The logo features the letters 'BE' in a large, bold, sans-serif font. The 'B' is bright blue, and the 'E' is black. Below the letters, the words 'INSPIRING HOPE' are written in a smaller, black, all-caps sans-serif font.

INSPIRING HOPE

The logo consists of the letters 'OSK' in a large, bold, blue, serif font. Below 'OSK' is a stylized, grey leaf-like graphic. Underneath the graphic are the letters 'ESC' in a large, bold, blue, serif font.

ENGLISH ACTIVITIES

Grade R-9

This document is compiled by the
Beyond Education program students
of 2020.

Dear parents, guardians and learners.

This document contains activities compiled by Education Students, part of the Beyond Education Program of Stellenbosch University. The program was launched this year as part of the portfolio, 'Social Impact External', which forms part of the Education Student Committee (ESC). This program creates a platform for students to be active agents of social change.

We are all aware of the crisis we are currently facing. However, the Corona Virus pandemic brought several challenges forward; one of it is that our scholars are now losing valuable teaching and learning time, due to the National State of Restriction.

As education Students who are part of the BE Program, we have realized that the playing field is very uneven. Not everyone has the necessary learning material or even the internet to complete their academic year successfully. So we thought it good to put these sources together. The activities include the learning areas, Mathematics, Afrikaans and English.

We request that you, as parent (s) or guardian (s), support our learners throughout this period to remain academically stimulating. Also, share the activities with others so that they can be maximally distributed. Together we can overcome this!

Be Safe.

Marcel Adams

OSK/ESC (Social Impact-External portfolio manager.)

Beyond Education-program coordinator..



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GRADE R

ACTIVITY 1

LESSON TOPIC: STORIES

Read through the following story to your child. Once you have read the story with them ask them to draw a picture representing the story. It can be any part in the story such as their favourite part.

Happy the hippo is sad

Once there lived a little hippo named Happy. He lived in the dam on a huge farm. Each day he would get up, have his morning swim and then begin an adventure on the farm. He loved exploring the rolling green hills and big trees. One day Happy woke up and went for his morning swim, but something was different. Today there was a fence around his dam, and he could not get out more than a few steps! Happy the hippo felt sad because he could not go adventuring.

Happy swam around the dam to see if there was any opening in the fence but sadly there was not. And so, Happy the hippo sat on the side of the dam just out the water all day long looking sad. After a few days, Happy realized that the fence was not going to move, and he needed to find things to do in the dam which he enjoyed.

The next morning Happy woke up, went for his swim and met up with some other hippo friends. They all played games in the water like hide and seek. By the end of the day Happy was happy once again! He realized that he could enjoy himself even if he could only be in the dam.

After 6 weeks, Happy the hippo woke up to see that the fence was gone! Although he could now move about that farm, he loved being in the dam so much that he spent more time there.



ACTIVITY 2

LESSON TOPIC: PHONICS AND WORD BUILDING (LETTER FORMATION)

In this activity, we will be looking at the “b” sound. Read through the sentence with your child. Point out all the words which begin with “b”. You could ask “what sound does Betty begin with?”

Betty borrowed my beautiful bandanna because she wore it to the big park.

On a piece of paper write the following words. Write the “b” sound in a different colour. Focus on forming the letters in the word correctly as well as identifying the “b”. Then draw a picture for each word.

Example:

Given - bat

Child writes- bat

1. bay
2. bag
3. bake
4. bye
5. bam








ACTIVITY 3

LESSON TOPIC: RHYMING WORDS

In the following table choose the picture which rhymes with the word. Read the word with your child and go through the word for each picture. The child must then tell you which picture rhymes with the word. This can be done verbally so that they hear the sounds.

(The words relating to the picture are on the memo if you are unsure.)

mat			
best			
fun			
fell			
pen			

ACTIVITY 4

LESSON TOPIC: STORY TELLING

In this activity, your child will look at the picture below and explain what they see. Your child will describe what they see happening and what they think will happen next. The purpose of this activity is to use descriptive words and to think of events of a story.

Your child will use this picture to form a story about the people in it. You can assist your child through giving them different vocabulary words to describe something to grow their word choice.

For assistance in discussion topics and situations in the picture refer to the memorandum.



ACTIVITY 5

LESSON TOPIC: PHONICS AND WORD BUILDING (BEGINNING SOUNDS)

In this activity, your child will be playing a game.

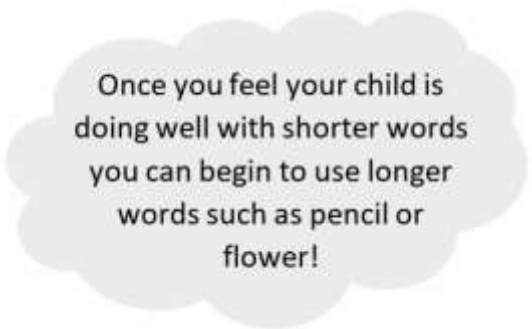
This game focuses on the beginning sounds in words. The beginning sound in a word is the sound which is made by the first letter of a word such as the beginning sound of cat would be "c". It is important to say the sound which it makes and not the letter name.

The game begins by you saying a word such as "POT" and then the child will say the beginning sound which would be "p". The child will then think of another word which also begins with the sound "p". Once you have been doing this for a few words and your child understands the game you can take turns thinking of a word for example the child could say the word "TAP" and you would say the beginning sound "t" and think of another word. This makes it enjoyable for the child as they have a chance to play both roles.

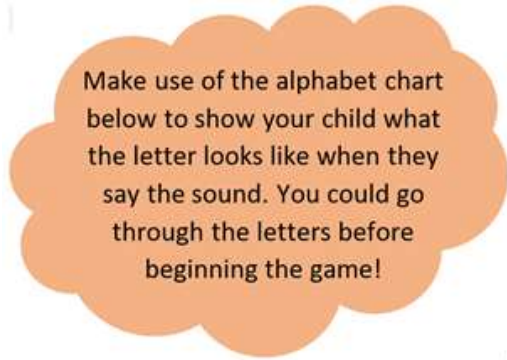
You can think of any words keeping them shorter (such as 3 to 4 letters) but if you would like for examples look at the list below.

Possible words:

- mat
- pot
- bake
- take
- sit
- from
- time
- end
- mop
- dog
- going
- make
- not
- word





























Once you feel your child is doing well with shorter words you can begin to use longer words such as pencil or flower!



Make use of the alphabet chart below to show your child what the letter looks like when they say the sound. You could go through the letters before beginning the game!

ALPHABET SOUND CHART

Aa 	Bb 
Cc 	Dd 
Ee 	Ff 
Gg 	Hh 
Ii 	Jj 
Kk 	Ll 
Mm 	Nn 
Oo 	Pp 
Qq 	Rr 
Ss 	Tt 
Uu 	Vv 
Ww 	Xx 
Yy 	Zz 

GRADE 1

ACTIVITY 1

LESSON TOPIC: Phonics & word building

Having phonetic awareness is a crucial building block for learning how to read fluently and with comprehension. Learners should be exposed to phonics and word building activities and games as much as possible!

The sound of focus for this lesson is the “o” sound.

Find anything around the house that you can throw around a circle (such as a ball or a bean bag) Then get all the members in your house to sit in a circle (it's okay if you have only one other person, you can then sit opposite them)

Now, think of three letter words that use the “o” sound, such as “hot” When you say an “o” word, you throw the object to someone else and they need to say a different “o” word. Go as many rounds as you can without repeating or running out of words.

Once the game is done, try to remember as many “o” words as you can from the game and write them down in a workbook or a piece of paper. Write the “o” sound in a colour pencil/crayon and draw pictures of the word next to each “o” word you write.



ACTIVITY 2

LESSON TOPIC: Capital letters & full stops.

Knowing *why* and *when* we use capital letters and full stops is a very important part of grammar for emergent readers and writers. The best way to identify and practice the use of capitals letters and full stops is through stories!

Before reading the story below and completing the activity, here is a visual to help learners remember *why* and *when* we use capital letters and I hope we all remember that a full stop comes at the **end** of a sentence!

Using Capital Letters

The Sight Word 'I' I like dogs I 	People and Pet Names    Dad Mary Fluffy
Months of the Year January March May April February June July October August September November December	Days of the Week Sunday Monday Tuesday Wednesday Thursday Friday Saturday
Names of Places Central Park Zoo  New York City The Sahara Desert	Holiday Names Halloween  Christmas  Easter
Beginning of Sentences The old brown dog slept quietly on the couch. Last night, I dreamt that I was a superhero! Once upon a time, there lived a magical unicorn. 	

Read the story below to your child and on a piece of paper get them to rewrite the story, filling in the capital letters and full stops in colour. When your child is done get them to explain to a family member why they put some words in capital and why they used full stops where you used them.

one day there was a naughty, little fairy who was lonely he runs away to the enchanted forest, where he comes across lucy, a girl she is lost and far away from home joey decides to use his magic powers to help lucy get back home however, a wicked witch appears her name is cackle she steals joey's magic powers but they are determined to get lucy back home after days and days, they walked miles and miles, past hundreds of places, like the tower of london and warwick castle

their feet were incredibly sore eventually, they reached the mountain where lucy lived and her father who is a wizard names charles waves his magic wand and gives the fairy back his powers but makes him promise to be a good fairy for the rest of his life

ACTIVITY 3

LESSON TOPIC: Handwriting

Development of letter formation is very important at this stage of Grade 1. Learners need to model correct letter formation and directionality.

Task:

Ask your child to draw a picture of their favourite thing they did during lockdown. Your child should then verbally tell you a story based on their picture. Help your child choose three sentences about their favourite activity, and write them out in large print on a piece of paper. Your child must then model your sentences on a piece of paper.

Things to focus on:

- The importance of capital letters and full stops (refer to previous activity)
- The correct formation of letters (children should not rush, should take their time to focus on each letter)
- Correct pencil grip
- Correct spacing in between letters

To constantly develop handwriting, choose 2 different letters each day for your child to focus on. Model each letter for them in large print and have them write it out as many times as it takes to perfect letter formation.

ACTIVITY 4

LESSON TOPIC: Storytelling and sequencing

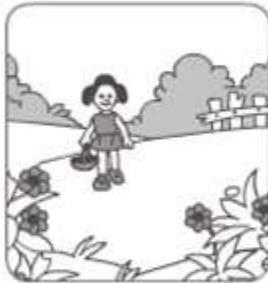
Read the following short story to your child:

Mary went to the garden. She was collecting flowers. Suddenly she saw a spider. She got scared. Mary ran away.

Then show the following pictures and sentences to your child, ask him/her to rewrite the sentences in the correct sequence.



Mary was scared.



Mary went to the garden.



Suddenly she saw a spider.



She was collecting flowers.



She ran away.

ACTIVITY 5

LESSON TOPIC: Listening Comprehension & Oral skills

Read the following story to your child and verbally ask them the questions that follow. They need to answer verbally.

Rico's class went to the school carnival today. It was a lot of fun.

Rico won two prizes. He won a yellow balloon and a toy car.

He had a great time with all his friends. First, he played a few games. Then, he got popcorn and lemonade with his friends.

Finally, he got to watch a magic show. Rico can't wait to get home and tell his parents all about his fun day!

1. Where did Rico's class go?
2. What did Rico win?
3. What did he do first?
4. What did Rico eat at the carnival?

GRADE 2

ACTIVITY 1

LESSON TOPIC: Verbs

A **verb** is an action word that shows us what someone or something does. For example, Shay jumped over the puddle. Sarah fell into the puddle.

Read the sentences below, there is one verb in each of these sentences. On a blank piece of paper, fill in the missing verb using these words. Number from 1-12.

eats waves climbs gives

sings washes digs draws

smiles writes laughs plays

1. Julian _____ goodbye to his mom.
2. Siphso _____ the tree.
3. Xolani _____ his lunch with Ben.
4. Selena _____ her puppy.
5. Naledi _____ netball after school.
6. The teacher _____ a sun on the board.
7. Adam _____ 'Twinkle, Twinkle Little Star' during assembly.
8. The principal _____ at the children.
9. Gemma _____ in her homework diary.
10. Brad _____ his teacher a flower.
11. Buhle _____ at John's joke.
12. Thandi _____ a big hole in the sandpit.

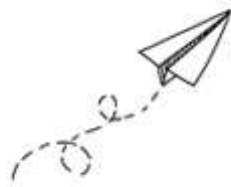
ACTIVITY 2

LESSON TOPIC: Verbs ending with -ing

A verb ending with -ing and has an 'is' before the verb, that tells us that the action is happening in the present.

For example: The girl sings. The girl is **singing**. The boy rides his bike. The boy is **riding** his bike.

Read the sentences below, there is a verb, ending in -ing, missing in each of these sentences. On a blank piece of paper, write the correct verb. Number from 1-10.



1. The girl sings. The girl is _____.
2. The boy bakes. The boy is _____.
3. The dog barks. The dog is _____.
4. The teacher reads. The teacher is _____.
5. The school bell rings. The school bell is _____.
6. The boy swings. The boy is _____.
7. The girl draws. The girl is _____.
8. The dog digs in the garden. The dog is _____ in the garden.
9. The teacher writes on the board. The teacher is _____ on the board.
10. The boy throws a paper jet. The boy is _____ a paper jet.

ACTIVITY 3

LESSON TOPIC: Comprehension

Read the short story below, and on a blank piece of paper, write down the answers to the questions that follow.

Picnic in the park

One day mom, dad and our puppy named Snowy wanted to go to the park to have a picnic. Mom asked me to go fetch the picnic basket, while she made us sandwiches. We filled the basket up with all sorts of snacks. We packed our sandwiches, apples, chocolate chip cookies and yoghurt cups. Dad remembered to pack the picnic blanket! Mom, dad, Snowy and I walked to the park. We found a shady spot to sit under a tree. While mom and dad were setting up our picnic, Snowy and I went to explore. We heard birds chirping and bees buzzing while we walked down the hill to the pond. We saw fish swimming and frogs jumping in the big pond. After a while, we heard mom and dad call us for lunch, Snowy and I raced back up the hill to mom and dad.

1. Where did the family want to go to have a picnic?
2. What was the puppy's name?
3. What was the mom doing while the girl fetched the picnic basket?
4. What four things did the girl and the mom pack into the picnic basket?
5. Who remembered to pack the picnic blanket?
6. How did the family get to the park?
7. Where did they find the shady spot to sit?
8. Name the two things the girl and her puppy heard while exploring?
9. What did the girl and her puppy see jumping?
10. Did the girl and her puppy walk down or up the hill to get back to her mom and dad.

ACTIVITY 4

LESSON TOPIC: Nouns

A **noun** is a naming word that tells us if the sentence is about a person, place or thing. For example:

The **girl** walked to **school**. 'Girl' is the person and 'school' is the place.

Read the list of words below.

On a blank piece of paper, make three columns with the headings "Person", "Place" and "Thing"

For example:

Person	Place	Thing
Naledi	park	tree

doctor

Jessica

tennis coach

mall

pencil

student

lunch box

Cape Town

hospital

city

principal

gardener

teacher

bathroom

school bag

desk

monkey bars

bank

homework diary

book

soccer field

ACTIVITY 5

LESSON TOPIC: Past and future tenses

When we talk about the past, we must change the verb or action word, by adding '-ed' to the word.

For example:

- Yesterday it **rained**.
- Last week I **picked** flowers.

When we talk about the future, we must add 'will' to the beginning of the verb or action word.

For example:

- Tomorrow it **will rain**.
- Next week I **will pick** flowers.

Read the sentences below. On a blank piece of paper, rewrite the sentences using the correct verb or doing word. Number from 1-5.

1. I cycle to school bright and early.
Yesterday I _____ to school bright and early.
Tomorrow I _____ to school bright and early.
2. We walk to the bus stop.
Yesterday we _____ to the bus stop.
Tomorrow we _____ to the bus stop.
3. I play with my best friend in the sandpit.
Last week I _____ with my best friend in the sandpit.
Next week I _____ with my best friend in the sandpit.
4. I jump like a frog with my friends.
Yesterday I _____ like a frog with my friends.
Tomorrow I _____ like a frog with my friends.
5. We clean the classroom.
Last week we _____ the classroom.
Next week we _____ the classroom.

GRADE 3

ACTIVITY 1

LESSON TOPIC: Comprehension

Read the short story below, and on a blank piece of paper, write down the answers to the questions that follow.

The Bee

Bees live in a house that is called a hive. There are three kinds of bees: workers, drones, and queens. Only one queen bee can live in each hive. If she is lost or dead, the other bees will stop their work. Bees are very wise and busy little creatures. They all join together to build cells of wax for their honey. Each bee takes its proper place and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive. The cells which they build are all of one shape and size, and no room is left between them. The cells are not round. They have six sides. Have you ever looked into a glass hive to see the bees while at work? It is pleasant to see how busy they always are. But the drones do not work. Before winter comes, all the drones are driven from the hive so that they don't eat the honey which they did not gather. It is not safe for children to handle bees. Bees have a painful sting that they use in their defence.

1. What is the bees' house called?
2. Name the three kinds of bees.
3. How many sides does a cell in the hive have?
4. What happens to the drones in the winter?
5. Which kind is not a bee?
 - a. Workers
 - b. Kings
 - c. Queens

- d. Drones
6. What does bees use in their defence?

ACTIVITY 2

LESSON TOPIC: Paragraph

Read the paragraph and fill in the missing words from the word list.
Write your answers on a blank piece of paper.

Word list

belong
attic
rattle

brave
elect
vegetable

offer
paste
protect
suffer

I heard a 1)_____ upstairs in the 2)_____. I would never 3)_____ to go take a look on my own, but I made the 4)_____ to go because my little brother was scared and I had to 5)_____ him. Even if I had to 6)_____ through it, I put on a 7)_____ face for him. He told me my face looked as white as glue or 8)_____, though. I slowly pushed open the door and stood still. Something didn't 9)_____. Our puppy, Fluffy ran right up to me! She had been rooting around up there. "You silly dog, you had us scared!" I told her. When I came downstairs, my brother and I looked in the 10)_____ drawer and got out some celery for a snack. We felt a lot better knowing that it was just our silly puppy!



ACTIVITY 3

LESSON TOPIC: Adjectives

Hint: Adjectives are words that describe nouns.

Rewrite the sentences, highlight the adjectives and underline the nouns they describe.

1. The pretty girl twirled in her new dress.
2. The boy in the yellow short kicked the soccer ball.
3. The green grass grows under the warm sun.
4. She tied her long, black hair in a ponytail.
5. Jesse rode his new green bicycle to the park.



ACTIVITY 4

LESSON TOPIC: Verbs

Hint: Verbs are doing words. A verb can express a physical action, a mental action or a state of mind.

Rewrite the sentences and circle the verb.

1. Jenny remembered to make his bed this morning.
2. Last night, mom baked a cake and a dozen cookies.
3. Ava kicked the ball.
4. The students ran outside when the bell rang.
5. Simon bought him a Powerade after playing his rugby match.



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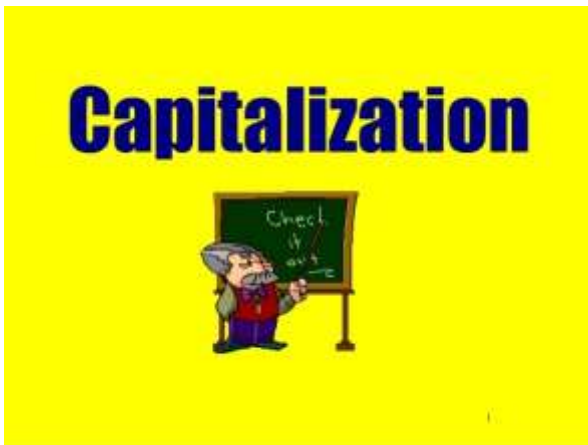
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ACTIVITY 5

LESSON TOPIC: Capitalization

Correct the capitalization

1. yesterday, my mom and i went to the theatre to watch a movie.
2. saturday, march 24, was my birthday.
3. my favourite movie is high school musical 3.
4. kate, sam, lisa and i flew to paris.
5. mrs brown loves yellow flowers.



GRADE 4

ACTIVITY 1

LESSON TOPIC: Noun plurals

A **plural noun** is a word that shows that there is more than one person, animal place, thing, or idea.

For example:

- I have one **toe** → I have ten **toes**
- One **shelf** → Many **shelves**
- One **box** → Many **boxes**

Using the singular nouns below, write down their plural form:

- a) Body
- b) Foot
- c) Potato
- d) Sheep
- e) Tomato
- f) Leaf
- g) Roof
- h) Hair
- i) Wolf
- j) Person
- k) Bicycle
- l) Teacher
- m) Eye
- n) Tooth
- o) Field
- p) Hero
- q) Fish
- r) Zoo
- s) Man
- t) Baby
- u) Child



Activity 2

LESSON TOPIC: Prefixes

A **prefix** is a group of letters placed before the root of a word.

*It also can be added to the beginning of a word to change its meaning – give it the opposite meaning to the root word.

Prefix	Meaning	Example
non-, un-, im-, in-, il-, ir-	not, opposite	Nonsense, unhappy,
re-	again, back	revisit, replay
mis-	wrongly, not	misunderstand
de-	reverse, remove, out of	destruction, department
co-, com-, con-	with, together	construct, computer
dis-, dif-, di-	separation, away, apart	disease, dissect

There are many different prefixes, each with their own meaning:

An example of a prefix:

I am happy because I am walking my dog.

I am unhappy because I am walking my dog.

*See how the meaning of the sentence has changed because the prefix “**un-**”

Use the following prefixes to make new words with the opposite meanings to the words below.

For example: closed – enclosed

im	un	anti	de	dis	in
----	----	------	----	-----	----

- a) patient -
- b) do -
- c) like -
- d) happy -
- e) satisfied -
- f) kind -
- g) fair -
- h) approve -
- i) perfect -
- j) possible -
- k) value -
- l) agree -
- m) social -
- n) correct -



Activity 3

LESSON TOPIC: Homophones

A **homophone** is a word that is pronounced the same as another word but differs in **meaning (and sometimes spelling)**.

1. Rewrite the paragraph below, using the correct homophone provided and underline the homophone that you used.

Dear/Deer John

Their/There is still one fresh **peace/piece** of your favourite chocolate cake and two/too chunks of **meet/meat** somewhere around **hear/here**. Your aunty **ate/eight** up most of the cake yesterday but I did try to save you a slice. I've hidden the cake from her; however, I will have **some/sum** fun watching you try to find it!

Love

Uncle Joe



2. Write out sentences by using the following homophones.

1a) I sail on the lake every Saturday.

1b) I love it when my favourite sweets come on sale.

2a) Threw

2b) Through

3a) Your

3b) You're

4a) Hole

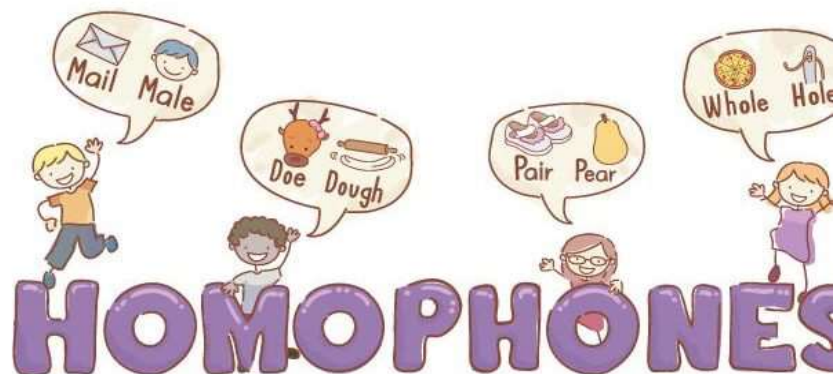
4b) Whole

5a) Sea

5b) See

6a) One

6b) Won



Activity 4

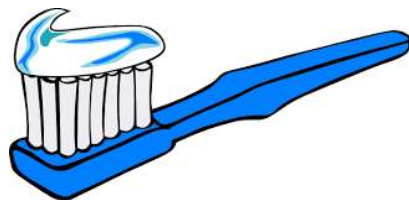
LESSON TOPIC: Instructions

Instructions are orders or directions given to a person, object or thing. Instructions always contain a verb → an instruction word. Instructions verbs for example are → grab, chop, mix, walk, turn, stir, shake, jump.

1. Read all the instructions below, then rewrite them in an order that best makes sense.

How to brush your teeth:

- Take toothpaste and open the cap.
- Pick up the toothbrush and wet it with water.
- Brush the top row of teeth.
- Pack away your toothbrush, toothpaste and floss.
- Don't forget to clean your back molars!
- Brush bottom row of teeth.
- Floss between your teeth.



Begin with:

- 1.) Pick up the toothbrush and wet it with water.
- 2.) _____

2. Read the following recipe below and answer the following questions: (Try this recipe at home too!)

CHOCOLATE CRUNCH CUPS

Serves: 12

Nutrition: 121 kcal

Ingredients:

- o 50g butter
- o 100g milk/dark chocolate
- o 3 tbsp. golden syrup
- o 100g cornflakes



Method

- 1) Melt the butter, chocolate and golden syrup together over a low heat or in the microwave. (If microwaving – stir every 20 seconds until smooth and well combined.)
- 2) Pour over the cornflakes and stir well, until all the cornflakes are well coated.
- 3) Place spoonful of the mixture into cupcake cases in a muffin tray. *(you can put them into anything!)
- 4) Put in the fridge to set.
- 5) Once set, remove from the tray and place into an airtight container and store in the fridge.
- 6) Eat and enjoy!

Questions (mark out of 12) Answer these questions on a piece of paper.

1. Find the verb (instruction word) in the first step. (1)
2. Identify and list the three ingredients used in step 1. (3)
3. In your own words, explain what you must do in step 3. (2)
4. What other verbs (instruction words) would you use if you were to create your own recipe - give four examples. (4)
5. *Bonus question!*
 - If you could add one thing to this recipe (an extra ingredient) what would it be and why? (2)

Activity 5

LESSON TOPIC: Collective nouns

Collective nouns are names for a collection or many people or things. Words like group and herd, are collective noun examples.

1. Using the following options, match the group to its collective noun, in the form of a sentence.

Example: A band of musicians

Singers	Players	Puppies	Pearls	Ships	Lions	
Ants	Trees	Books	Pupils	Wolves	Bees	Hens

- a) A choir of singers.
- b) Litter
- c) Clump
- d) String
- e) Team
- f) Army
- g) Library
- h) Fleet
- i) Class
- j) Pack
- k) Pride
- l) Swarm
- m) Brood



2. Fill in the missing collective noun from the options below

Bevy	Sentence	Flight	Batch	Sloth
Galaxy	Kennel	Cast	Band	Box

- a) A _____ of actors.
- b) A _____ of judges.
- c) A _____ of beauties.
- d) A _____ of girls.
- e) A _____ of men.
- f) A _____ of dogs.
- g) A _____ of birds.
- h) A _____ of cakes.
- i) A _____ of cereal.
- j) A _____ of bears.



Grade 5

Activity 1

LESSON TOPIC: Read an article

Winter Holidays in South Africa

About 8 million people visit South Africa every year. Some people come to see our exciting wild animals - lions, elephants, giraffes, buck and rhinos. Visitors also love South Africa's beautiful scenery, with its high mountains, clean rivers, wild coasts and rich green forests.

South Africa has warm, sunny weather most of the year around. The weather is cooler inland but cities on the coast (like Durban) are pleasant even in winter. Most of the country gets rain in the summer months. In winter, the days are usually warm, sunny and pleasant, although the nights can be cool or very cold. Winter is a good time to visit

South Africa.

1. Choose the best answer.

The main idea of the article is:

- South Africa has interesting wild animals.
 - Winter is a good time to visit South Africa.
- What do people like to see in South Africa?
 - Which five animals does the article name?
 - Which city is nice, even in winter?
 - What information does the map give?

6. Choose the best answer.

The article says that the weather in South Africa is:

- mostly rainy in winter.
- mostly sunny in winter.

7. Discuss and write the meanings of these words:

coast, forest, usually, visit, pleasant.



8. The paragraph below is a summary of the article. Choose the correct word to complete each sentence.

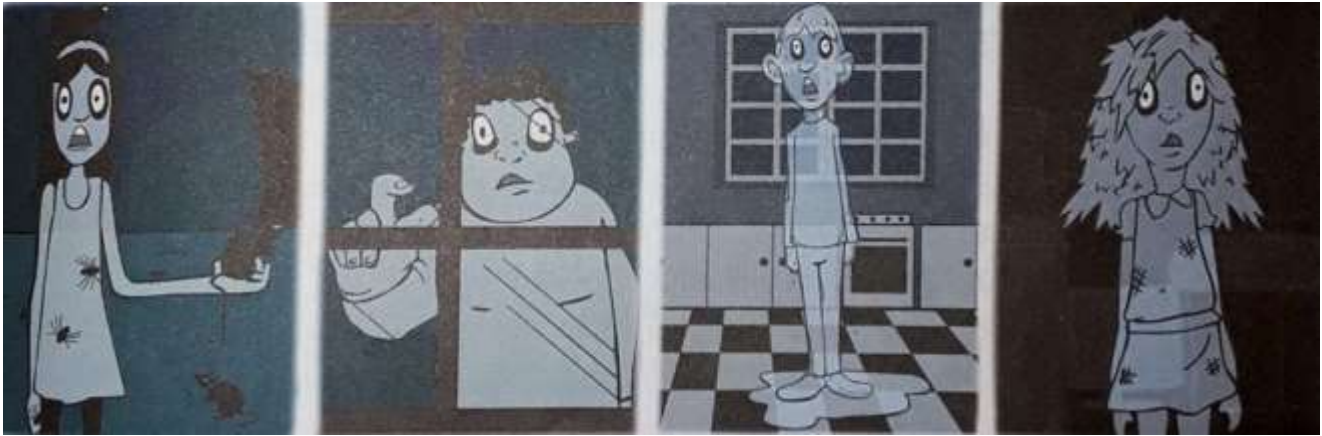
Many people **like** / **visit** South Africa every year. They come to see the **animals** / **trees** and the scenery. South Africa has **pleasant** / **bad** weather. Winter is a **good** / **bad** time to visit.



ACTIVITY 2

LESSON TOPIC: Read a poem

1. Look at the pictures of Tony Charles' poem: 'Under the bedclothes'. What do you think this poem is about?



2. Think about the title of the poem. Bedclothes are another word for blankets or duvets on a bed. What does the title tell you the poem is about?

Under the bedclothes

by Tony Charles

What is it walking outside in the dark?

Is it the ghost of poor Mollie Park,
who lived all alone with the spiders and rats?
- Cover your ears and **pretend** it's just cats!

What is it tapping the window so **gently**?

Is it the ghost of poor Johnny Bentley,
who fell off a cliff when no one was near?
- Cover your ears and pretend you can't hear!

What is it dripping downstairs in the kitchen?

Is it the ghost of poor Billy Ditchen,
who drowned with his dog in the cold grey stream?
- Cover your ears and pretend it's a dream!

What is it **creaking** upstairs so slowly?
Is it the ghost of poor Mollie Coley,
with **tattered** clothing and twigs in her hair?
- Cover your ears and pretend she's not there!
What is it opening the bedroom door
And moving so softly across the floor?
- Cover your ears, and close your eyes tight,

And just hope that it's Mum come to see you're all right!

Identify rhymes

1. Look for the words that rhyme in the poem. How many pairs of rhyming words are there?
2. Write the pairs of words that rhyme.
3. Write six sentences of your own that rhyme.

ACTIVITY 3

LESSON TOPIC: Write a story



Think about something scary that has happened to you. Answer and discuss these questions with someone to help you plan your story. Only if you have a dictionary can you use it to help you find words to describe how you felt, if not ask a parent or friend to help with the words.

1. What were you doing before you were scared and were you with someone?
2. What happened to make you scared? How did you feel?
3. What happened next?
4. What did you do while you were scared and where were you?
5. Are you still scared?
6. How does the story end? Write a sentence about how you feel now.

Instructions

1. After discussing the questions with someone listed above, take a blank piece of paper and draw a spider/bubble map to write your ideas in for each question.
2. After completing the spider map write down a first version of your story (rough draft)
3. When you have completed writing the first version check your work for correct spelling and punctuation, also remember that the story should be written in paragraphs of three to four sentences.

ACTIVITY 4

LESSON TOPIC: Preposition of time and place

A **preposition** connects a noun, pronoun or phrase to the rest of the sentence. It tells the *position* of another word. There are different kinds of prepositions - we are focusing on prepositions of time and place.

Prepositions tell **where** (place):

The book is on the table.

I am at work.

The broom is in the kitchen.

Prepositions tell **when** (time):

I brush my teeth in the morning.

School starts at 8o'clock.

I am going to the dentist on Monday.

Notice how **IN**, **ON** and **AT** are both used for prepositions of time and place.

A. Fill in the missing prepositions.

1. You will find the sport results ____ the back page.
2. I keep my keys ____ my pocket.
3. I like the paintings hanging ____ the wall.
4. I went to bed ____ midnight.
5. What time does he go to work ____ the morning?
6. Did you do anything special ____ your birthday?
7. I sometimes get up ____ sunrise and exercise.
8. The store is not open ____ Sunday mornings.
9. We usually have three classes ____ the afternoon.
10. I always have lunch ____ home.

B. Choose whether the following prepositions are of time or place. Write down your answer.

1. **in** the next century - _____
2. **at** the crossroads - _____
3. **on** a warm day - _____
4. **in** the article - _____
5. **at** Easter - _____
6. **on** the internet - _____

ACTIVITY 5

LESSON TOPIC: Coordinating Conjunctions

Conjunctions are words which *connects* sentences, phrases or clauses together. There are different types of conjunctions - we are focusing on coordinating conjunctions.

Coordinating conjunctions joins two or more independent sentences, main clauses or phrases together.

For example:

"I go to work on Saturdays, **but** I don't go to work on Sundays."

If the coordinating conjunctions "**but**"

"I go to work on Saturdays."

is removed, both sentences can still stand alone.

→

AND

"I don't go to work on Sundays."

These are the seven coordinating conjunctions:

Coordinating Conjunctions		F-A-N-B-O-Y-S
www.eslforums.com		
CONJUNCTION	MEANING	EXAMPLE
• FOR	• because or since	• I have to find a new job, for I am unemployed.
• AND	• in addition to	• I'm a husband and father.
• NOR	• and not	• Neither my parents nor my friends supported me.
• BUT	• however	• I have got a home, but I haven't got a car.
• OR	• either	• Which color do you like red or blue?
• YET	• but	• Tom plays basketball well, yet his favorite sport is football.
• SO	• therefore	• She was sick, so she couldn't attend the meeting.

A. Choose the correct coordinating conjunction

His two favourite sports are football _____ tennis.

- a. or
- b. and
- c. nor
- d. for

I am a vegetarian, _____ I don't eat any meat.

- a. so
- b. yet
- c. nor
- d. but

I wanted to go to the beach, _____ Mary refused.

- a. but
- b. or
- c. so
- d. for

I am allergic to cats, _____ I have three of them.

- a. or
- b. for
- c. yet
- d. so

Would you rather have cheese _____ jam on your sandwich?

- a. for
- b. nor
- c. or
- d. so

B. Fill in the missing coordinating conjunctions

1. I know the answer, _____ I can't tell you.
2. Should we go by train _____ take the bus?
3. We bathed the dog, _____ we could not get him clean.
4. She did not study, _____ she failed the test.
5. I will be late for the party, _____ I will be having dinner with my parents first.
6. Can you stay here _____ wait for him?
7. She does not like apples, _____ does she like oranges.
8. He has a small house, _____ it feels very spacious.
9. You can pay with cash _____ you can use your debit card.
10. He was driving too fast, _____ he missed the turn.

GRADE 6

ACTIVITY 1

NOUN SEARCH

NOUNS are words that are used to identify any class of people, places or things (common nouns), OR to name a one of these (proper nouns).

Identify the nouns in the following sentences.

1. The children went to the beach.
2. The family stayed at a big lodge.
3. The lodge had a big swimming pool with slides.
4. The boys built a slide using plastic bags.
5. The girls built a sandcastle.
6. They decorated it with shells and seaweed.
7. That night, their grandparents built a bonfire.
8. The kids melted chocolate and toasted marshmallows.
9. Afterwards, the whole family watched a show at the lodge.
10. They ate pizza and drank fizzy cool drinks.
11. Before they went to bed, they read the Bible together.
12. They had so much fun on the trip.

For extra practice

Randomly ask your children to identify the nouns in the sentences that they or other members of the family speak/use.

ACTIVITY 2

PREPOSITIONS

A **preposition** is a word used to link nouns, pronouns/ phrases to different words in the same sentence. They act to connect the people, objects, time & locations of a sentence. They are normally short words, and usually placed in front of nouns.

Complete the sentences with the prepositions IN, ON, AT:

1. Jane is waiting for us _____ the airport.
2. The white dress is _____ the closet.
3. There are many different Science books _____ the shelf.
4. Did you see the big poster _____ the wall?
5. Every Saturday I meet Jane _____ the part _____ 5pm.
6. Jane is going to be _____ home now. Please call her _____ a few minutes.
7. Angela is _____ the bus stop. I hope she will be here _____ time.
8. Peter gets up _____ 6 o'clock in the morning. He can't afford to go to bed late _____ night.
9. My oldest sister studies _____ the University of Stellenbosch, my brother is still _____ primary school.
10. My birthday is _____ December. I was born _____ the 8th of December _____ 1998 _____ George, Western Cape.
11. My aunt lives _____ 26 Dutton's Cove, _____ George, western Cape.
12. The Beatles were the best band _____ the 1960's. They were always _____ the top of the list.
13. A new coffee shop opened _____ Main Street, right _____ the corner.

14. The series that I watch is _____TV every Friday evening _____ 7 o'clock.
15. She became a professional netball player _____ the age of 17.
16. _____ Sundays I go to church with my family.
17. _____ lunchtime I go to Mugg & Bean to eat lunch.
18. Please, put that stapler back _____ the desk. It just fell _____ the floor or maybe _____ that box.
19. John has been _____ prison for 6 years. Now he is working _____ the supermarket.
20. Amy's parents go _____ holidays _____ summer.
21. My Maths books are _____ my school bag. My schoolbag is _____ the table, _____ my bedroom.
22. I can't live _____ a farm because it is too boring. I would rather live _____ an island _____ the Caribbean.
23. My mother is _____ the office now. She only comes back _____ midnight because she is very busy.
24. Do you like the life _____ the country or do you prefer the life _____ the city?
25. I will see you _____ Angela's party.

ACTIVITY 3

HOMOPHONES

HOMOPHONES are words that have the same sound as another word, BUT they have different meanings and spellings.

Your – Describes something that belongs to you (I love **your** hat!).

You're – A contraction for **you** and **are** (**You're** very pretty!).

Use the word your or you're to correctly complete each sentence:

1. It would be lovely to visit _____ home sometime soon.
2. Let's go to _____ bedroom and paint some pictures.
3. _____ going to help with washing the dishes today.
4. Is _____ schoolwork completed yet?
5. You wanted to play netball this weekend, but _____ going to be with _____ grandparents.
6. Blane wanted to borrow _____ sharpener.
7. I think _____ a brilliant artist.
8. Why did you forget _____ English book this morning?
9. Please do not put _____ feet on the table.
10. I would love to meet _____ family and friends.
11. _____ watching some of my all-time favourite movies.
12. My bunny accidentally chewed holes into _____ sneakers.
13. This evening, _____ going to take a relaxing bath.
14. This afternoon _____ bedding should be dry.
15. _____ going to help me paint the walls.

Extra practice

Ask your children to give you more examples of homophones and to use them in sentences where the difference between the two words can be clearly identified.

ACTIVITY 4

HOMONYMS

HOMONYMS are two or more words that have the same spelling or pronunciation, BUT different meanings & origins.

Choose the correct spelling to complete each sentence:

- | | |
|--|------------|
| 1. The _____ served the coffee and tea. | made/maid |
| 2. The cat had muddy _____ after walking outside. | paws/pause |
| 3. A _____ raced with a tortoise. | hare/hair |
| 4. The cat caught the _____ of a rat. | cent/scent |
| 5. A _____ is a female sheep. | you/ewe |
| 6. The cat's _____ is extremely soft and silky. | fir/fur |
| 7. Please _____ all the Christmas presents. | wrap/rap |
| 8. The middle part of an egg is called a _____. | yoke/yolk |
| 9. My mom likes to _____ her hair every few weeks. | die/dye |
| 10. Jason was _____ out when he got home from practice. | warn/worn |
| 11. The _____ that we used to make pizzas are very thin. | dough/doe |
| 12. Yesterday I found a _____ of shoes under the stairs. | pear/pair |
| 13. The bunnies were digging a _____ in the garden. | hole/whole |
| 14. It is very painful to get stung by a _____. | be/bee |
| 15. The wind _____ very bad yesterday. | blew/blue |

Extra practice

Let your children make their own sentences using the words that were not used to complete each sentence. Students should be able to clearly identify what the different meaning of each word is.

ACTIVITY 5

READING COMPREHENSION WORKSHEET

Galileo Galilei

Read the passage. Then answer the questions that follow.

Galileo Galilei was born in Pisa, Italy on the 15th of February 1564. His father, Vencenzio, was a musician and a mathematician. He was Galileo's teacher until he was ten years old. At that time the family moved to Florence. He attended a monastery where he studied Latin, Greek, logic and religion. In 1583, Galileo entered the University of Pisa to study medicine. He soon became fascinated with many subjects, particularly mathematics and physics.

In 1604, Galileo published "The Operations of the Geometrical and Military Compass," revealing his skills with experiments and technological applications. He also constructed a hydrostatic balance for measuring small objects. That same year Galileo refined his theories on motion and falling objects and developed the universal law of acceleration.

Galileo is called the Father of Modern Science. He discovered four bright "stars" revolving around Jupiter. Shortly after his discovery he was appointed Chief Mathematician of the University of Pisa. In July 1609, Galileo learned about a simple telescope built by Dutch, and he soon developed one of his own. He found Venus had phased like the moon, proving it rotated around the sun.

In 1614, Galileo was accused of heresy for his support of the Copernican theory that the sun was at the centre of the solar system. In 1616, he was forbidden from teaching these theories. In 1632, he was again condemned after his book 'Dialogue Concerning the Two Chief World Systems' was published.

Galileo was summoned to life imprisonment, later reduced to house arrest at his villa in Arcetri. During his lifetime Galileo had three children; two girls and a boy. His girls were Virginia and Livia who were both raised in convents and his son, Vencenzio, was named after Galileo's father. Galileo died on January 8, 1642 in Arcetri near Florence.

Answer the following questions

1. What is the main idea of the entire passage?
2. Underline the information that you think is the most important in each paragraph.
3. Write a brief summary of Galileo Galilei's work.

GRADE 7

ACTIVITY 1

LESSON TOPIC: Fables

A **fable** is a short tale that teaches us a **lesson** about good morals or good values. Most fables have animals or inanimate objects as characters.

Read the fable below, and on a blank piece of paper, write down the answers to the questions that follow.

The Fox & The Grapes

A Fox one day spied a beautiful bunch of ripe grapes hanging from a vine trained along the branches of a tree. The grapes seemed ready to burst with juice, and the Fox's mouth watered as he gazed longingly at them. The bunch hung from a high branch, and the Fox had to jump for it. The first time he jumped he missed it by a long way. So, he walked off a short distance and took a running leap at it, only to fall short once more. Again, and again he tried, but in vain.

Now he sat down and looked at the grapes in disgust. "What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gaping for." And off he walked very, very scornfully.

Questions

1. What is the title of this Fable?
2. Name 3 characteristics of Fables.
3. How do we know that the story above is a Fable?
4. Is the Fable non-fiction (real) or Fiction (fake)?
5. What Figure of Speech is present in this Fable?
6. Which character acts like a person? Why do you say so?
7. Why does the fox lunge at the grapes?
8. A Fable is meant to teach us a lesson or moral. What lesson does this fable teach us?

ACTIVITY 2:

LESSON TOPIC: Vocabulary practice

One of the most important parts of English is vocabulary! It is important that we are all constantly building on our vocabulary by learning new words.

Below are **ten** new vocabulary words. On a blank piece of paper, copy the words and their definitions down. Once you have done that, try your best to use each word in a sentence throughout the day!

Write down 5 sentences that you used today using any of your new vocabulary words.

1. **Adequate** - Sufficient for a specific need or requirement.
2. **Alternative** - A proposition or situation offering a choice between two or more things only one of which may be chosen.
3. **Compel** - To force or convince someone to do something or make something happen.
4. **Prominent** - Something that is very noticeable or stands out.
5. **Deceitful** - Having a tendency to deceive or give false impressions.
6. **Demeanour** - Your general personality and the way you behave. A person who is generally friendly and kind to everyone he or she meets is an example of someone with a friendly demeanour.
7. **Emphasize** - To make something important, or stress it, like when you were little and your parents would always emphasize the importance of looking both ways before crossing the street.
8. **Estimate** - An opinion or a guess of the size, worth or cost of something.
9. **Infuriate** - To make someone mad or angry.
10. **Mandatory** - Something that is required, like it is mandatory for you to wear a uniform to school.

There is no memorandum to this exercise. Please take time to check for spelling errors.

ACTIVITY 3

LESSON TOPIC: Comprehensive reading

Read the passage below, and answer the questions that follow **out loud** instead of writing them down.

Talking About Penguins

by Guy Belleranti

Penguins are one of the world's most interesting birds. They waddle when they walk, and have flippers instead of wings. The bones in a penguin's flippers are heavier and more solid than those in the wings of a flying bird. This helps the penguin "fly" through the water.

The penguin's black back and white front has an important function, too -- camouflage in the water. Penguins blend in with the sea from above and with the sky from below. This makes it harder for predatory birds, leopard seals, sea lions, orcas and sharks to see them.

Many people think all penguins live in the cold and ice of Antarctica. However, only 6 of the 17 species or types of penguins live in Antarctica. The others live in parts of New Zealand, Australia, South Africa and South America and on the Falkland and Galapagos Islands. Let's talk about two of the penguin species – the Emperor penguin of Antarctica and the Galapagos penguin of the Galapagos Islands.

The Emperor penguin is the world's largest penguin. Its oily outer feathers help keep it dry. Its dense inner down feathers and thick fat layer helps keep it warm. Emperor penguins also often huddle in groups to conserve heat.

A mother Emperor penguin lays only one egg at a time. After the mother Emperor penguin lays the egg she travels to the open sea to feed on fish, squid and krill (shrimp-like ocean crustaceans). The father stays behind with the egg. He keeps it warm and protected by balancing it on his feet and covering it with feathered skin called a brood pouch. The mother returns two months later, regurgitates food for the newly hatched chick, then stays with it while the father goes out to sea to feed.

The Galapagos penguin lives in an area much warmer than Antarctica. The Galapagos Islands are on the Equator, 600 miles west of the South American country of Ecuador. This is as far north as any penguin lives in the wild.

The Galapagos penguin is one of the smallest and one of the most endangered of all penguins. It shares the Galapagos Islands with many other unusual animals including the giant Galapagos tortoise and the blue-footed booby.

Instead of having to stay warm the Galapagos penguin must find ways to stay cool. The best way is to spend the heat of day in cool water currents hunting small fish and krill. When a Galapagos penguin does get out of the water it often spreads its flippers to cool off. It might also pant like a dog. And it shades its feet by standing with its body hunched forward.

1. Where do most penguins live?
2. The father Emperor penguin keeps the egg warm and hatches the chick. Where is the mother penguin during this time?
3. How are a penguin's flipper bones different from the bones in other birds' wings?
4. A sea lion might have a hard time seeing a penguin swimming in the water. Why?
5. According to the information in the article, what three things does a Galapagos penguin do to cool off when it is too warm?

On a blank piece of paper, write a short summary about what you have learnt about penguins today (100 words minimum).

ACTIVITY 4

LESSON TOPIC: Newspaper articles

Newspaper articles are a great way of learning new information and reporting on current events and happenings. Use the steps below to write out your own newspaper article, picture included!

Step One

What is your article's Headline? This is the title of your article and should be written in big, bold letters to grab your audience's attention.

Step Two

Underneath the Headline, we'll need to write the Byline. This is the author's name, the date and the newspaper you will be writing for.

Step Three

You will now start with the article! The first paragraph should have the **Five W's**. Who, What, When, Where and Why, not necessarily in that order. This makes sure that anyone starting the article knows what they are going to read about.

Step Four

This is the body of your piece of writing. This is where you put all the details of your article. Give the reader as much **factual** information as possible, and avoid giving your **opinion**. That would make the article **biased**. Try to include some **direct quotes** as this makes the article seem real, and helps the reader to get more than one person's view of what happened. It also supports the notion that the article is factual.

Step Five

Now you need to write a conclusion for your article. The concluding paragraph needs to tell us what happened as a conclusion to the event, a prediction of what will happen regarding the event or happening, or any plans in place regarding the event.

Be as creative as you'd like! Your article can be about a real-life experience, or a fake experience that you have made up. If you are struggling, use one of the prompts below.

1. Your school held a market day to raise funds for the Rugby Team, but it was a massive failure! Tell us why.
2. Someone famous visited your school. Tell us who it was and what happened.
3. As the school journalist, you need to figure out who stole your teacher stapler! Write an article about the story and how you figured it out!

Good luck and Happy Writing!
There is no memorandum to this exercise.

ACTIVITY 5

LESSON TOPIC: Creative Writing

Creative writing is an important aspect of this subject! It allows learners to create and explore topics, while still developing their writing. Use the pictures and prompts below to write a story (+- 200 words) about anything that you would like!

My first day of High School

What I would do if I won a million rand!

Going on a Road-trip

OR use one of the pictures below if they spark your interest!



There is no memorandum to this exercise

GRADE 8

ACTIVITY 1

LESSON TOPIC: Short story

Zoo

by Edward D. Hoch

The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that the great silver spaceship carrying Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

Before daybreak the crowds would form - long lines of children and adults, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snake-like horrors from somewhere more distant. This year, as the great round ship settled slowly to Earth in the huge park area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare - small, horse-like animals that moved with quick, jerking motions and constantly chatted in a high-pitched language.

The citizens of Earth clustered around as Professor Hugo's crew quickly collected the dollars. Soon the professor himself appeared, wearing his many-colored rainbow cape and top hat and carrying a microphone.

"Peoples of Earth," he called into his microphone.

The crowd's noise died down and he continued, 'Peoples of Earth, this year you see a real treat for your single dollar - the little-known horse-spider creatures of Kaan - brought to you across a million miles of space at great expense. Gather around, see them, study them, listen to them, tell your friends about them. But hurry! My ship can remain here for only six hours!

And the crowds slowly filed by, horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

All day long it went like that, until ten thousand people had filed by the barred cages set into the sides of the spaceship.

As the six hours ran out, Professor Hugo once more took his microphone in hand.

“We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, phone your friends in other cities and tell them about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!”

He waved farewell to them, and as the ship rose from the ground the Earth peoples agreed that this had been the best Zoo ever ...

Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the strange horse-spider creatures stepped out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away different directions, going to their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and children. She babbled a greeting in the strange language and embraced them. “It was a long time you were gone. Was it good?”

And the he-creature nodded. “The little ones enjoyed it especially. We visited eight worlds and saw many things.”

The little ones ran up the walls of the cave. “On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs.”

“But isn't it dangerous?” asked the she-creature.

“No,” her mate answered. “There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nine Commacs it costs.”

And the little one nodded. “It was the very best Zoo ever ...”



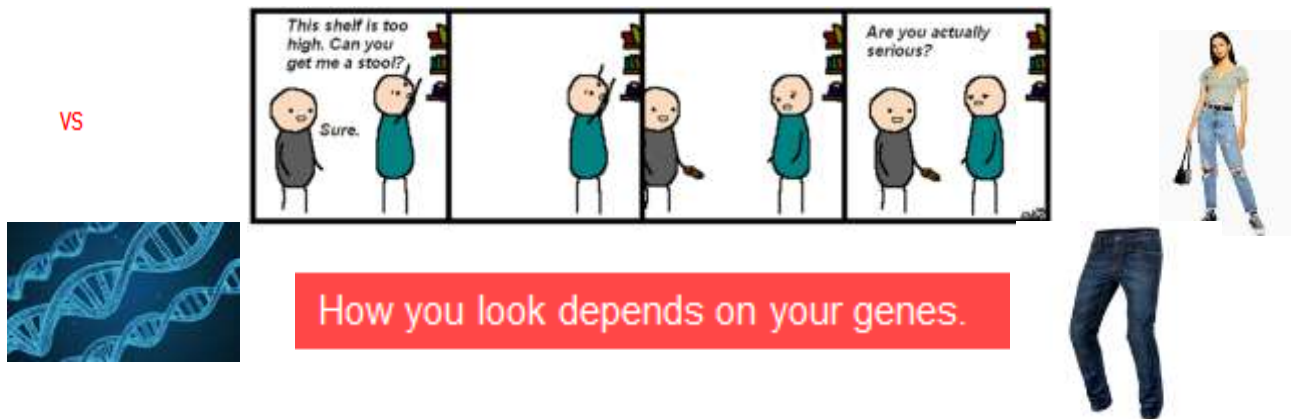
Questions

1. The introduction to this short story prepares the reader for a zoo that is completely different from the zoos that we are used to. **List** the things that make this zoo different.
2. In which category would you place this short story? **Explain** your answer. Choose one of the following:
a) Suspense b) Horror c) Fantasy d) Humour
3. Look up the word 'eccentric'. Do you think Professor Hugo is eccentric? **Justify** your answer.
4. There is an ironic twist at the end of this story. **Explain** this twist.

ACTIVITY 2

LESSON TOPIC: Homophones & Homonyms

Homophones are words that sound the same but have different meanings and are spelled differently. Homophones are often the basis of puns because they help to create humour. They are used in advertising because they catch the attention of the reader:



Homonyms are words that have the same sound and spelling, but different functions and meanings.

- Homonyms are also used to create puns in cartoons and advertisements.
Example: Try not to give in to peer pressure.
Peer through the window to see if anyone is home.
- Some homonyms are pronounced slightly differently because a different syllable is stressed.

Example: minute (min-uh) = 60 seconds vs minute (my-nyoot) = very small

Write the following sentences on a piece of paper and choose the correct homophone between brackets

- The (breaks/brakes) on the bus failed.
- (Who's/Whose) going to drive home.
- Watch out! (Their/There) is a (stationery/stationary) vehicle.
- We had to change the (tire/tyre) when we had a puncture.
- Don't (waist/waste) time trying to fix the broken swing.

ACTIVITY 3

LESSON TOPIC: Film study (Camera shots)

The different camera shots



Extreme close-up shot

Focus placed on finer details like an eye. Captures emotions of surprise or shock.



Close-up shot

Focuses on detailed aspects of the characters and scenes. Little to no background is shown. The shot emphasises emotions or reactions between characters.



Medium shot

It shows the character from the waist upwards against the background. This allows the viewer to observe facial expressions and body language.



Long shot

Most of the subject is shown. This gives the overall picture which places the character in the setting.



Extreme long shot

This shot sets the scene. The camera is placed at the furthest distance to emphasise the background or setting.



ACTIVITY

Based on the definitions given above, try to name the different shots by yourself.

ACTIVITY 4

LESSON TOPIC: Conducting an interview



Conduct an interview with someone in your household or with someone over the phone

Use the following points as guidelines:

- Choose an appropriate topic
- Organise questions coherently
- Identify correct vocabulary and language structures
- Prepare an effective introduction and ending
- Practice in the mirror and focus on presentation

(There is no memo)

ACTIVITY 5

LESSON TOPIC: Poem analysis

The poet

Carol Rumens

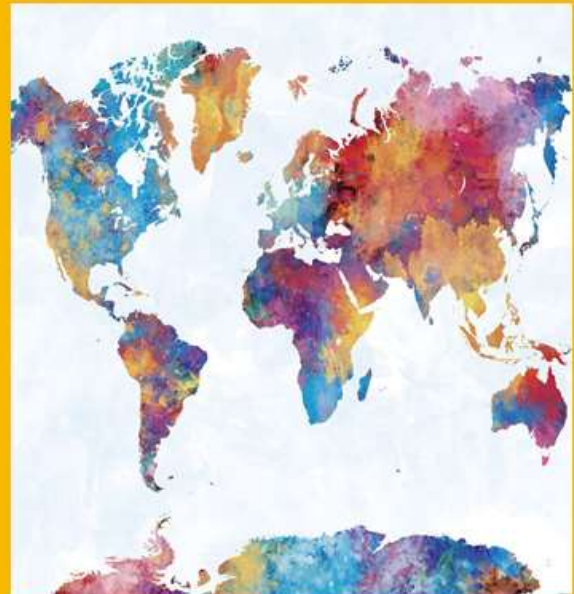


Carol Rumens, academic and poet, is well known for her poetry on subjects such as gender, class, foreign culture and a sense of belonging.

She makes use of poetry to express her views and raise awareness on both social and political issues.

The Émigrée

There once was a country... I left it as a child
but my memory of it is sunlight-clear
for it seems I never saw it in that November
which, I am told, comes to the mildest city.
The worst news I receive of it cannot break
my original view, the bright, filled paperweight.
It may be at war, it may be sick with tyrants,
but I am branded by an impression of sunlight.



What is the context?

- DISPLACEMENT
- Human conflict and aggression
- Universal (no specific name): Conflict happens everywhere
- Flee their home country because of war etc.
- Focus: Positive memories of former city/country (mention of sunlight)
- Childhood memories are strongest
- Speaker confesses that they will always keep a positive impression
- Intimate and personal story of a past existence which forced people out of their homes and country.



The white streets of that city, the graceful slopes
glow even clearer as time rolls its tanks
and the frontiers rise between us, close like waves.
That child's vocabulary I carried here
like a hollow doll, opens and spills a grammar.
Soon I shall have every coloured molecule of it.
It may by now be a lie, banned by the state
but I can't get it off my tongue. It tastes of sunlight.



I have no passport, there's no way back at all
but my city comes to me in its own white plane.
It lies down in front of me, docile as paper;
I comb its hair and love its shining eyes.
My city takes me dancing through the city
of walls. They accuse me of absence, they circle me.
They accuse me of being dark in their free city.
My city hides behind me. They mutter death,
and my shadow falls as evidence of sunlight.



Copy the poem on a piece of paper.

Analyse:

1. Each line
2. Each stanza as a whole
3. 3 different perspectives visible in the poem

GRADE 9

ACTIVITY 1

LESSON TOPIC: Poetry

Read the poem below and answer the questions that follow.

Write your answers on a piece of paper.

REMEMBER

By Christina Rossetti

1 Remember me when I am gone away,
2 Gone far away into the silent land;
3 When you can no more hold me by the hand,
4 Nor I half turn to go yet turning stay.
5 Remember me when no more day by day
6 You tell me of our future that you plann'd:
7 Only remember me; you understand
8 It will be late to counsel then or pray.
9 Yet if you should forget me for a while
10 And afterwards remember, do not grieve:
11 For if the darkness and corruption leave
12 A vestige of the thoughts that once I had,
13 Better by far you should forget and smile
14 Than that you should remember and be sad.

Questions

1. Refer to lines 1–2: 'gone away, /Gone far away'. How do these words set the initial mood of the poem? (2)
2. Explain what the use of the phrase, 'the silent land' (line 2) conveys about the speaker's state of mind. (2)
3. Refer to line 4: 'Nor I half turn to go yet turning stay.' Discuss the significance of this description in the context of the poem. (3)

4. The speaker of this poem is self-centred. Do you agree with this statement?
Justify your response by referring to imagery and/or diction. (3)

TOTAL: 10

ACTIVITY 2

LESSON TOPIC: Comprehension (reading & viewing)

Read the text below and answer the set questions.
Write your answers on a piece of paper.



THE CLASSIC AMERICAN SNEAKER

1. Converse is an American shoe company which has been making canvas and rubber-soled shoes since the early 20th century. In 2007, Converse started producing a wide range of occupational safety shoes that resemble their regular athletic shoes.
2. In 1908, Marquis M. Converse, in his late 30s, opened the Converse Rubber Shoe Company in Massachusetts and began providing rubber-soled footwear for men, women, and children. By 1910 the company was producing 4 000 pairs of shoes daily.
3. The company's main turning point came in 1917 when the Converse All Star basketball shoe was introduced. This was a real innovation, considering that, at the time, the sport was only 25 years old. Converse tried to capture the basketball market, but the shoe was not particularly popular. Then in 1921, a basketball player named Charles H. "Chuck" Taylor adopted them as his preferred sports shoes. After a few changes the shoe got its current name with Chuck Taylor's signature on its ankle patch. Converse offered him a job – as a salesman and an ambassador to promote the shoes around the United States. He tirelessly continued this work until shortly before his death in 1969.
4. Converse steamed ahead through the 1920s and 1930s as the nation's interest in basketball surged. Converse and basketball became synonymous as the Converse Chuck Taylor All Star became the standard basketball shoes for professional, college, and high school teams across the country. When America entered World War II in 1941, Converse shifted production to manufacturing military boots, parkas, rubber protective suits, and ponchos for pilots and troops. Also referred to as "Cons", "Connies", "Chuckers", "Chucks", "Chuckie T's", for decades the Chuck Taylor All Star basketball shoe only came in black or white. Under pressure from basketball teams it was decided in 1966

to add coloured and patterned shoelaces. Different materials started to appear, such as leather, suede, vinyl, denim and hemp.

5. Also referred to as "Cons", "Connies", "Chuckers", "Chucks", "Chuckie T's", for decades the Chuck Taylor All Star basketball shoe only came in black or white. Under pressure from basketball teams it was decided in 1966 to add coloured and patterned shoelaces. Different materials started to appear, such as leather, suede, vinyl, denim and hemp.
6. In 1986, Converse released "The Weapon" basketball shoe, manufactured in colour schemes to match the colours of basketball teams. The unique aspect of this shoe was the leather construction throughout, including the inside heel, which was also heavily padded for comfort.
7. Converse lost much of its apparent near-monopoly from the 1970s onward, with the surge of new competitors such as Nike, Adidas and Reebok, who introduced radical new designs to the market.
8. In January 2001, the company subsequently changed hands. Manufacturing for the American market moved to several Asian countries, including China, Indonesia and Vietnam. Finally, on July 9, 2003, the company was taken over by its rival, Nike.
9. Since then, the design has had a few alterations. The fabric is no longer 2-ply cotton canvas but 1-ply "textile". It is also fashionable to sometimes lace the Converse in a variety of ways - such as putting mismatching laces. No wonder Converse is considered very "cool" by most youths. Sixty percent of all Americans own or have owned at least one pair of Converse sneakers. Some are so enthusiastic about the sneakers that they have a vast, ever-growing collection. According to The Guinness Book of World Records, Joshua Mueller has the largest collection of "Chucks" (1546 pairs).

[Adapted from <http://chucksconnection.com/history1.html>]

Questions

Write down only the correct LETTER next to the corresponding question number.

1. In which country is Converse based?
 - A. USA
 - B. China
 - C. Vietnam
 - D. Indonesia(1)

2. This text is likely to have been taken from ...
 - A. Chuck Taylor's diary.
 - B. a dictionary.
 - C. a fashion magazine.
 - D. a Maths textbook.(1)

3. Refer to the title of the article, "The Classic American Sneaker".
What does the word "classic" tell you about this sneaker? (2)
4. State whether the following are TRUE or FALSE.
Give a reason for your answer using your own words as far as possible.
 - 4.1 Converse started making shoes in 2007. (2)
 - 4.2 The popularity of basketball helped to increase the sales of Converse shoes. (2)
5. How did Chuck Taylor help to make Converse so popular? (2)
6. Refer to paragraph 4.
 - 6.1 Identify the figure of speech in "Converse steamed ahead ..." (1)
 - 6.2 Why did Converse stop manufacturing sports shoes during World War II? (2)
7. Refer to paragraph 6.
Why do you think "The Weapon" basketball shoe is padded for comfort? (2)
8. Refer to paragraph 7.
In your own words explain why things became so difficult for Converse in the 1970s. (2)
9. Refer to paragraph 8.
 - 9.1 "... the company subsequently changed hands." Explain what "changed hands" means. (2)
 - 9.2 What TWO things followed as a result? (2)
10. Give TWO facts the writer mentions to show how popular Converse sneakers still are. (2)
11. Explain the meaning of the following words/phrases as they are used in the passage:
 - 11.1 turning point (paragraph 3) (1)
 - 11.2 surged (paragraph 4) (1)

TOTAL: 25

ACTIVITY 3

LESSON TOPIC: Infographic

Study the infographic below and answer the set questions on a piece of paper.



Questions

1. Why can super fans of Converse shoes not wear their Chucks for $\frac{1}{3}$ of the year? (1)
2. What percentage of super fans own more than four pairs of Chuck Taylors?

(1)

3. What does the prefix “super” mean? (1)

4. What is a “super fan”? (1)

5. Which TWO words make up the neologism “infographic”? (1)

TOTAL: 5

ACTIVITY 4

LESSON TOPIC: Advertisement

Study the advertisement below and answer the set questions on a piece of paper. Kalahari.com is a website where customers can order books, DVDs, music, games etc.



Questions

1. Identify TWO figures of speech used in "Click-click ding dong!" (2)
2. Explain why the advertiser has used the words "click-click ding dong". In your answer explain what "click-click" and "ding dong" refer to. (3)
3. How does this advert convince the buyer that they should place an order on the website? (1)
4. Write out the abbreviation "Ts & Cs" in full. (1)
5. Explain to what extent the two graphics (pictures) used support this advertisement. (2)
6. What is the name given to the symbol used after the word "orders*"? (1)

TOTAL: 10

ACTIVITY 5

LESSON TOPIC: Descriptive essay

Write a descriptive essay on a piece of paper using the instructions below.

- Write down the question number of the topic you have chosen.
- Give your essay a suitable title.
- Plan your essay in the frame provided.
- Edit your essay.
- Write your final essay in the space provided.
- Your essay will be marked according to the following criteria:
 - Planning, editing
 - Content, originality, topic awareness of target audience (style)
 - Paragraphing and coherence
 - Vocabulary, spelling, sentence construction, idiomatic expression, punctuation

Choose one of the topics to write a descriptive essay of **150–200** words in length (3–4 paragraphs).

SHOW YOUR PLANNING OR MIND-MAP ON A ROUGH PIECE OF PAPER.

TOTAL: 25

The best time you have ever spent in nature. Consider the setting in nature and details of what you saw, heard, felt, smelt and/or tasted. Remember to plan your

essay in the space provided and then write your final essay and its title, in the lined space provided.

OR

The pictures below may inspire you or stir your imagination to write a descriptive essay. Note: There must be a clear link between your essay and the picture you have chosen.



Students Involved

Beyond Education Program (Setting up activities)

Adams, Ghiaan; Adams, Nerisha; Amsterdam, Kaylin; Coleman, Jessica; Daggia, Saabirah; De Jongh, Ilke Tonya; De Wet, Amber; Du Toit, Melanie; Ehrlich, Chandré; Grobler, Jö; Hansen, Sarah; Harrison, Stephanie; Jansen, Jayson-Lee; Kriel, Karlien; Mahoney, Charnay; Matthee, Linmari; Meyer, Kalsy; Nkosi, Ntandonkosi; Ohlson, Jade; Regenstein, Madré; Richardson, Kirsty; Rowland, Emma; Stemmet, Charlise; Swart, Marianke; Thompson, Lizelle; Van Sitters, Erin; Van Wyk, Kayleigh; Visser, Fébé; White, Ali.

Education Student Comittee (Redigering):

Adams, Marcel; Boulle, Kayla; Bromfield, Samantha; Davis, Casey; Erasmus, Kirsten; Landman, Lelanie; Norman, Jamie; Opperman, Celeste; San, Terri-Leigh; Van Zyl, Allené

