# Contents

**Introduction** .................................................................  iv

## Term 1

<table>
<thead>
<tr>
<th>Unit 1: Weeks 1–2</th>
<th>Breaking the ice .................................................. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Weeks 3–4</td>
<td>The gift of the gab ............................................. 14</td>
</tr>
<tr>
<td>Unit 3: Weeks 5–6</td>
<td>Murder and mystery ............................................... 30</td>
</tr>
<tr>
<td>Unit 4: Weeks 7–8</td>
<td>On your marks! .................................................... 44</td>
</tr>
<tr>
<td>Unit 5: Weeks 9–10</td>
<td>The Queen's English .............................................. 60</td>
</tr>
</tbody>
</table>

## Term 2

<table>
<thead>
<tr>
<th>Unit 6: Weeks 1–2</th>
<th>Just do it ............................................................ 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 7: Weeks 3–4</td>
<td>Two heads are better ............................................. 89</td>
</tr>
<tr>
<td>Unit 8: Weeks 5–6</td>
<td>Face to face ....................................................... 104</td>
</tr>
<tr>
<td>Unit 9: Weeks 7–8</td>
<td>What a story! ...................................................... 118</td>
</tr>
<tr>
<td>Unit 10: Weeks 9–10</td>
<td>Summative assessment ............................................ 133</td>
</tr>
</tbody>
</table>

## Term 3

<table>
<thead>
<tr>
<th>Unit 11: Weeks 1–2</th>
<th>Rumours ............................................................... 135</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 12: Weeks 3–4</td>
<td>Air your view ...................................................... 150</td>
</tr>
<tr>
<td>Unit 13: Weeks 5–6</td>
<td>Endangered species ................................................ 162</td>
</tr>
<tr>
<td>Unit 14: Weeks 7–8</td>
<td>Van Hunks and the devil ......................................... 177</td>
</tr>
<tr>
<td>Unit 15: Weeks 9–10</td>
<td>Choices ............................................................... 191</td>
</tr>
</tbody>
</table>

## Term 4

<table>
<thead>
<tr>
<th>Unit 16: Weeks 1–2</th>
<th>Global warming .................................................... 203</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 17: Weeks 3–4</td>
<td>Town versus city .................................................. 218</td>
</tr>
<tr>
<td>Unit 18: Weeks 5–6</td>
<td>In top gear .......................................................... 231</td>
</tr>
<tr>
<td>Unit 19: Weeks 7–8</td>
<td>What shall I wear? ................................................ 246</td>
</tr>
<tr>
<td>Unit 20: Weeks 9–10</td>
<td>Summative assessment ............................................... 261</td>
</tr>
</tbody>
</table>

**Index** .................................................................................. 264
Introduction

Dear Learner

Congratulations! You are now in Grade 8, the first year of High School. We would like to share some information about this book with you.

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

In each unit you will find the following:

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

Each unit consists of the following sections:

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

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

Listening and speaking

Reading and viewing

Writing and presenting

Language structures and conventions

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>share something about yourself and get to know your classmates better</td>
<td>✓</td>
</tr>
<tr>
<td>listen to and answer questions about a poem</td>
<td>✓</td>
</tr>
<tr>
<td>write and act out a dialogue</td>
<td>✓</td>
</tr>
<tr>
<td>read an extract from a youth novel and answer questions about it</td>
<td>✓</td>
</tr>
<tr>
<td>discuss key features of a novel or short story</td>
<td>✓</td>
</tr>
<tr>
<td>learn about parts of a book</td>
<td>✓</td>
</tr>
<tr>
<td>write a narrative or reflective essay by following the process approach to writing</td>
<td>✓</td>
</tr>
<tr>
<td>make use of the appropriate tone and careful word choice to create a vivid description</td>
<td>✓</td>
</tr>
<tr>
<td>complete exercises based on word meaning, adverbs and sentence structures, and</td>
<td>✓</td>
</tr>
<tr>
<td>sharpen your punctuation skills.</td>
<td>✓</td>
</tr>
</tbody>
</table>
1. Follow the instructions given to you by your teacher – take as many pieces of toilet paper as you might need. Don’t worry – your teacher knows what he or she is doing!
2. Listen carefully to the information shared by your classmates, because you will need it later.

Remember: First impressions are lasting, and this is an opportunity for your classmates to get to know you. Show genuine interest in and friendliness towards your classmates. Let the Sesotho proverb the face is the index of the mind (what’s in your mind shows on your face) be your guide here.

When it is your turn to speak:
• Speak loud enough so that everyone can hear you.
• Be confident.
• Make eye contact.

When it is someone else’s turn to speak:
• Listen carefully to what they say.
• Show the same respect they showed you.
• Be polite!

3. You should now know your classmates a little better. Use the information you just gained to complete the following exercise.
   a) Draw a circle on the first page of your exercise book, and divide it into at least six sections.
   b) In each section, write the name of a classmate who made an impression on you, as well as the facts you learnt about that person.
   c) Name and decorate your circle (e.g. My circle of friends).
Have you ever felt that no one understands you? That all they see is that you are too skinny or too plump, or that your skin breaks out in pimples every second day?

Maybe you have, maybe you haven’t. But maybe the boy or girl sitting next to you knows what it feels like. Teenagers are masters of hiding their true feelings. The joker in the class might be using jokes to hide the fact that he doesn’t read well; the rude girl sitting next to you might just be scared that you won’t like her, and being rude is her way of protecting herself.

Listen to the poem your teacher is about to read to you. It was written by a girl not much older than you who probably felt the same way you do.

Classroom activity 2

1. Your teacher will read the poem Don’t judge me to you twice before you have to answer the questions below. Listen to the overall meaning of the poem, as well as the details of the young girl’s pleas.
2. After the first reading, take notes of the poem while you listen. Write down the main ideas in note form only. You do not have to write full sentences.
3. Discuss the answers to these questions with your partner before you write them down.
   a) The poet asks you not to judge her. Name three things she asks you not to judge her by.
   b) Why do people laugh at her?
   c) What secret could lie behind her clothes?
   d) The poet uses the word please several times. Why do you think she uses it so often?
   e) The title of the poem is Don’t judge me and by saying that the poet is asking you to … (Give your own ideas.)
   f) Write 2–3 lines saying whether you enjoyed the poem or not. Explain your reasons for saying so.

You probably feel a little more comfortable in your class already. Most of the faces around you have names you can remember. You are now going to have your first group discussion of the year.
Classroom activity 3

In your groups, you are going to come up with a list of items about what you think a Grade 8 learner should do or not do to be successful and happy in a new school.

This is how you should go about it:
- Form groups of about 6 learners.
- Select a leader and secretary in the group – he or she will not remain the leader or secretary in every group activity.
- Brainstorm your ideas – do not decide what is good or not, just list every idea put forward (± 5 minutes).
- The secretary reads back the list.
- Your group decides which ideas to keep and which to adapt.
- Arrange the ideas in a logical order.
- Add information to the main ideas where necessary.
- Decide on your own heading for the activity.
- Report back to the class.

Note:
- Keep to the rules of speaking and working in a group – (see point 2 in Classroom activity 1).
- Your teacher will also tell you the class rules.

Looking in from the outside

Books, like teenagers, come in different forms. Some books are fictional (not true stories), while others are factual. Books such as textbooks, dictionaries and encyclopaedias are called reference books.

What these books have in common is that they all have a certain format or layout – depending on the character of the book. All books have a title page, which includes the title of the book, the name of the author, and the name of the publisher. Turn to the front of your book – the title page is usually the first page of the book.
Most non-fiction books and some novels have a contents page, like the example below taken from *Slumdog millionaire* by Vikas Swarup (Blackswan: 2005).

**CONTENTS**
1. The Death of a Hero ....................... 31
2. The Burden of a Priest .................... 48
3. A Brother’s Promise ....................... 68
4. Thought for the Crippled ................. 90
5. How to Speak Australian .................. 123
6. Hold on to your Buttons ................. 153
7. Murder on the Western Express .......... 173
8. A Soldier’s Tale ............................ 194
9. Licence to Kill ............................... 223
10. X Gkrz Opknu (or a Love Story) ...... 273
11. The Thirteenth Question ................. 343

**Classroom activity 4**

Let’s see how book savvy you are.
1. Name the chapter in which you think we’ll read about the narrator’s brother.
2. Name the two chapters that deal with murder.
3. Which chapter is:
   a) the shortest in the book?   b) the longest in the book?
4. Which chapter do you think you would find the most interesting to read?
5. An epilogue always appears at the _____ of a book, and a prologue at the _____.

**Important features of the novel**

Before you read an extract from *The Outsiders*, you need to remember the following features of novels and short stories:
- **characters** – there are major and minor characters
- **characterisation** – we learn about the characters while reading:
  - their feelings
  - strengths and weaknesses
  - physical characteristics
  - likes and dislikes.
- **plot** – the storyline
- **setting** – where and when the events take place
- **narrator** – first- or third-person narrator – the one who tells the story
- **theme** – the message the author wishes to convey
I was sitting in the waiting room, waiting to hear how Dally and Johnny were. I had been checked over, and except for a few burns and a big bruise across my back, I was all right. I had watched them bring Dally and Johnny in on stretchers. Dally’s eyes were closed, but when I spoke he had tried to grin and had told me that if I ever did a stupid thing like that again he’d beat the tar out of me.

I was sitting there, smoking a cigarette, when Jerry came back in from making a phone call. He stared at me for a second. ‘You shouldn’t be smoking.’

I was startled. ‘How come?’ I looked at my cigarette. It looked okay to me. I looked around for a ‘No Smoking’ sign and couldn’t find one. ‘How come?’

‘Why, uh,’ Jerry stammered, ‘uh, you’re too young.’

‘I am?’ I had never thought about it. Everyone in the hoods, even the girls, smoked. We had all started smoking at an early age. Johnny had been smoking since he was nine; Steve started at eleven. So no one thought it unusual when I started. Jerry simply
sighed, then grinned. ‘There are some people here to see you. Claim to be your brothers or something.’ I leaped up and ran for the door, but it was already open and Soda had me in a bear hug and was swinging me around. I was so glad to see him I could have bawled.

(Source: Hinton, S.E. (1967) adapted from The Outsiders. London: Penguin.)

Note: In the passage that you just read the following punctuation marks were used frequently:
• question marks – these indicate when a question is asked, such as ‘How come?’;
• quotation marks – these show the actual words spoken by the speaker, such as ‘How come?’

Important words

relieved: pleased; thankful
antonym: a word that has an opposite meaning to another word
synonym: a word that has a similar meaning to another word

Classroom activity 5

Now that you’ve read the passage, answer the questions below:
1. Where do you think the waiting room is (the setting)?
2. What does it mean to be checked over?
3. When Dally said he’d beat the tar out of Ponyboy, was he angry and threatening or relieved and playful? Explain why you think so.
4. To beat the tar out of someone is a figurative expression. Explain what you think it means.
5. Jerry didn’t seem to mind them being from the hoods.
   a) The term hood is a shortened form of _____.
   b) Why do you think it surprised Ponyboy that Jerry didn’t mind that he was from the hood?
6. Have you ever been or do you know of someone who has been a victim of stereotyping? Briefly explain why this happened.
7. When Jerry told Ponyboy he shouldn’t smoke, he thought it was because … (Give two reasons from the passage.)
8. Quote a line from the passage to show that it was not unusual for young teenagers to smoke.
9. When Ponyboy saw Soda he wanted to *bawl*. Why did he want to cry?

10. See if you can find antonyms in the passage for the following:
   a) clever   b) lose

11. See if you can find synonyms in the passage for the following:
   a) startled   b) leaped

12. Who is the main character in this story? Give a reason for your answer.

13. List a few characteristics of Ponyboy.

---

**A square peg in a round hole**

Time to put pen to paper! Every one of us has experienced a feeling of not belonging or being left out – even if only for a short while. Maybe you feel that you don’t fit in with the rest of the class because your clothes are not cool enough, you’re not good enough at sport or you can’t talk about the latest gadgets and cell phones because you can’t afford them? Maybe you’re quite shy and it takes a long time for you to make friends.

At some or other stage, we all feel as if we do not belong or are uncertain – even grown-ups experience these feelings.

---

**Classroom activity 6**

**Formal assessment – Narrative essay**

Write an essay of 180–210 words describing an incident in which you felt unwanted or uncomfortable – or even scared and lonely. Try to remember such a time in your life – or you can make up a story. Try to describe the following:

- the particular situation or time in your life
- how you felt at the time
- why you felt as if you did not belong
- what would have made you feel better
- who and what did indeed make you feel better.

**Remember:**

- *Word choice* is important to create the right mood – use your dictionary.
- When you reread your essay, can you *hear* yourself telling the story? In other words, does it sound natural?
- Make your descriptions seem *vivid* (alive, dramatic).
Essay writing

Are you on the right track? Not sure where to start? Here are a few tips:

• Brainstorm a few ideas – write down all the words, phrases, emotions and incidents you can think of without thinking about them too much. In other words, don’t think about whether they are right or wrong.
• Read through the ideas you have written down and group them according to similar thoughts or feelings.
• Sequence the ideas in a logical way so that the ideas flow naturally.
• Write a rough draft, using the sequence (order) above. Make sure that every paragraph contains only one main idea (topic sentence).
• Read your rough draft carefully. Did you choose your words carefully or did you use the first words that came to mind? Did you include any figurative expressions?
• Use a dictionary to check your spelling, make sure your sentences vary in length and that you have punctuated your essay properly.
• Are you happy with your rough draft? If yes, rewrite it neatly in your exercise book for presentation to the teacher. If not, try again – or ask a friend to read it and make suggestions.
• Do a final check. Use the rubric provided by your teacher to check if you have paid attention to all the important points.

Tick the boxes

Important words

fierce: violent; but in the text below it is (American) slang for a lot
real scared: American usage for really scared
gonna: American usage for going to
favor: the American spelling of favour
cussed: a slang word for cursed (swore)

I was sweating something fierce, although I was cold. I could feel my palms getting clammy and the perspiration running down my back. I get like that when I’m real scared. They walked around me slowly, silently, smiling. ‘Hey, grease,’ one said in an over-friendly voice. ‘We’re gonna do you a favor, greaser. We’re gonna cut all that long greasy hair off.’ One of them laughed, then cussed me out in a low voice. I couldn’t think of anything to say. There just isn’t a whole lot you can say while waiting to get mugged, so I kept my mouth shut.
Pretend you are a journalist who has to write an article on the incident. Write your own headlines (a minimum of three) for this article.

### Rules of subject-verb agreement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the subject is made up of two or more nouns (or pronouns) and are connected by <em>and</em></td>
<td>use a <em>plural</em> verb.</td>
</tr>
<tr>
<td>When the subject is made up of two or more singular nouns, but they are connected by <em>or</em> or <em>nor</em></td>
<td>use a <em>singular</em> verb.</td>
</tr>
<tr>
<td><em>Everyone, everybody, anybody, anyone, nobody, somebody, someone</em> and <em>no one</em> are all singular, therefore</td>
<td>use a <em>singular</em> verb.</td>
</tr>
</tbody>
</table>

Do you remember what a *subject* is? Grade 7 seems such a long time ago ...

- **Subject** verb **object**
  - *I* wrote *an essay.*

  - Who did the action? *I* = subject
  - What did you do? *wrote* = verb (a verb is a *doing* word)
  - What was done? *essay* = object (to what or whom the *action was done*)

  Look at the phrase ‘*Writing an essay* requires good planning.’ The group of words in italics forms the *subject*. We could also have said: ‘*It* (subject) requires good planning.’
  
  If we only say ‘*Writing an essay*’, something is clearly missing.
  
  A phrase on its own does not make sense.
  
  The clause ‘*I wrote an essay.*’ is a sentence that makes sense on its own.

### Classroom activity 7

1. Underline the subject and the verb in your headlines. Read your answer to the teacher or a classmate to check whether the subject and verb agree.

2. Below is an extract from a review of a South African youth novel called *Leopard Boy*. Give the correct form of each verb in brackets. Make sure that the verb agrees with the subject.

Ebraime is sent from reform school to work on a farm near the Waaihoek Mountain. For the first time he (a) (feel) he belongs somewhere, for once he (b) (be) happy. However, one afternoon, a sheep in his care gets lost. Determined to prove himself trustworthy, Ebraime (c) (set) out in search of the sheep. He (d) (find)
Let’s talk about adverbs

Adverbs are descriptive words that tell us more about the how, why, when and where. They can be used to describe verbs, adjectives and other adverbs. For example:

Ponyboy was extremely frightened (adverb of degree). The newcomer was rather (adverb of degree) shy when they asked him his name.

The Socs cornered Ponyboy outside (adverb of place). I would prefer to stay here (adverb of place) rather than go there (adverb of place).

Classroom activity 8

1. Find the adverbs in the sentences and say whether they are adverbs of degree or adverbs of place.
   a) The English classroom is situated upstairs.
   b) The Maths teacher strongly reprimanded Prince for not submitting his work on time.
   c) I know I put my homework somewhere!
   d) The two groups totally disagree with each other.

2. Fill in your own adverbs of place or adverbs of degree to complete the following sentences.
   a) She _____ slipped when she stepped on the banana peel.
   b) The kids would much rather go _____ than stay _____.
   c) Thomas is _____ quite a nice boy once you get to know him.
   d) The wound was _____ painful after they applied the bandage.

Classroom activity 9

You have picked up a crumpled sheet of paper that turns out to be a page from a diary. The person who wrote it did not punctuate the diary entry properly. Rewrite the passage, inserting the necessary punctuation marks.

Before you move onto the next activities, let’s look at the construction of sentences.

Here are two simple sentences:

- My friend made punctuation errors.
- I corrected the punctuation.

Simple sentences can stand alone (in other words, they make sense by themselves) and contain one finite verb.

Let’s combine the two simple sentences:

- My friend made punctuation errors and I corrected them.

This is a compound sentence – two simple sentences combined with a coordinating conjunction (such as and and but).

Simple sentence + simple sentence = compound sentence

We can also combine the two simple sentences differently:

main clause ———— subordinate clause

My friend made punctuation errors, which I corrected.

A simple sentence combined with a subordinate clause (one that cannot stand on its own) is called a complex sentence.

Simple sentence + subordinate clause = complex sentence

A subordinate clause starts with one of the following conjunctions: because, which, that, when, who or where.

In this activity, you are going to design a book cover.

You are more or less the same age the author of The Outsiders was when she started to write her book. Imagine that you were writing a book – give your book a title and design a book cover that will give the reader an idea of what the story is about. Remember to add your name as the author.
In this activity, you are going to look at a glossary of terms. A glossary is usually found at the end of a book and is mostly used in reference books, such as your textbooks. Study the glossary below and answer the questions that follow.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>A unit of geological time, e.g. Ice Age.</td>
</tr>
<tr>
<td>ankylosaurs</td>
<td>A group of dinosaurs that lived from the mid-Jurassic to the late-Cretaceous periods. Ankylosaurs were herbivorous.</td>
</tr>
<tr>
<td>asteroid</td>
<td>A small rocky body that orbits a star. Over 100 000 asteroids orbit the sun.</td>
</tr>
<tr>
<td>atom</td>
<td>The smallest particle of an element.</td>
</tr>
<tr>
<td>badlands</td>
<td>An elevated area, with eroded gullies and valleys with very little rainfall. A great place to locate fossils.</td>
</tr>
<tr>
<td>biped</td>
<td>Any creature that walks on two legs.</td>
</tr>
<tr>
<td>carnivore</td>
<td>An animal that eats other animals.</td>
</tr>
<tr>
<td>ceratopsians</td>
<td>A group of dinosaurs that lived in the Cretaceous period. They were herbivorous and had beaks and bony head frills.</td>
</tr>
<tr>
<td>chalk</td>
<td>A sedimentary rock that is a pure white, fine-grained variety of limestone.</td>
</tr>
<tr>
<td>chisel</td>
<td>A metal tool that can be used to chip away at the rock containing fossils.</td>
</tr>
<tr>
<td>crater</td>
<td>A bowl-shaped cavity or pit created by an asteroid or meteorite colliding with Earth.</td>
</tr>
</tbody>
</table>

(Source: http://parenting.Kaboose.com/)

1. What do you notice about:
   a) the arrangement of the terms?
   b) the format of the glossary?
2. Which tool would you use to chip away at rock?
3. Which area would be a good place to find fossils?
4. Name the group of dinosaurs that had beaks and bony head frills.
In this unit you will ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to a speech made by an influential person and identify the features that make it a good speech</td>
<td>✔</td>
</tr>
<tr>
<td>prepare and present your own speech</td>
<td>✔</td>
</tr>
<tr>
<td>read and analyse written speeches in group reading sessions or on your own</td>
<td>✔</td>
</tr>
<tr>
<td>skim and scan for information</td>
<td>✔</td>
</tr>
<tr>
<td>discuss the impact of font types and the various sizes of headings in a written text</td>
<td>✔</td>
</tr>
<tr>
<td>write a speech for a specific audience</td>
<td>✔</td>
</tr>
<tr>
<td>choose your topic, information and style according to your audience</td>
<td>✔</td>
</tr>
<tr>
<td>structure your speech into an introduction, a body (development), a climax and a conclusion</td>
<td>✔</td>
</tr>
<tr>
<td>complete exercises on nouns, verbs, prepositions and adjectives</td>
<td>✔</td>
</tr>
<tr>
<td>identify various types of phrases and clauses, as well as examples of manipulative language</td>
<td>✔</td>
</tr>
<tr>
<td>differentiate between literal and figurative meanings of words, and</td>
<td>✔</td>
</tr>
<tr>
<td>use punctuation correctly in your speeches, as well as in punctuation exercises.</td>
<td>✔</td>
</tr>
</tbody>
</table>

Speak up, speak out

Is making a speech at the top of your things I dread most list? Do your palms start to sweat and your knees shake when you stand in front of your classmates? Relax – here are a few secrets to writing and presenting a good speech.

Remember: the more prepared you are, the less nervous you will be.
Preparing a speech

A speech has three main parts – two short ones and a long one, much like a sausage dog!

<table>
<thead>
<tr>
<th>1. Introduction</th>
<th>2. Body</th>
<th>3. Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should grab attention by:</td>
<td>Must show logical development:</td>
<td>Short but powerful, a conclusion must:</td>
</tr>
<tr>
<td>• using humour</td>
<td>• with evidence of chronological or systematical development</td>
<td>• sum up</td>
</tr>
<tr>
<td>• asking a controversial question</td>
<td>• be in point form</td>
<td>• appeal to emotions</td>
</tr>
<tr>
<td>• appealing to an audience’s emotions.</td>
<td>• develop a story.</td>
<td>• add a final thought.</td>
</tr>
</tbody>
</table>

Important words

**ethnicity**: a group of people’s culture, nationality and language

**native language**: home language or mother tongue

**obscene language**: swear words and other offensive words

**self-esteem**: how you see or perceive yourself

**speak up**: speak louder; voice your opinion about something

**speak out**: express your opinion frankly and openly, especially if you don’t agree with something

**dignified endeavour**: an effort (endeavour) worthy of respect and dignity (dignified)

---

Classroom activity 1

**Formal assessment – Listening comprehension**

Do your thoughts sometimes drift while your principal is making a speech? Are you often more interested in the weird hairstyle or odd-shaped ears of the boy or girl in front of you than in listening to your principal? This probably did not happen, when the new principal in the passage your teacher will read to you, addressed the school for the first time.
Read the questions below before listening to your teacher read. Make sure you understand all the words.

1. a) Could you clearly identify the three parts of the principal’s speech?
   b) What did she say in her introduction?
   c) Do you think it was an effective introduction? Why do you say so?
   d) Which technique did the principal use to make her introduction effective?

2. a) Write a sentence in which you explain what the body of the speech was about.
   b) How did the principal order the body of the speech to make it easier for her students to follow her?
   c) Summarise the five points the principal made, using no more than two words for each point.

3. Which of the techniques explained by your teacher did the principal use in her conclusion? Choose one option:
   a) She added a final (new) thought.
   b) She summed up her speech.
   c) She ended by making an emotive statement.

Did you know your body speaks as loudly as your voice? It not only gives away your feelings but can also send out a message to the person you’re talking to. What message do you think this girl’s body language is sending to the boy?

Presenting your speech

Check yourself to see if you are sending the right message to your audience:

<table>
<thead>
<tr>
<th>🎖️</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand with legs slightly apart, balancing on both feet.</td>
<td>Cross your legs or sway from side to side.</td>
</tr>
<tr>
<td>Make eye contact with classmates.</td>
<td>Stare at the floor, the window – anywhere but at your classmates.</td>
</tr>
<tr>
<td>Speak with confidence.</td>
<td>Say ‘uhm’ and ‘ah’ while speaking.</td>
</tr>
<tr>
<td>Use your hands in normal gestures.</td>
<td>Play with your cue cards, hair or watch.</td>
</tr>
<tr>
<td>Smile!</td>
<td>Look nervous or have no expression on your face.</td>
</tr>
</tbody>
</table>
Before you attempt to plan and write your speech, be certain about:
• your topic
• your audience (who is going to listen to you)
• your purpose (are you hoping to persuade them, motivate them or inform them about something?).

Classroom activity 2

Now it’s your turn at last!
1. Read through the topics listed below and choose ONE that appeals to you.
2. Write a speech of about 2–3 minutes on the topic you’ve chosen. Practise presenting your final speech to make sure it is not too long or too short.
   a) Your principal wants the learners to feel the school is theirs, not only his. He has asked what changes you would like to bring about and has instructed you to share your ideas at assembly.
   b) You are happy with the school rules for the learners but think the teachers need a few new rules. Write a speech that you will be delivering to the teachers in the staffroom.
   c) You are the class captain of a rather difficult class. Write a speech in which you tell your classmates how they should or should not behave in class.

Structuring your speech

Remember the following:
1. Structure your speech into three parts:
   • an introduction
   • a body
   • a conclusion.
2. Follow the techniques your teacher taught you to ensure that:
   • your introduction is attention-grabbing
   • the body of the speech (the points) flows logically and will be easy for your audience to follow
   • your conclusion leaves a lasting impression.
3. Remember who your audience is and change your language and tone so that it is appropriate.
4. Then practise, practise, practise.
   • Stand in front of a mirror and speak to yourself as if you were the audience.
   • Use your face and body to get your points across.
   • Pause to emphasise a point – and don’t rush just to get finished.
5. Now take a deep breath and present your speech to the class.
Word power

Handle them carefully, because words have more power than atom bombs. – Pearl Strachen

Has anyone ever said something to you that just made your day? Or the opposite – maybe someone said something that put you in a bad mood. Words are powerful and you can’t take them back; that’s why you have to choose them very carefully.

Emotive language

Emotive language is any language that is used to manipulate or influence people, or to create feelings within them so that they adopt the feelings or viewpoint of the speaker or writer.

Examples of emotive language can be found all around us: in advertisements, newspapers (especially headlines), speeches, interviews and in everyday interactions between people.

It would be wise to remember that while speaking and language make us present and visible in the world, character is carried through in our utterances and actions. A Xhosa proverb says: One does not become great by claiming greatness. Greatness is earned after much hard work and service and is given to us by others.

Important words

- **retirement**: when one stops working; the end of one’s working career
- **tremendous**: big; huge
- **warm applause**: when the audience claps long and hard
- **to be on the brink**: to be at the start or the beginning
- **naysayers**: pessimists; people who always see the negative in any situation
- **soar**: to fly high

Read what Arnold Schwarzenegger, former Governor of California, had to say at a graduation ceremony of the University of Southern California.
Dr Schwarzenegger’s Rules of Success

Ladies and gentleman, students, thank you for the wonderful welcome. I haven’t received such a warm applause since I announced my retirement from acting. It is a tremendous privilege to stand before you this morning and to share in this great day – your graduation.

You are on the brink of starting a great new adventure, but I want to warn you that this journey is not going to be without setbacks or failures. So to set you on your way, I’ve decided to give you the best gift I can – Dr Schwarzenegger’s Rules of Success. If you are like me and you always want to be the best, no matter what the sacrifice, follow these rules.

**Rule 1**: Trust yourself. When, as a young skinny boy, I said I wanted to become the world body building champion, everyone laughed at me – including my parents. But I knew what I wanted, I went for it and never gave up. I made my own dream come true. Trust yourself, no matter what anyone else thinks.

**Rule 2**: Don’t be afraid to fail. You can’t always win, but don’t be afraid of making difficult decisions, otherwise you’ll never find out what you can do.

**Rule 3**: Don’t listen to the naysayers. How many times have you heard ‘you can’t do this’ and ‘you can’t do that’ or ‘it’s never been done before’? Just imagine if Bill Gates or Barak Obama had quit when people said it couldn’t be done. Listen to yourself and say ‘Yes, I can.’

**Rule 4**: Work your butt off. When someone asked Mohammed Ali how many sit-ups he does per day, he replied that he only started counting when it started to hurt. If you want to win, there is absolutely no way around hard, hard work.

**Rule 5**: Always give back. Whatever path your life takes, always find time to give something back to your family, your community and your country. Reaching out and helping people will bring you more satisfaction than anything else you have ever done.

Let me leave you with one final thought – remember, you can’t climb the ladder of success with your hands in your pockets. Be proud, be strong and be ready to soar. Congratulations and God bless all of you.

(Adapted from: http://www.graduationwisdom.com/speeches/0067-schwarzenegger.htm)
Reading

**Skimming**
To read a text very quickly to get an overview, for example, reading the headline and subheading of a newspaper article.

**Scanning**
To run your eyes over a text to find specific information, such as an address or telephone number.

---

**Classroom activity 3**

1. Briefly skim through the text on the previous page and write down the overall idea of the passage.

2. Now scan the same passage and write down the following:
   a) the name of the university where the graduation ceremony is taking place
   b) how many rules Governor Schwarzenegger mentions
   c) how many times he mentions his own name
   d) the names of all the famous people he refers to in his speech
   e) a synonym (word similar in meaning) for the following:
      • beginning of an adventure
      • wonderful or great
   f) an antonym (word opposite in meaning) for the words failure and dissatisfaction

Before you do the next activity, look at the passage on page 19 and take special note of the font size and use of bold to list the rules – these features make the list of rules stand out so that you can read them more easily.

---

**Classroom activity 4**

Now read the text for a third time, this time more slowly and carefully, and answer the questions that follow:

1. Which technique did the speaker use in his introduction to grab the attention of the audience?

2. What was the occasion for his speech?

3. The speaker mentions a gift – what was the gift he gave his audience?

4. Do you think it is a good/appropriate gift to give? Motivate your answer.

5. The speaker was successful in more than one career – in which three did he achieve success?
6. According to the text, the students are about to go on a journey.
   a) What journey is the speaker referring to?
   b) The speaker is therefore using the word *journey* _____ and not _____.
7. What would you say the purpose or intention of the speech was? Answer in a full sentence.
8. The speaker uses *emotive language* to manipulate the audience. Quote one example of emotive language from the second paragraph. Write down the full sentence and underline the word/s that evoke positive feelings.
9. What point does the speaker wish to make by using the example of Mohammed Ali?
10. Rule 4 states *Work your butt off*.
    a) Do you think this was an appropriate expression to use for his audience?
    b) Would it have been more, or less appropriate if the audience had been a group of teachers, lecturers and professors? Motivate your answer.
    c) Rewrite Rule 4 in more formal language.
11. The conclusion is very effective:
    a) Find one example of a figurative expression, and explain what it means.
    b) *Be proud, be strong and be ready to soar* is an example of _____ language.
    Which emotions or dreams do you think he is appealing to?
12. Comment on how each paragraph starts. How effective do you think this technique is?

After you have answered the questions, your teacher will let your read in your groups.

Classroom activity 5

Do you recognise any of the *idioms* below? They all relate to public speaking or appearing on a stage. Use each one in a full sentence to show you understand what it means:
1. to upstage someone
2. to bring the house down
3. to be in the limelight.

Let’s do some language revision

Main ideas in a paragraph
Below is the final paragraph of the speech you have read:

Let me leave you with one final thought – remember, you can’t climb the ladder of success with your hands in your pockets. Be proud, be strong and be ready to soar. Congratulations and God bless all of you.
What is the most important statement in that paragraph? The clause *you can’t climb the ladder of success with your hands in your pockets* is the most important idea of the paragraph. Every paragraph has such a central or main idea. Very often it is the first sentence (or part thereof) of a paragraph. It tells the reader what the topic of the paragraph is. It is called the **topic sentence**.

**Prepositions**
The three italicised words in the paragraph at the bottom of page 21 are all *prepositions*. A preposition is a word that shows the relationship between a *noun* or *pronoun* and other words in a sentence.

**Have your say**

**Important words**

**target audience**: the readers, listeners or audience for whom the writing or speech is intended

**Writing your speech**

The following steps will help you write your speech. Remember, even the most experienced speech writers write several drafts before they are happy with their work.

**Step 1:**
**Choose an approach**
How are you going to share information with your target audience?

**Are you going to:**
- refer to your own life
- be factual and precise
- be light-hearted and humorous
- use examples of famous people to illustrate your points?
### Step 2:
**How are you going to catch their attention?**
Are you going to:
- use humour
- shock the audience
- outline what you intend saying in the rest of your speech?

### Step 3:
**Write aloud**
- Write as if you are actually talking to people.
- Read the words aloud to hear what they sound like.

### Step 4:
**Choose your words carefully**
- Constantly check the *tone* and words you’ve chosen.
- Are they the best words to convey what you are trying to say?
- If you want to motivate or manipulate, did you choose motivational and emotive words?

### Step 5:
**Link well**
- It is important that your ideas flow logically.
Achieve good links by:
- numbering your points (for example *in the first place* or *firstly*)
- using words such as *next* and *furthermore* to show you are starting a new point.

### Step 6:
**Make your conclusion count**
- Decide how you are going to achieve a lasting impression.
Will it be by:
- summarising your ideas
- appealing to the audience’s emotions
- leaving the audience with a final (new) thought?

### Step 7:
**Check, check, check**
- Are your main points correct?
- Do your ideas flow logically?
- Did you vary the length of your sentences?
- Is your tone appropriate?
- Did you choose the best possible words?
- Does it sound right when you read or speak it aloud?

---

**Classroom activity 6**

1. Follow the steps above and write a speech on one of the following topics.
   a) Your primary school principal has invited you to speak to the Grade 7s, telling them how fortunate they are to be in that school.
b) You want to start a community project at your school for Mandela Day. Your principal has given you the opportunity to speak at assembly. Outline what your project is, and what you would expect of the learners. Remember that they might not be keen to do it, so you have to persuade them to take part.

c) You are the captain of your soccer team (or any other sport). Your team is playing a league match against another school – your arch enemy. Write the speech you will make to your team mates to motivate them to win.

**Shd I or shd nt I? (LOL)**

Adults often complain about SMS language and about how young people are too lazy to write properly. But shortening words (as we do when texting or writing an SMS message) is nothing new.

There are various types of abbreviations, the most common of which are: **acronyms, initialism and truncation**.

- **Acronyms and initialisms** consist of the first letters of a series of words to form a new one. The difference lies in how you say the words. **Acronyms** are pronounced as full words, such as UNISA (University of South Africa). **Initialisms** are spelt out, such as COO (Chief Operating Officer).
- **Truncation** is when a word is shortened to the first part of the word, such as Mon and Tues for Monday and Tuesday.

**Classroom activity 7**

Use your dictionary to find the full meanings of the following abbreviations:

1. PTO  
2. SPCA  
3. RSVP  
4. BC  
5. IOU  
6. VIP  
7. ATM
Nouns

*Nouns* are a little like teenagers – they come in different shapes and forms and can cause much confusion! Remember this handy tip to identify a noun in a sentence – the word that forms the answer to the questions *What?* or *Who?* is a noun.

**Important words**

- **compound**: something that is made up of two separate elements, for example the compound noun *toothpaste* = *tooth* + *paste*
- **diminutive**: the small size of something; diminutives are the opposite of augmentatives
- **augmentatives**: indicate an increase in size or intensity (*augment*: to make something bigger or to add to something)
- **minute**: very small (listen to your teacher’s pronunciation – it is not pronounced the same as minute – 60 seconds)
- **finite**: to be complete (finished) or to have a limit
- **gerund**: a verb (doing word) acting as a noun (naming word)

**Compound nouns and gerunds**

<table>
<thead>
<tr>
<th>Type</th>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound noun</td>
<td>• a word that is made up of two or more words (not always nouns)</td>
<td>• <em>rainfall</em></td>
</tr>
<tr>
<td></td>
<td>• fulfils the function of a <em>noun</em> in a sentence</td>
<td>• <em>has-been</em></td>
</tr>
<tr>
<td></td>
<td>• can be written as <em>one or two</em> words, or as a hyphenated word</td>
<td>• <em>grown-ups</em></td>
</tr>
<tr>
<td>Gerund</td>
<td>• a word that looks like a verb but does the work of a noun</td>
<td>• <em>Walking</em> is good exercise. <em>(What is good exercise? Walking)</em></td>
</tr>
</tbody>
</table>
Classroom activity 8

Use your knowledge of nouns to complete the following exercises.

1. Using the words from the list below, create compound nouns to complete each of the given sentences.
   - action  card  builder  cross
   - ticket  board  cases  body
   - train  brief  hero  station
   a) The crowd enjoyed the speech made by the former _____.
   b) Arnold used to be a _____ before he became an actor.
   c) The graduates had their photo taken at a _____ image of the famous governor.
   d) After the ceremony the graduates bought tickets at the _____.
   e) The students left their _____ at home for the day.

2. Rewrite the sentences below by changing the word in brackets into a gerund.
   The graduates really enjoyed a) (listen) to Arnold. No one even bothered b) (check) their watches like they usually do. Instead of c) (fiddle) like they usually do, they listened very carefully.

Diminutives and augmentatives

<table>
<thead>
<tr>
<th>Type</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diminutives</td>
<td>• the young or small form of a word, object or concept</td>
<td>• kitten</td>
</tr>
<tr>
<td></td>
<td>• opposite of diminutives</td>
<td>• piglet</td>
</tr>
<tr>
<td>Augmentatives</td>
<td>• a prefix or suffix is sometimes added to show an increase in size or intensity</td>
<td>• ultra-white</td>
</tr>
</tbody>
</table>
Classroom activity 9

Sometimes a suffix is added onto a word to show it is small, such as kitchen – kitchenette, but other times a completely different word is used, e.g. sheep – lamb.

1. Do you know the young of the following animals?
   a) dog  b) frog  c) cow  d) duck  e) swan

2. Now add -let or -ette to the following to form their diminutives:
   a) book  b) leaf  c) disk

Classroom activity 10

Complete the following exercise by filling in the correct word, verb or adjective.

1. When the governor was invited (speak) at the graduation ceremony, he was only (to/too) happy to accept. His daughter, a student at the university, was so proud when he spoke, she wanted (burst) into tears.

2. The governor was a far (good) speaker than the previous year’s speaker. In fact, he was the (good) speaker they had had in the last four years.

3. Not only was he (entertaining) than the scientist they had the previous year, he was also (attractive) to look at. He was certainly the (muscular) speaker they had ever had.

Verbs

Now that you’ve mastered nouns, it is time to revise two verb forms – finite and non-finite verbs.

<table>
<thead>
<tr>
<th>Type</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finite verbs</td>
<td>• have a tense, a subject and a number</td>
<td>• He is speaking loudly.</td>
</tr>
<tr>
<td>Non-finite verbs</td>
<td>• have no subject, tense or number</td>
<td>• see infinitive verbs below</td>
</tr>
<tr>
<td></td>
<td>• often do the work of other parts of speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• an infinitive verb is an example of a non-finite verb</td>
<td></td>
</tr>
<tr>
<td>Infinitive verbs</td>
<td>• an infinitive verb is an example of a non-finite verb</td>
<td>• to laugh</td>
</tr>
<tr>
<td></td>
<td>• easy to recognise – look out for the word to</td>
<td>• to smash</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to cry</td>
</tr>
</tbody>
</table>
# Clauses

How often has your teacher written in your creative writing book, ‘Write in full sentences!’ I’m sure you’ve wondered what the fuss is about. Time to find out!

<table>
<thead>
<tr>
<th><strong>Type</strong></th>
<th><strong>Explanation</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>a group of words that contains a verb and can be used either as a whole sentence or part of a sentence</td>
<td><em>I was driving down the street</em> when I saw the burglar escape.</td>
</tr>
<tr>
<td>Phrase</td>
<td>a group of words that does not contain a verb and does not make sense on its own</td>
<td><em>Driving down the street, I saw the burglar escape.</em></td>
</tr>
</tbody>
</table>

Look at the following very special clauses:

- **Noun clause**: ‘*What the speaker said* was brilliant.’ The clause in italics could be replaced by *it* (a subject)
- **Adjectival clause**: ‘*The man who was neatly dressed* spoke to us.’ – *who was neatly dressed* is a clause that tells us more about *man* (a noun)
- **Adverbial clause**: ‘*He sent* me an sms *as soon as he arrived.*’ – *as soon as he arrived* is a clause that tells us more about *sent* (verb).

## Classroom activity 11

Rewrite the following sentences, each time identifying the words underlined as a phrase or clause.

1. *The well-dressed and attractive* speaker forgot his words *when* he walked onto the stage.
2. Later they ate dinner *while* watching TV.
3. Later they ate dinner *while* they watched TV.
4. The robbers *who* stormed into the shop demanded the money from the till.

In Classroom activity 11 there are four words underlined: *when, while, while* and *who*. Each one of these words links the two parts of the sentence. Such linking words are called *conjunctions.*
Classroom activity 12

See whether you still remember how to use punctuation effectively, by punctuating the following:

The guest speaker at St. John's High School's valedictory service was an ex-pupil of the school. When the principal phoned to ask him he immediately agreed. However, he was also nervous. What if they didn't like his speech or worse what if they didn't like him.

Extra activity 1

Choose a figurative expression (it can be an idiom, a metaphor or simile) and make a poster to illustrate the expression. For example, *her voice was icy when she spoke* – draw a picture of a woman and put her words in ice blocks.

Extra activity 2

1. Complete the sentences by filling in the missing degrees of comparison (comparative and superlative degrees).
   a) June is ten years old, but her sister is only eight. June is _____ than her sister.
   b) William's results were bad, but his friend, Jack's, were even _____.
   c) The weather is not good today. I hope it will be _____ next week when we start playing league.
   d) The Alps are the (high) mountains in Europe, but Mount Everest is even (high).
   e) I hope you found this homework exercise (easy) than expected!

2. Complete the following sentences by filling in the correct form of the word:
   As the young student took her seat, her jaw dropped a) _____ surprise – was that the famous actor? She leaned b) _____ to her friend and whispered something c) _____ her ear. They both giggled. She put her hand d) _____ of her mouth in an attempt to stop, but e) _____ the corner of her eye she could see her friend still shaking f) _____ laughter. It was no good!

3. Write a paragraph about a function or movie you attended, but leave out all the punctuation marks. Exchange books with your partner for him or her to copy and insert the necessary punctuation marks. Be sure to write your paragraph in such a way that there is a need for questions marks, full stops, commas and exclamation marks.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to an audio text</td>
<td>✓</td>
</tr>
<tr>
<td>record the main ideas of the text by making notes and summaries</td>
<td>✓</td>
</tr>
<tr>
<td>reconstruct a scene from the listening text</td>
<td>✓</td>
</tr>
<tr>
<td>read an extract from a short story</td>
<td>✓</td>
</tr>
<tr>
<td>identify various key features of the text, such as character, plot, setting and theme</td>
<td>✓</td>
</tr>
<tr>
<td>write an informal letter, following all the steps of process writing</td>
<td>✓</td>
</tr>
<tr>
<td>identify and use adverbs of manner and time</td>
<td>✓</td>
</tr>
<tr>
<td>understand and identify infinite verbs and gerunds, as well as the comparative and superlative forms of adjectives, and</td>
<td>✓</td>
</tr>
<tr>
<td>identify adjectival and adverbial clauses and phrases.</td>
<td>✓</td>
</tr>
</tbody>
</table>
Do you fancy yourself to be a great sleuth? Do you always correctly predict who the murderer is when you watch TV with your family? If so, this unit’s for you!

**Important words**

- **sleuth**: detective
- **victim**: a person who is killed or injured by someone
- **forced entry**: evidence of someone having entered a house or room by breaking a door or window
- **murder weapon**: the object used to commit a murder
- **paraphrase**: to say something differently (in your own words) so that it is easier to understand
- **alleged**: suspected, but not yet proved
- **evidence**: proof of a crime being committed
- **forensic scientist**: a scientist who investigates crime scenes
- **motive**: the reason for committing a crime

**Classroom activity 1**

Put on your detective hat and analyse the crime scene on the next page. Carefully study the sketch of the murder scene on page 32 and discuss it with your group members.

1. Jot down what your group sees about each of the following:
   - the crime scene (where did it take place?)
   - the victim (where exactly is he?)
   - the position in which the body was found (i.e. on his back or stomach)
   - whether there were signs of forced entry
   - whether there was a murder weapon present
   - whether there are signs of a struggle
   - the purpose of a sketch of this kind.

2. Nominate someone from your group to report back to the class.

3. Comment on the ‘findings’ of the different groups.
Classroom activity 2

You have listened to the readings from Roald Dahl’s *Lamb to the slaughter*. Below are questions and activities for you.

1. Mary tried various things to put her husband in a better mood. Make a list of the things she offered to do for him.

2. Jot down the main ideas of the story as you listen. Now use your notes to retell the story to your partner. After both of you have told the story, compare notes to see if you jotted down the same main ideas.

3. What do you think Patrick Maloney told his wife? Paraphrase what you think he said. Don’t use Patrick’s direct words, but write it as if you are retelling the story. Start with: *Patrick looked at his wife and …* or *Patrick put down his glass and …*

4. What very important bit of information did Mary share with the man at the grocery shop? Explain why.
Classroom activity 3

In this activity, you will be given an opportunity to do a role play. Below are two scenarios that took place in the Maloney home. Choose a partner and role-play one of the scenarios.

1. Patrick Maloney arrives home in a bad mood. His wife tries everything to calm him down. He is irritated and eventually delivers the bad news to Mary. She walks to the kitchen, takes out the leg of lamb … Role-play this scene but provide your own ideas – do not copy each aspect of the original.

2. After having killed her husband, Mary visits the greengrocer. Imagine what Mary might have been thinking and planning by going to the shop. Re-enact the whole scene, including her chat to the greengrocer.

Cover your tracks

If only criminals and would be criminals would heed our indigenous wisdom! The Xhosa ancestors and elders believed the following:

A person who will not take advice gets knowledge when trouble overtakes him (as many a jailbird has come to know).

You are creeping on your knees to the fireplace. (Like an infant who does not know better and crawls towards danger, so too does the criminal with his irresponsible actions.)

Important words

plot: the storyline of a novel, short story or drama
theme: the message or image created in a short story or novel
characterisations: characters perform certain actions and say things that characterise them (tell us something about their character)
setting: where and when the story takes place
The story genre

Our lives are made up of little stories that we tell each other, such as what happened in the Maths class or what we did over the weekend, or even what we saw on TV the previous night.

Your stories are no different to those told by famous authors. All stories have a beginning, a middle and an ending. Although the *plot* (storyline) and the *theme* differ from story to story, they all contain people (*characters*) who are *characterisations* of what they do and experience. All stories take place in a certain environment (*setting* and *background*) and are told by a narrator – and that includes you!

Follow the steps of this activity to see how similar your stories are to those told by real authors.

**Classroom activity 4**

1. Tell the person sitting next to you about something (anything) that happened to you recently. Your story should not take longer than 2–3 minutes.
2. When it is your turn to be the listener, jot down:
   a) where the story takes place (setting)
   b) who the main characters are
   c) a short summary of what happens in the story (plot).
3. Remember to give your story a title.

**Important words**

*alibi*: a claim or evidence to prove that you were not involved in a crime; proof that you were somewhere else when the crime was committed

*precinct*: police station

*hysterically*: wildly uncontrollable and emotional

*clues*: facts or pieces of evidence used to solve a crime

*sledgehammer*: a tool with a large, flat metal head attached to a handle

*whereabouts*: similar to *where* – ‘Whereabouts do you live?’ = ‘Where do you live?’

*greengrocer*: seller of fruit and vegetables (in a shop)

*conflict*: when people oppose each other, or when a person’s actions are totally different to his/her usual nature
Lamb to the slaughter (continued …)
She knew the number of the police station, and when the man at the other end answered, she cried ‘Quick, come quick! Patrick is dead!’

‘Who’s speaking?’

‘Mrs Maloney. ‘Mrs Patrick Maloney.’

‘You mean Patrick Maloney’s dead?’

‘I think so,’ she sobbed. ‘He is lying on the floor and I think he’s dead.’

The car came very quickly, and when she opened the front door, two policemen walked in. She knew them both – she knew nearly all the men at the precinct – and threw herself into Jack Noonan’s arms, weeping hysterically.

The police searched the house and the garden for clues. They questioned Mrs Maloney about her whereabouts – where she had been, who she had spoken to – and checked her alibi with the greengrocer. Patrick Maloney had been killed by a blow on the back of the head administered by a heavy object. But the murder weapon was missing.

Mary looked at Sergeant Noonan with her big tearful eyes. ‘Jack, would you do me a favour? You and the others?’

‘We can try, Mrs Maloney.’

‘You were all good friends of Patrick, and you’ve been working for hours to try and catch the killer. You must be hungry. Won’t you please sit down and eat the meal that I was cooking for Patrick?’

The policemen sat down and Mary carved and dished up the leg of lamb that had been roasting in the oven. She listened to the men as they discussed the case amongst themselves while eating.

‘The doc says his skull was smashed to pieces like from a sledgehammer.’

‘That’s why it will be easy to find the murder weapon,’ another said.

‘I think the murder weapon is right here on the premises – probably right under our noses.’ And in the other room, Mary Maloney began to giggle.


Classroom activity 5

They say there is no such thing as a perfect murder, but Mary seems to have fooled the police this time! Now read the text again, before answering the questions on the next page.
1. a) At the beginning of the story Mary is introduced to the reader in a certain way. Describe your first impression of Mary.

b) In what way do her actions later in the story contrast with this first impression?

c) There also exists some conflict (contrast) in the setting of the story. At the beginning, the family home is depicted as _____ (use your own words), but this contrasts with the _____ action that takes place a bit later. (Your teacher will read the listening comprehension again to refresh your memory.)

d) Why do you think Mary behaved in such a brutal manner?

e) Do you agree with Mary’s actions? In a few lines, say whether you agree or not, and also why you agree or not.

f) A first-person narrator can only describe personal experiences – in other words, what he or she can actually see, hear or experience. In Lamb to the slaughter, the narrator tells the story in the _____ person.

2. The title of the story, Lamb to the slaughter, is a figurative expression referring to someone who goes into a situation without realising the danger or not knowing something bad is going to happen.

a) To whom do you think the title applies?

b) Why do you think the title is appropriate for this story?

c) You could also say Mary led the policemen down the garden path. Explain what this means and say why it is true of Mary.

3. Antonyms are words with opposite meanings. Rewrite the following sentences and replace the words in brackets with antonyms:

a) Mary begged the police to come (quickly).

b) Patrick had been hit over the head by a (heavy) object.

c) The police had to take a statement (first).

d) They thought it would be (easy) to find the murder weapon.

K-9

So you think criminals are smart? Not so! Read about this not-so-clever-criminal, Brandon Shaw, arrested in Duluth on charges of allegedly assaulting a police dog!

In the early morning hours of 25 July, Shaw (21) was being pursued by police on suspicion of car theft when his ride ran out of gas. When he got out of the car, a police officer warned him to stay down lest he got bitten by his K-9, Blek. But bright spark Shaw wouldn’t be caught without a fight.

Police say Shaw ran from the vehicle and attempted to jump a high fence when Blek caught hold of his trousers and pulled him down. Shaw allegedly punched the K-9’s left ear, grabbed both ears, raised its head and appeared to bite the dog on the head.
He also struck the dog on the muzzle before running away, the complainant said. Shaw got away but was arrested later that day in Duluth. He faces charges of harassment of police and police animals with the intent of causing injury. The crime carries a maximum penalty of three and a half years in prison and a hefty fine. As for Blek? He was obviously shaken up and was transported to the Animal Hospital. The *Superior Telegram* reports that he’s bruised and sore but should make a full recovery.

(Adapted from: http://blogs.citypages.com/blotter/2012/08/brandon_shaw_bit_police_dog_faces_felony_for_alleged_k-9_tysoning.php)

**Important words**

**perpetrator:** the person who commits a crime

**tone:** the overall attitude expressed by a piece of writing; the tone of a story can be joyful, serious, humorous, sad and so on

**Classroom activity 6**

1. Scan the report to find the following information:
   a) the name of the town where Shaw was caught
   b) the date of the alleged incident
   c) the age of the alleged perpetrator
   d) how much Shaw could end up paying as a fine.

2. Now skim the report and, in no more than three sentences, say what the article is about.

3. Did you notice the third line of the article? It contains three dots known as an *ellipsis*. An ellipsis is used for one of three reasons:
   • to show that certain words have been omitted
   • to show when someone’s speech is faltering (uh … I … don’t … know)
   • to create a pause.

   What is the purpose of the ellipsis in this sentence, and why do you think the author uses it?

4. The author makes use of manipulative language to show how foolish the criminal is. Find one word from the second paragraph that is used for that purpose.

5. How would you describe the tone of this article?

6. State whether the following sentences express a fact or an opinion:
   a) Shaw was apprehended by the police on 25 July.
   b) Shaw thought he could outrun the police dog.
   c) Shaw ran away from the police dog.
7. What does the term K-9 mean? Which clues helped you work out the meaning of the word?
8. Can you also work out what is meant by apprehended?
9. The phrase As for Blek? is not a full sentence. Change and rewrite this phrase in a full sentence that conveys exactly the same meaning.
10. What conclusion can you draw about Brandon Shaw?
11. Headings and headlines are supposed to be short, have impact and give the reader a good idea about what's to come. Make up your own good headline for this article.

So you think e-mail, SMS and WhatsApp have replaced letter writing and that you will never have to buy a stamp again in your life? That's because you have probably never experienced the thrill of having a letter delivered to your house or post box! And that is going to change today …

But first you need to know the basics of a friendly letter.

**The friendly letter**

- Write your address in the top right-hand corner (unlike in an SMS or e-mail – your address or number is not sent automatically).
- Write the date underneath the address.
- Greet the person you are writing to, for example Dear Grandma; Hi Joseph; Hello Sam. The greeting is on the left-hand side, next to the margin.
- Follow up you greeting with an introduction – How are you after that nasty fall? Have you recovered from the exams yet?
- The body of the letter must consist of at least one paragraph (can be more) and must be about your topic, news or reason for writing.
- Write a friendly statement in your conclusion, such as I am really looking forward to seeing you next week. I hope to see you soon.
- End with an informal greeting, such as Lots of love; Your good friend; Love; Your best buddy.
- Remember, the tone of your letter should be natural and informal – as if you are talking to the person. But, unlike SMS language, you have to write in full sentences.
- Don’t forget to punctuate!
Classroom activity 7

Have a look at the photographs above. Find one that speaks to you. You may use one person’s face to describe someone you met or saw, or the look in another’s eyes to describe something that happened.

1. Write down a few descriptive words about the picture you have chosen.
2. Look at the picture again and use the words you have chosen in sentences. Does your description match the picture? Will someone who reads your description be able to visualise what you see?
3. Use the dictionary (or ask your teacher or partner) for words that are more fitting than your first choices.
4. Now decide on a story to go with the picture.
   • Where did you see this person? Put the picture in context (give background).
   • What did you see? Give detail about the action (for example, a gala) or the person (the swimmer, the angry old man). Give a detailed description (for example, the old man’s face was pulled up in a frown, the swimmer glided through the water).
   • How did it make you feel?

Classroom activity 8

1. Now use the words and sentences you wrote in Classroom activity 7 to draft a letter to a friend, telling them about this person or incident. Make up your own story to share with your friend (120–140 words).
2. Use a dictionary to check the spelling of your words.
3. Read your letter critically and make changes if necessary. You may ask your partner to edit it.
4. Rewrite the final draft of your letter on a writing pad and glue it into your exercise book.
5. Address an envelope to the person you are writing to and glue that in too. Remember to write the name and address of the person in the middle of the envelope.

6. Present the letter to your teacher for assessment.

It’s elementary, my dear Watson

Grammar revision

<table>
<thead>
<tr>
<th>Type</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| Adverbs | • words that give us more information about verbs, adjectives and other adverbs  
• adverbs of manner answer the question *How?*  
• adverbs of time answer the question *When?* |
| Adjectives | • words that give us more information about nouns or pronouns  
• are usually placed immediately before the noun  
• the only words that have degrees of comparison: positive – comparative – superlative (*happy* – *happier* – *happiest*) |
| Phrase | • a group of words in a sentence that does the work of another part of speech  
• an adjectival phrase does the work of an adjective  
• a noun phrase does the work of a noun |
| Clause | • like a phrase, this is a group of words in a sentence that also functions as another part of speech  
• it contains a verb |
Articles

- two types of articles in English: definite and indefinite articles
  - definite articles are used to refer to specific objects in the singular or plural form, for example, *the sheep*, *the dress*
  - indefinite articles can only be used to refer to non-specific subjects, for example, *a sheep* (any sheep), *a dress* (any dress); if the noun starts with a vowel sound, we use *an* – *an apple*, *an Easter egg*, *an hour*

Infinite verbs

- forms of verbs that act like *nouns* (*to* + verb)
  - for example: *It started to rain.*

Gerunds

- forms of verbs that act like *nouns* (*–ing* words)
  - for example: *It started raining.*

Statements and negations

- these are types of sentences
  - statement – made in the positive
  - negation – made in the negative
  - examples: *The sun shines* – *The sun doesn’t shine*; *She cried loudly* – *She didn’t cry loudly*

Classroom activity 9

Formal assessment – Language

Now let’s put that knowledge to work:

1. Complete the exercise by filling in the correct form of the word in brackets.
   a) Mary cried (*hysterical*) when she phoned the police.
   b) The policeman told her he’d be there (*short*).
   c) He felt sorry for her when he saw her (*puff*) eyes.
   d) They found Mary next to her (*die*) husband, weeping (*soft*).
   e) The police searched (*frantic*) for the murder weapon.

2. Rewrite the sentences, underlining the *adverbial phrases and clauses*. You must also indicate if the phrase or clause is an adverbial clause/phrase of *manner* or *time*.
   a) They want to solve the case as quickly as possible.
   b) Everything began when Patrick told her he wanted to divorce her.
   c) She stared at him as if he was a stranger.
   d) Mary prepared the lamb by adding spices and vegetables.

3. Complete the table by filling in the correct degree of comparison.

<table>
<thead>
<tr>
<th></th>
<th>angriest</th>
<th>more violent</th>
<th>bloodiest</th>
<th>most respectable</th>
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<tbody>
<tr>
<td>angriest</td>
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<td>more violent</td>
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<tr>
<td>cold-blooded</td>
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</tbody>
</table>
4. Complete the following by filling in the blank spaces.
   a) The policeman had _____ insight than most a lot).(a lot).
   b) Of all the people, they had the _____ reason to suspect Mary (little).
   c) The one that cries the _____ is usually guilty (loud).
   d) The blood on the carpet was _____ than that on the couch (thick).
   e) The policeman thought a sledgehammer was _____ than a vase (heavy).

Classroom activity 10

To negate a sentence means to write it in the negative. (Hint: Look at
the first letters of the word – negate = negative.)
1. Change the following statements into negative sentences. Remember to look at
   the tense of the verb.
   a) Mary thought she did the right thing.
   b) Patrick knew his wife had a violent side to her.
   c) The absence of the murder weapon stuns the police.
   d) You may ask questions if you like.
   e) Sergeant Jones fails to capture the robber.
2. Rewrite the paragraph in your books and fill in a, an or the.
   It was _____ very cold morning when Shaw decided to steal _____ car that
   was standing in _____ ally. What he didn’t realise was that _____ off-duty
   police officer was in _____ vicinity. When the officer saw Shaw fumble with
   _____ lock, he raised _____ alarm. Within _____ few minutes, _____ place
   was swarming with police.
3. Complete the dialogue below by filling in the missing gerunds or infinites.
   (Hint: Study the grammar revision table on pages 40–41, which explains gerunds
   and infinite verbs. Ask your teacher if you need further clarity.)

   P: Good morning, Brooklyn Police Station.
   KM: Hello, I’d like ____ (report) a suspicious incident.
   P: Can you be more specific?
   KM: I saw a young man _____ (try) _____ (steal) a car. Come quickly. I tried
   _____ (call) earlier, but could not get through.
   P: Don’t try _____ (stop) him; he could be dangerous.
   KM: I won’t, but you must not waste time _____ (complete) paperwork first.
       He won’t hang around _____ (wait) for you.
Classroom activity 11

Find out if you are better language detectives than Maloney’s colleagues are policemen.
1. The following sentences do not have all the punctuation marks necessary to make them easy to read. See if you can correct them.
   a) Maloney whose wife adored him found himself on the wrong end of the leg of lamb
   b) Mary went to the grocery store and bought vegetables such as peas potatoes and probably carrots as well
2. The following sentences have been jumbled. See if you can make sense of them by selecting the subject, verb and object. Rewrite them correctly.
   a) Notes the detectives took.
   b) The leg of lamb Mary to the detectives served.
   c) The evidence the detectives bite by bit ate.
   d) Stunned the police by the absence of a weapon were.

Extra activity 1

1. Imagine you are Mary Maloney from the short story, *Lamb to the slaughter*. The policemen have just finished their meal, and have left the house. Write a diary entry of 80–90 words in which you tell your diary what happened that day. In other words, retell the story in your own words. Remember to write in the first person.
2. The following idioms all contain words relating to death or killing, but they don’t all refer to actual death or killings (because they are figurative expressions). Find the correct meanings of these idioms and use them in sentences so that the meanings become clear.
   a) dead in the water
   b) dead to the world
   c) dig your own grave
   d) kill time
   e) make a killing.
## In this unit you will ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to the reading of a newspaper article and give an unprepared</td>
<td>✓</td>
</tr>
<tr>
<td>speech in response</td>
<td></td>
</tr>
<tr>
<td>take part in a group discussion on a newspaper or magazine article</td>
<td>✓</td>
</tr>
<tr>
<td>read and identify the features of a magazine article</td>
<td>✓</td>
</tr>
<tr>
<td>read a poem and study its key features</td>
<td>✓</td>
</tr>
<tr>
<td>apply the various features, language use, register and style of a</td>
<td>✓</td>
</tr>
<tr>
<td>magazine article or news report in a written response to a photo</td>
<td></td>
</tr>
<tr>
<td>learn about and identify examples of ideophones and interjections, bias,</td>
<td>✓</td>
</tr>
<tr>
<td>prejudice and stereotypes</td>
<td></td>
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<tr>
<td>revise different types of sentences, adjectives and adverbs</td>
<td>✓</td>
</tr>
<tr>
<td>show your understanding of contextual and literal meanings, the</td>
<td>✓</td>
</tr>
<tr>
<td>difference between denotation and connotation, as well as various</td>
<td></td>
</tr>
<tr>
<td>proverbs, and</td>
<td></td>
</tr>
<tr>
<td>apply the correct punctuation marks in all your writing.</td>
<td>✓</td>
</tr>
</tbody>
</table>

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**Important words**

- **bowling**: throwing a ball at the batsman (in cricket)
- **batting**: hitting the ball from the bowler with a bat
- **call out**: shout
- **conventional**: traditional
- **crude**: rough
- **get to grips with**: understand
**rattle**: a device that makes a sound  
**runner**: when a batsman hits a ball, he or she has to run between the wickets to get a score (injured or blind batsmen may have runners to run for them)  
**visually impaired**: not able to see well  
**wicket keeper**: the player who stands behind the batsman to catch any ball the batsman might miss

The saying *It’s just not cricket* is an expression for something that is just not right or just not fair. In this unit you will discover that life is not about what is fair and what isn’t – it’s about what you make of your opportunities.

### Unprepared speech

Even though you don’t have a lot of time to prepare, remember the following:

- You have to *introduce* your topic (say what you are going to talk about).
- Put your points or ideas in a *logical order*.
- End with a *definite conclusion*. The class mustn’t think there’s still more to come – they must know you’re finished.
- When it’s your turn, remember to do the following:
  - Look your classmates in the eye.
  - Stand in a comfortable position and don’t fidget!
  - Speak loud enough for everyone to hear you.
  - Don’t put your classmates to sleep by droning on in the same tone – vary the tone of your voice.
  - Listen to the others when it’s their turn – they listened to you.

### Classroom activity 1

Place a blindfold over your eyes and tie it tightly enough around your head so that you can’t see anything. Listen to the first reading of the text *Let the games begin* with your eyes covered. Even if you are not familiar with the game of cricket, try to follow the overall meaning of the text.
Your teacher will read the text a second (or even a third) time so that you can take notes of what is read. (Yes, you may now remove the blindfold.)

1. Jot down the main ideas of the text. Write only a few key words – not full sentences.

2. Use those ideas and give a short speech (2–3 minutes) about what you have just heard.

**Important words**

- **elaborate**: give more detail
- **style and register**: a way of writing or speaking; can be formal or informal
- **din**: noise
- **pitch dark**: very dark – almost completely dark
- **constantly**: all the time
- **seeing the light**: seeing things in perspective; understanding
- **eating utensils**: knives, forks and spoons
Classroom activity 2

Look at the questions based on the key features of the newspaper article you listened to. Discuss and answer them in your groups. Nominate a spokesperson for the group to give feedback when your teacher asks you to do so.

Remember to listen to one another’s point of view while you are discussing the answers – choose the best answer for the group.

1. The headline of an article should be catchy.
   a) What is the headline of this article?
   b) Did the headline catch your attention? Why or why not?
2. The by-line contains the name of the person who wrote the article. Who wrote the article?
3. The introductory paragraph sets the scene of the article. What can you remember about it?
4. The body of the article elaborates on information given in the introductory paragraph. What else did you learn in the body of the article?
5. Quotes contain the actual words of someone and are written in italics. Could you tell whether there are any quotes in the article? If any, write them down. (Hint: your teacher’s voice would have sounded different.)
6. Would you say the writer’s style and register were formal or informal? Explain why you say so, and also say whether you think it was appropriate to the article.

Passing the torch

Reading articles
Did you know that eight out of ten people will read a newspaper article headline, but only two out of ten will read the article? The better the headline, the greater the chance of people reading the whole article.

Key features of a newspaper article:
• headline
• by-line
• lead paragraph or orientation
• body
• photo and caption
• closing or conclusion.
Headlines and by-lines

The *headline* of an article is like the heading of a chapter or essay – it’s always in bold print and gives us an idea of what the rest of the article is about. The *by-line* is the name of the reporter or journalist who wrote the article.

**What is the secret to writing a good headline?**

Headlines should:
- be in bold print
- be short and concise
- contain action words (verbs)
- grab attention
- be either humorous or serious.

**Tips for writing headlines**

Use the following to write attention-grabbing headlines:
- puns (a pun is a word that can mean more than one thing – it’s a play on words);
- alliteration (start words with the same letters – *Lovely Lindi lost her lunch*); and
- humour.

- **Truck by lightning**
- **Glass with some Class**
- **Natalie nails her race**

**Classroom activity 3**

1. Read the headlines above carefully. In each case, say which of the listed techniques was used to grab attention and what you think the article was about.
2. Write a headline for each of the following:
   a) Police caught three robbers who were trying to steal a birthday cake at a birthday party yesterday.
   b) A lorry driver who misjudged a turn, drove into a suburban home and landed in the swimming pool. He was under the influence of alcohol.
   c) A cold front is approaching the country and South Africans can expect icy-cold weather for the next few days.
Emily Gray has full right to feel sorry for herself. She was, after all, only eleven when she lost her left leg. But her confident manner soon makes it clear that there is no room for self-pity in this young swimmer’s life – and that she wants no-one to feel sorry for her.

Nine years ago, Emily was diagnosed with cancer of her left femur. After eight months of chemotherapy, during which Emily became very thin and lost all her hair, she was still not cancer-free. ‘We had to make sure the cancer was gone so we made the call and amputated.’

As a teenager she was an avid mid-distance runner, but after losing her leg Emily turned to swimming. ‘I was actually quite bad at swimming,’ Emily laughs ‘but running was no longer an option.’ Her dad took her to try out several sports, but she felt happiest in the water. Six months after her wound had healed, she started swimming. And that’s where it all began.

Emily was part of the South African Paralympics team in 2008 and 2012 and she has no intention of stopping. Apart from being a national swimmer, this beautiful girl has appeared in many advertisements and on magazine covers. ‘I want to hold multiple world records and still want to win a medal at the Olympics. But most of all I want to live each day as if it were the last.’

Grey? In name only because Emily sparkles as brightly as the blue water she loves.

(Adapted from an article by Steven Ball in The Medalist, May 2012)
Classroom activity 4

Important words

**orientation paragraph**: the first short paragraph in a newspaper article that sets the scene or introduces the story or content

**reorientation paragraph**: the final or concluding paragraph of a newspaper article

Emily Gray is an inspiration to able-bodied people and people with disabilities around the world. With the help of your partner answer the following questions:

1. What device did the reporter use in the headline to attract your attention?
2. What does it mean when someone has a grey personality?
3. Rewrite the main idea of the orientation paragraph in your own words.
4. One’s femur is located between one’s _____ and one’s _____.
5. A person with an amputated limb (arm or leg) is called an _____.
6. What does it mean to make the call?
7. Emily started swimming six months after her wound had healed. What does this tell you about her personality?
8. The body of a magazine or newspaper article is always written in the _____ tense because it retells an incident, while the reorientation paragraph is often written in the _____.
9. The last line of the passage contains a simile. What is it?

Have you ever felt like you were the only one in a group who was different or didn’t quite fit in? The poem You was written by someone who knows what it feels like to be different. Note the conversational tone of the poem – we almost hear the poet speaking to us.

Follow in your book while your teacher reads the poem. Listen carefully to how your teacher pronounces the words and to the rhythm and the rhyme of the poem. (Remember: Rhythm is to a poem what a beat is to a song.)

**Important words**

**charm**: ability to attract and make people like you

**fakeness**: falseness
You

Being different is the structure,
that tells you who you are.
It sets you apart from all the others,
it makes you stand out by far.
Manners and charm help if you’re going for the gold,
but if you’re not yourself then the fakeness will get old.
Seeing what they think of you and hearing what they say,
could be just the ticket to ruin your wonderful day.
But you can’t let that get to you.
Don’t let them put you down.
Put on your brightest smile, and wipe off that ugly frown.
Difference isn’t bad, it’s what makes us ‘you’ and ‘me’.
If we were all alike, how do you think that would be?
When people match up to others I sometimes wonder why,
when they could just be themselves and they wouldn’t
need to try.
So just be who you are.
That's my advice to you.
You could do things that you never thought you’d do.
The End

by Anna Bergstrom
(Source: http://www.best-childrens-books.com/you.html)

Rhyme schemes

A rhyme scheme is the pattern of rhyming end words in a poem. We use letters of the
alphabet to show which lines rhyme. For example, abab indicates a four-line stanza
in which the first and third lines rhyme, as do the second and fourth. Look at the
example from Alone by Edgar Allan Poe.

From childhood’s hour I have not been a
As others were; I have not seen a
As others saw; I could not bring b
My passions from a common spring. b
Important words

denotative meaning (denotation): the literal or dictionary meaning of a word (remember d for dictionary and denotation)
connotative meaning (connotation): the surrounding (associated) meanings of a word in a certain context: He is a real dog – meaning he behaves badly.

Now read the poem, You, again and answer the following questions.

1. What would you say is the overall theme of this poem?
   Select one of the following as your answer:
   a) People can say hurtful things.
   b) Manners and charm make you popular.
   c) It is okay to be who you are.
   Hint: Read the last stanza again.

2. What does it mean to be set apart? Choose from the following:
   a) to be placed in a different room
   b) to be separated from others
   c) to stand out or be different from others

3. What, according to the poet, can ruin someone’s day?

4. Can you think of an example of a day being ruined? Maybe there was something said about you, or that you overheard – or even said about somebody else?

5. What does it mean to match up with others?

6. Why do you think teenagers try to match up to others?

7. Describe the mood of the poem in a full sentence. (Hint: How did the poem make you feel – sad? happy? proud?)

8. Find and copy one example of figurative language from the poem, and explain in your own words what it means.

9. In stanza 3 the poet refers to gold. Write down the denotative meaning of the word, as well as the connotative meaning in this context.

10. The poem follows a different rhyme scheme from aabb. Copy the first six lines of the poem into your books, and show the rhyming pattern by using the letters a–d.

11. Look at the lines in the poem. There are 18 lines. Most are grouped into pairs. The single line in the middle is used all by itself because the poet wants it to stand out. Why do you think she uses a single last line?
Standing tall

Do you have a sweet tooth? If so, you will enjoy eating and maybe baking cakes. Cakes all follow the same recipe – but by changing an ingredient here and there, you get a totally different cake – chocolate cake, vanilla cake and muffins are basically made in the same way, but they don’t look or taste the same.

The same applies to newspaper and magazine articles. Reporters (journalists) follow the same basic ‘recipe’ when they write for the two types of publications, but there are a few differences.

Look at the differences and remember them, because you are going to put on your journalist cap and write your own magazine article.

### Magazine versus newspaper article

<table>
<thead>
<tr>
<th>Feature</th>
<th>Newspaper</th>
<th>Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headlines</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>By-line</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Lead paragraph</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Body</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Photo and caption</td>
<td>Same</td>
<td>Same, but more</td>
</tr>
<tr>
<td>Quotations</td>
<td>Same</td>
<td>Same</td>
</tr>
</tbody>
</table>
### Feature Newspaper Magazine

<table>
<thead>
<tr>
<th>Feature</th>
<th>Newspaper</th>
<th>Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style and register</strong></td>
<td>• factual</td>
<td>• based on facts but appeals to emotions</td>
</tr>
<tr>
<td></td>
<td>• formal and to the point</td>
<td>• language more descriptive</td>
</tr>
<tr>
<td></td>
<td>• objective and neutral writing</td>
<td>• reporter can be more personal and write in first person (I)</td>
</tr>
<tr>
<td></td>
<td>• always past tense (except maybe the last paragraph)</td>
<td>• can be a mix of past and present tense</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• facts only</td>
<td>• fact and opinion</td>
</tr>
<tr>
<td></td>
<td>• usually based on an incident</td>
<td>• can tell a story</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>• short</td>
<td>• can be about a personality or sports event</td>
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<td></td>
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### Classroom activity 6

Each of the photographs on page 55 tells a story. Imagine you are a journalist and have been asked to write the story behind one of these photos.

Look closely at the photographs. Which one talks to you? Which one makes you feel something – admiration, inspiration, love or tenderness, for example? Choose one of them and write the story behind it. Your article should be about 120–140 words (4–6 paragraphs).

1. Study the photographs carefully to make sure you see enough in the picture on which to base an article.
2. Copy the worksheet on page 55; then complete it to help you plan your article.
3. Remember, in a magazine article, you can use emotive language frequently.

**Hints:**
- Don’t forget to punctuate your article.
- Re-read it to check for:
  - full stops and capital letters
  - ellipsis (three dots …) when you leave out words to create expectation
  - quotation marks when you quote someone’s direct words
  - exclamation marks when you want to emphasise something.
Clever English First Additional Language Grade 8 Learner’s Book has been developed to support the new Curriculum and Assessment Policy Statement (CAPS).

The Clever English First Additional Language Learner’s Book has been organised in a series of topics that can be covered in the classroom during the actual teaching time allocated to English First Additional Language. In each unit, the learners will:

- Revise what they already know
- Move on to new information as set out in the CAPS for English FAL
- Engage in classroom activities that will help learners to test their understanding of new material covered.

The Clever English First Additional Language Learner’s Book also contains a number of extra activities for each topic, which learners can attempt for homework or for further practice.

The Clever English First Additional Language Learner’s Book is supported by the Clever English First Additional Language Teacher’s Guide and the Clever English First Additional Language Core Reader. This course provides everything the teacher and learners need to teach and learn English FAL in Grade 8. Clever English First Additional Language: the clever way to master English FAL in Grade 8!

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