td></td>
</tr>
<tr>
<td>some</td>
<td></td>
</tr>
</tbody>
</table>

What you still need to know

Remember to keep whatever you are putting into the negative in its original tense. There is a difference between negation and an opposite:

- Everybody enjoys ice cream.
- Negation: Everybody does not enjoy ice cream.
- Opposite: Nobody enjoys ice cream.

Classroom activity 4

Working in pairs, rewrite these sentences using negation:

1 Read the following article and answer the questions.

2 Victimisation is a reaction to anyone who threatens group harmony.
The research team focused on social aggression versus physical aggression among learners.

This study was funded by the Social Sciences and Humanities Research Council.

Longer transactional texts: friendly letters

What you know already

You know that the address and date are written on the right-hand side of the page. No punctuation is used here, and no abbreviations either.

Check myself

Take each of the following elements of the letter and put them in the correct place for a friendly letter:

Dear Sesta
Yours sincerely
3 Lever Lane
13 May 2013
Thando
Smartville 1013

What you still need to know

While the format of the friendly letter is important, it is far more important that you get the content, register and tone right. Check that you understand what you have been asked to write and pay attention to your choice of words (diction) and correct use of punctuation.

- **Register**: This is the type of language that you use in a particular situation, or when communicating with a particular group of people. You will speak in one way to your friends during break, but in another way to your teachers. You would use **informal register** with your friends, and **formal register** with your teachers. Most of the writing that you do for your teachers is written in formal register.

- **Tone**: This is the sound of someone’s voice that shows what they are feeling. It can also be the general attitude of the writer towards what they are writing about. So if you are feeling sad, or writing about something sad, the words that you choose will have a sad tone. The same will be true for excitement, fear, happiness, and so on.
Audience: These are the people who you are expected to read the work to. Most often, this is your teacher. But sometimes, your teacher will ask you to write with a particular audience in mind: write for the school magazine, or write a letter to the editor of a newspaper …

Even for shorter pieces of writing such as letters, there must be a planned beginning – the introduction – and a focused and planned ending – the conclusion. Do not simply begin writing and see where the letter goes. Your letter will be unfocused and will ramble. Be precise about your introduction and your conclusion.

Classroom activity 5

Write a letter to a friend, whom you no longer see, from your old school. Tell him/her about your new school. Include something difficult that you experienced at your new school, and something that turned out to be very funny.

Make sure that you have set the letter out correctly. The body of your letter must be between 140–160 words. Remember that you need to use process writing for this task. You must hand in your plan and first draft, which you have edited and corrected, with your final copy.

Your teacher will give you a rubric for essays to assess this work.

Poetry

What you know already

You have studied many poems during your years at school, and have written some yourself, too.

Choose Yes or No for the following statements about poetry.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A poem is written in stanzas or verses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poems always have a fixed number of lines per stanza.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rhythm is the strong regular beat that occurs when you read the poem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rhyme scheme is the same as the rhythm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mood of the poem is the feeling that the poem creates when it is read.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The theme of the poem and the message of the poem are the same thing.
Figures of speech are mind pictures created by the poet for effect.
Poems have to have punctuation at the end of every line.

Word bank

cloakroom a polite word for toilet
barged moved in a fast, careless way, often hitting people or things
pursued chased someone in order to catch them
verge about to do or experience something

What you still need to know

Rhyme scheme is created by the last words of each line. The last word of the first line is labelled ‘a’. Last words of the lines that follow, which rhyme with that word, are also called ‘a’. The next word that has a different sound is called ‘b’. Any subsequent last word that rhymes with that word is also called ‘b’, and so on. Some poems have no rhyme scheme, while some have a very fixed pattern.

Poems do not have to be punctuated at the end of each line. In fact, when they are not, this is called a run-on line, or enjambment. The reader will pause where the sense of the poem seems to indicate that a pause is needed.

Figures of speech add colour and vigour to poetry. These can also be called images – they are mind pictures. When you answer a question about the imagery in the poem, try to identify which figure of speech has been used to create the images. In this way you will be able to discuss the figurative meaning of images in the poem.

Classroom activity 6

Read the following poem and then answer the questions.

My Name by Magoleng wa Selepe

Nomgqibelo Ncamisile Mnqhibisa

Look what they have done to my name ...
the wonderful name of my great-great-grandmothers
Nomgqibelo Ncamisile Mnqhibisa
The burly bureaucrat was surprised.
What he heard was music to his ears
‘Wat is daai, sé nou weer?’
‘I am from Chief Daluxolo Velayigodle of emaMpondweni
And my name is Nomgqibelo Ncamisile Mnqhibisa.’

Messia, help me!
My name is so simple
And yet so meaningful,
But to this man it is trash ...

He gives me a name
Convenient enough to answer his whim:
I end up being Maria ...
I ...
Nomgqibelo Ncamisile Mnqhibisa


1. In one or two sentences, explain what the poem is about.
2. Comment on the title of the poem.
3. ‘Nomgqibelo Ncamisile Mnqhibisa’ is repeated three times in the poem. Why do you think this is?
4. Why is the man described as a ‘burly bureaucrat’? (Look the words up in the dictionary if you are unsure of them before you answer.)
5. What are the possible reasons for his changing her name?
6. Why is the woman so offended to be called ‘Maria’ on her documents?
7. Is this a good poem, do you think? Give a reason for your answer.
8. Can you identify with what the woman is feeling? Have you had a similar experience with your name? Do you know others who have had this kind of experience? Tell the class about it.
Definite and indefinite articles

**What you know already**

The definite article refers to a specific thing: *the*
Indefinite articles refer to things which are not specified: *a, an*

**Check myself**

Copy this table into your workbook. Fill in the correct article for the sentence in the right-hand column.

<table>
<thead>
<tr>
<th>Article</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>She received</td>
<td>a/the/an certificate.</td>
</tr>
<tr>
<td>A/the/an</td>
<td>elephant trumpeted loudly.</td>
</tr>
<tr>
<td>He is</td>
<td>a/the/an honest man.</td>
</tr>
<tr>
<td>A/the/an</td>
<td>unicorn is a mythical creature.</td>
</tr>
<tr>
<td>He is</td>
<td>a/the/an MC at the function.</td>
</tr>
<tr>
<td>She is</td>
<td>applying to attend a/the/an university near her home.</td>
</tr>
<tr>
<td>I will need</td>
<td>a/the/an hour to have my hair done.</td>
</tr>
<tr>
<td>When I peel</td>
<td>a/the/an onion, I cry.</td>
</tr>
</tbody>
</table>

**What you still need to know**

*The* is pronounced *thee* when the word following it begins with a vowel.

**Infinite verbs**

**What you know already**

You know that verbs can be classified into **finite** verbs, and **infinite** or **nonfinite** verbs. You will remember that finite verbs have tense, number, person and mood, depending on what is expressed in the rest of the sentence.

Infinite or nonfinite verbs stay the same no matter what is expressed in the rest of the sentence.
Check myself

In your workbook, copy the two right-hand columns, and write the verbs from the following sentences that belong under the headings.

<table>
<thead>
<tr>
<th>Finite</th>
<th>Infinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding which fruit to eat, I took a bite out of each.</td>
<td></td>
</tr>
<tr>
<td>I am travelling to the sea tomorrow.</td>
<td></td>
</tr>
<tr>
<td>Collecting her things, she ran out of the house.</td>
<td></td>
</tr>
<tr>
<td>Crawling towards her was a big slug.</td>
<td></td>
</tr>
<tr>
<td>I will write the test next week.</td>
<td></td>
</tr>
<tr>
<td>I like Mandoza!</td>
<td></td>
</tr>
<tr>
<td>Singing is her favourite activity.</td>
<td></td>
</tr>
<tr>
<td>I want to succeed.</td>
<td></td>
</tr>
</tbody>
</table>

What you still need to know

When we want to be specific about the time of an action, who is involved in it and what our attitude towards it is – we use finite verbs. When we want to do none of the above, we use infinite verbs. Infinite verbs rely on finite verbs in any sentence. This means that there must always be a finite verb in the sentence in order for it to be classified as a sentence.

We use infinite verbs when we want to create tension for our readers, or when we want to add detail to a description:

*Smiling at me in a forced way* ... (Who was smiling, and why was it in a forced way?)

*... my sister told my mother she would be willing to help me.*

Notice that the sentence has the finite verbs *told* and *would be willing* and *to help*. Otherwise, it would not be a sentence.

Classroom activity 7

Write a paragraph in which you tell the story of a time when you were afraid, but did not need to be. Use at least five infinite verbs in your paragraph. Underline them. Your teacher will read out good examples to the class – make sure yours is one of those!

Make sure that your sentences also have finite verbs – or they will not be sentences.
Gerunds

What you know already

Words ending in -ing which are used as nouns are called **gerunds**.

Check myself

Which of the words ending in -ing are gerunds?

- They are swimming.
- The girls were participating in the debate.
- The sobbing of the baby was disturbing.
- Swimming is a healthy activity.
- Science is interesting.
- Coughing is a sign of illness.

What you still need to know

The gerund is used alongside the word ‘of’: the *singing* of the boy was beautiful. When deciding whether the word is a gerund or a participle, remember that gerunds do the work of nouns in a sentence.

Sentence structure

What you know already

You know that all sentences must have a subject and a verb. You also know that they may contain objects, too.

What you still need to know

For a sentence to be complete, it needs a finite verb.

When a sentence is a command or instruction, the subject is always understood, and is always the pronoun ‘you’. So in the following examples, it may appear that there is no subject:

*Keep still! Read your work! Change your clothes. Remove the lid from the tin.*

However, the instructions are aimed at a subject that is understood to be ‘you’: *(You keep still! You change your clothes.)*

In this way, commands and instructions are complete sentences. We can call these simple sentences. A **simple sentence** contains a subject and a finite verb.
Adjectival and adverbial phrases and clauses

What you know already

You know that adjectives describe nouns or pronouns and adverbs describe how actions are performed.

You also know that a phrase is a group of words that does not have a finite verb and that a clause is a group of words that does have a finite verb.

So, an adjectival clause is a group of words (with a finite verb) that describes a noun or pronoun and an adverbial clause is a group of words (with a finite verb) that describes a verb.

- *We found a plentiful supply of food in the kitchen.*
  The underlined section is a phrase which tells us more about the food. This is an adjectival phrase.

- *The man, who had been sleeping, staggered to his feet, fell over his boots and said a few strong words.*
  Each of the underlined sections is a clause and each tells us more about the man. These are adjectival clauses.

- *We found a plentiful supply of food in the kitchen.*
  The underlined section is a phrase which tells us more about where the food was found. This is an adverbial phrase of place.

- *The man said a few strong words after he hurt himself falling over his boots.*
  Each of the underlined sections is a clause and each tells us more about why the man said a few strong words. These are adverbial clauses.

Classroom activity 8

1. Rewrite these sentences in as many ways as you can, adding adjectival phrases and clauses and adverbial phrases and clauses.
   a) There were many stars in the sky.
   b) All the boys entered the race.
   c) The house was built at the top of a hill.
   d) The dog chased the cat.
   e) We struggled to get the answers right.

Underline the phrase or clause that you have added, and state what it is.
2 You have been encouraged to read in previous themes. Bring an extract to class that has examples of adjectival and adverbial phrases and clauses and gerunds. You might find good examples in your textbooks and in magazine articles. Working in pairs, test each other to see if you can find the examples in each other’s extracts. Your teacher will show the class the best examples of adjectival and adverbial phrases and clauses and gerunds from those brought to class.

Reading a drama

What you know already

There are differences between novels and plays/dramas. A play has small sections of text that are used to set the scene, or describe the actions of a character. The play itself will be made up mainly of dialogue. You will notice that plays are written in the same form as a dialogue. Look at the play that follows in Classroom activity 9.

Classroom activity 9

As you are in Grade 8, you will have experienced the anxiety of getting ready for high school. Here are three scenes from a play called A Lesson Learnt by Jackie Fitton. In each scene, the characters are about to leave their primary schools and go to new high schools. As you work with each of the scenes, see if you identify with the characters. (This play is not set in South Africa, so you will see that the learners are beginning their school year in September, not in January, as we do.)

Divide yourselves into three groups. Your teacher will allocate one scene to each group. Read the scene, remembering to use the three stages of the reading process: pre-reading, during reading and post-reading. Then allocate the roles to members of the group – and remember that every play needs a director who will tell everyone in the cast what to do. Practise the scene and get ready for the final performance.
Scene 3 – Worried

(Chris and Tim are both worried about going to their new secondary school but neither of them realises at first that the other is bothered.)

Chris: Are you looking forward to September then?
Tim: Yes, sure, can’t wait.
Chris: I’m not.
Tim: Me neither.
Chris: Don’t tell anyone but I’m really scared.
Tim: Are you? Oh thank goodness. I thought it was just me! I thought I was too soft.
Chris: I’ve heard some things, you know.
Tim: Things?
Chris: Yeah, things. Things that they like to do to you when you start in Year seven. My brother says that for certain they’re going to flush my head down the toilet.
Tim: And my cousin says that when she started, somebody pulled her tie every day for a full term. A full term!
Chris: And what about big Sam Bentley?
Tim: Who’s big Sam Bentley?
Chris: You know the one. He’s big.
Tim: Well, I gathered that much.
Chris: And he’s called Sam.
Tim: You’re not one for detail are ya?
Chris: He’s the one who got into trouble for breaking the aerial off Mr Fishguard’s car.
Tim: Oh yes, I remember now, but wasn’t there something else ...
Chris: Yeah … He ate it!
Tim: But that’s OK ’cos he goes to Ridgeview High School.
Chris: No listen, when my Auntie Joan was talking to her friend, who was out with her brother’s sister when she was buying her daughter’s new uniform she saw his mother in the uniform shop.
Tim: Whose mother?
Chris: Oh do keep up, big Sam Bentley’s mother.
Tim: And?
Chris: And what?
Tim: And what does that have to do with us starting at Ridgeview High School of the ill-informed?
Chris: Well that’s just it, so is he.
Tim: He is what?
Chris: Oh you are doing my head in today, so is he, starting at Ridgeview High School of the ill-informed, on Monday September second, just the same as us – got it?
Tim: Got it.
Chris: So there we have it, we are dead meat. We are going to be founder members of a new club.
Tim: What new club?
Chris: Bullied United.

**Scene 4 – Parted**
(Bethany and Megan are going to separate secondary schools in September and it’s the first time that they have been apart since they were three. They are not taking the situation well.)

Beth: I’m not going to enjoy myself, you know.
Meg: Me neither.
Beth: And I’m not going to join any clubs.
Meg: Me neither.
Beth: And I’m not going to do my homework.
Meg: Me neither.
Beth: And I’m not going to walk with everyone else.
Meg: Me neither.
Beth: And I’m not going to join the choir.
Meg: Me neither.
Beth: And I won’t eat my dinner.
Meg: Me neither.
Beth: And I won’t speak to my Mum and Dad until they change their minds.
Meg: Me neither.
Beth: I don’t think you not speaking to them will change their minds.
Meg: Oh yeah, sorry.
Beth: I just can’t believe that they’ve done it. Fancy splitting us up after all this time. How could they possibly think that this was a good idea? The very idea of you being at one school and me being at another, well it’s … it’s …
Meg: Ludicrously ridiculous.
Beth: It’s just not going to be the same. I’m going to be all on my own. I’ll have no-one to stick up for me when someone’s picking on me, no-one to fight my battles for me. I don’t know what I’m going to do or how I’m going to cope.
Meg: Look Beth, maybe it won’t be that bad. We’ll still see each other every day after school and at weekends and we can text and phone. You know that I’ll always be your friend, and I’ll always be there for you no matter what.
Beth: I know that but it’s just not going to be the same. Do you remember the
time when we went picking chestnuts and you climbed up to get the
biggest chestnuts from the highest branch of the tree?
Meg: Oh yes, I remember, I was in plaster for six weeks after that. In fact, we
only took the crutches back to the hospital the other week. Do you
remember the time that you thought it’d be funny to write your name on
the window of your Mum’s car with your tongue?
Beth: Oh don’t – it really hurt that. How was I to know that when it’s freezing
your tongue sticks?
Meg: And let’s not forget the fateful day when we went swimming at the baths
and the elastic went in your bikini bottoms … I didn’t know that it was
possible to go such an amazing shade of red so quickly.
Beth: Well it wouldn’t have been necessary if you’d told me before I got out of
the water, rather than when we were half-way to the lockers.
Meg: You know, we’ll still have a laugh even though we’re going to different
schools. Our friendship is too strong. We won’t let a little distance get in
our way.

Scene 5 – The day before the day itself
(All the friends gather together the day before they go to secondary school. They
each reflect on their holiday and the lessons that they have learnt.)
Kev: Hi everyone. How’s your holiday been – have you had a blast or what?
Beth: Yeah, it’s been OK really. I went to Spain with my Mum and Dad. I didn’t
see Megan for a whole fortnight but that’s OK cos’ I know exactly where
she is when I need her – how about you?
Kev: Oh, you know – the usual – football, play station, football, play station –
oh, and a bit of football when there wasn’t anything else to do. Mind you I
did actually go back to Summer’s Grove for the weekend, did a bit of
climbing, bit of fencing, bit of abseiling – it was mint.
Beth: Did you get your uniform?
Kev: Oh yes, I’ve got my uniform. Mum took us to Asda and we got everything
we needed. I told Mum that I didn’t mind if she wanted us to have second-
hand but she insisted – only the best for us.
Tim: What about you Bev – have you had a good holiday?
Bev: Great, thanks – the best bit was watching Kev when he went in for this
fancy dress competition. He dressed up in one of my dad’s old suits. It
was a riot! What about you, Chris?
Chris: Oh, just quiet you know. To be honest, I was a bit bothered at the start of
the holidays. I’d heard so many horror stories about going to secondary I
didn’t want to go, but then I got talking to my cousin who’s one of the
prefects this year and he’s put me right. There’s nothing to be scared of,
this is simply the start of a new adventure.