The logo features the letters 'BE' in a bold, sans-serif font. The 'B' is a vibrant blue, while the 'E' is black. The letters are set against a white background that is part of a larger white rectangular area with a subtle drop shadow.

INSPIRING HOPE

The logo consists of the letters 'OSK' stacked above 'ESC' in a dark blue, serif font. A stylized, grey leaf-like graphic is positioned behind the letters, partially overlapping them. The entire logo is contained within a white rectangular area with a drop shadow.

# **ENGLISH MEMORANDUM**

## **Grade R-9**

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

*\* Please note that there are not answers for activities that are practical based.*

## **GRADE R:**

### **ACTIVITY 1**

#### **LESSON TOPIC: STORIES**

The learner will have drawn a picture once they have heard the story. Their picture should represent something in the story. They could for example draw the hippo in the dam, or adventuring, or in the dam playing games while the fence is up (anything which shows a part of the story to show they have understood it).

### **ACTIVITY 2**

#### **LESSON TOPIC: PHONICS AND WORD BUILDING (LETTER FORMATION)**

Read through the sentence with the child pointing out the “b” sound

Words should look as follows:

(pay close attention to if the correct letter is in a different colour and if they letter formation, how they have written the letters, is correct)

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

The child can draw a picture next to each word on the piece of paper. The picture should represent the word's meaning.

Examples:

bay – picture of a bay area at the beach

bag – picture of any bag, a backpack, handbag, suitcase

bake – picture of a cake, cookies or cupcakes

bye – picture of someone waving

bam – picture of hammer hitting a nail or someone high-fiving

### ACTIVITY 3

#### LESSON TOPIC: RHYMING WORDS

mat	dog	cat	mop
best	nest	tub	pen
fun	boy	red	sun
fell	bell	man	egg
pen	net	ten	hop

Words relating to the pictures:

The picture which is present in the table is the answer:

mat	
best	
fun	
fell	
pen	

## **ACTIVITY 4**

### **LESSON TOPIC: STORY TELLING**

You child will point out what they see in the picture. They may come up with names for the people in the picture and tell a story about what they think is happening and will happen next. This is all done verbally.

You can assist them through showing them different words they could use to describe something in the picture in order to grow their vocabulary.

Ideas for descriptions or situations in the given picture to discuss and expand on:

- The fishing lines are tangled, how would this make the people feel, what do you think might happen to the fish?
- The boat seems to be dumping something funny into the ocean, what would we call this? Do you think this is healthy for our ocean?
- The boy is snorkeling, what do you think he sees under the ocean? Words to describe this could be coral, fish (colours of the fish), sand, crabs (anything you can think of!).
- Look at the dog on the beach, what do you think he is doing there? What might happen to the dog next, does he go on an adventure?
- What is the police officer saying to the diver? Do you think she is in trouble? Describe how you would feel in that situation.
- What do you enjoy doing at the beach? If you have never been to the beach what do you imagine it to be like?

## **ACTIVITY 5**

### **LESSON TOPIC: PHONICS AND WORD BUILDING (BEGINNING SOUNDS)**

Play the game with your child in order to practice their understanding of beginning sounds.

## **GRADE 1:**

### **ACTIVITY 2**

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 named Charles,

waves his magic wand and gives the fairy Joey back his powers, but makes him promise to be a good fairy for the rest of his life.

#### **Activity 4**

1. Mary went to the garden
2. She was collecting flowers
3. Mary saw a spider
4. She got scared
5. Mary ran away

#### **Activity 5**

1. To the school carnival
2. A yellow balloon and a toy car
3. First, he played a few games
4. He ate popcorn and lemonade

## **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.

#### QUESTIONS AND ANSWERS

1. Julian waves goodbye to his mom.
2. Sipho climbs the tree.
3. Xolani eats his lunch with Ben.
4. Selena washes her puppy.
5. Naledi plays netball after school.
6. The teacher draws a sun on the board.
7. Adam sings 'Twinkle, Twinkle Little Star' during assembly.
8. The principal smiles at the children.
9. Gemma writes in her homework diary.
10. Brad gives his teacher a flower.
11. Buhle laughs at John's joke.
12. Thandi digs 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.

1. The girl sings. The girl is singing.
2. The boy bakes. The boy is baking.
3. The dog barks. The dog is barking.
4. The teacher reads. The teacher is reading.
5. The school bell rings. The school bell is ringing.
6. The boy swings. The boy is swinging.
7. The girl draws. The girl is drawing.
8. The dog digs in the garden. The dog is digging in the garden.
9. The teacher writes on the board.  
The teacher is writing on the board.
10. The boy throws a paper jet. The boy is throwing a paper jet.

## **ACTIVITY 3**

### **LESSON TOPIC: COMPREHENSION**

1. Where did the family want to go to have a picnic? The park
2. What was the puppy's name? Snowy
3. What was the mom doing while the girl fetched the picnic basket? She was making sandwiches
4. What four things did the girl and the mom pack into the picnic basket? Sandwiches, apples, chocolate chip cookies and yoghurt cups
5. Who remembered to pack the picnic blanket? The girl's dad
6. How did the family get to the park? They walked
7. Where did they find the shady spot to sit? Under a tree
8. Name the two things the girl and her puppy heard while exploring? They heard birds chirping and bees buzzing
9. What did the girl and her puppy see jumping? They saw frogs jumping
10. Did the girl and her puppy walk down or up the hill to get back to her mom and dad? They walked up the hill

## **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.

Person	Place	Thing
doctor	mall	pencil
Jessica	hospital	desk
student	city	monkey bars
principal	bathroom	book
gardener	bank	homework diary
teacher	Soccer field	school bag
tennis coach	Cape Town	lunch box

### **ACTIVITY 5**

#### **LESSON TOPIC: PAST AND FUTURE TENSES**

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

For example:

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

1. I cycle to school bright and early.  
Yesterday I cycled to school bright and early.  
Tomorrow I will cycle to school bright and early.
2. We walk to the bus stop.  
Yesterday we walked to the bus stop.  
Tomorrow we will walk to the bus stop.
3. I play with my best friend in the sandpit.  
Last week I played with my best friend in the sandpit.

Next week I will play with my best friend in the sandpit.

4. I jump like a frog with my friends.  
Yesterday I jumped like a frog with my friends.  
Tomorrow I will jump like a frog with my friends.
5. We clean the classroom.  
Last week we cleaned the classroom.  
Next week we will clean the classroom.

## GRADE 3:

### ACTIVITY 1

#### **Lesson Topic: Comprehension**

1. What is a bee's house called?  
Hive
2. Name the three kinds of bees.  
Workers  
Drones  
Queens
3. How many sides does a cell in the hive have?  
6/Six
4. What happens to the drones in the winter?  
They are driven out.
5. What kind is not a bee?
  - a. Workers
  - b. Kings
  - c. Queens
  - d. Drones
6. What does bees use in their defence?  
A sting / A painful sting

### 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	offer
vegetable		paste	protect		suffer

I heard a 1) **rattle** upstairs in the 2) **attic**. I would never 3) **elect** to go take a look on my own, but I made the 4) **offer** to go because my little brother was scared and I had to 5) **protect** him. Even if I had to 6) **suffer** through it, I put on



a 7) **brave** face for him. He told me my face looked as white as glue or 8) **paste**, though. I slowly pushed open the door and stood still. Something didn't 9) **belong**. 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) **vegetable** 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.



## **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 favorite 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 - Bodies
- b) Foot - Feet
- c) Potato - Potatoes
- d) Sheep - Sheep

- e) Tomato - Tomatoes
- f) Leaf - Leaves
- g) Roof - Roofs
- h) Hair - Hairs
- i) Wolf - Wolves
- j) Person - Persons
- k) Bicycle - Bicycles
- l) Teacher- Teachers
- m) Eye - Eyes
- n) Tooth - Teeth
- o) Field - Fields
- p) Hero - Heros
- q) Fish - Fish
- r) Zoo - Zoos
- s) Man - Men
- t) Baby - Babies
- u) Child - Children

## **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.

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-”

1. 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 - impatient
- b) Do - undo
- c) Like - unlike
- d) Happy - unhappy
- e) Satisfied - dissatisfied
- f) Kind - unkind
- g) Fair - unfair
- h) Approve - disapprove
- i) Perfect - imperfect
- j) Possible - impossible
- k) Value - devalue
- l) Agree - disagree
- m) Social - antisocial
- n) Correct- incorrect

### **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 John

There is still one fresh piece of your favourite chocolate cake and two chunks of meat somewhere around here. Your aunty ate 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 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 - I threw the ball to my brother.

2b) Through - The ball went through the window of the house.

3a) Your - Your shoes are untied.

3b) You're - You're going to be running the race today.

4a) Hole - There is a hole in my bucket.

4b) Whole - I ate the whole cake by myself.

5a) Sea - I love the sea.

5b) See - I can see all the road signs when we drive.

6a) One - My sister is one years old.

6b) Won - John won the running race.

#### **ACTIVITY 4**

##### **Lesson Topic: Instructions**

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

How to brush your teeth: CORRECT ORDER

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

2.) Read the following recipe below and answer the following questions: Questions: (mark out of 12)

1.) Find the verb (instruction word) in the first step. (1)

→ Melt

2.) Identify and list the three ingredients used in step 1. (3)

→ Butter

→ Chocolate

→ Golden syrup

\*must be in a list format as shown above.

3.) In your own words, explain what you must do in step 3. (2)

→ You must use a spoon to scoop out the mixture and put it into the muffin tray holes.

4.) What other verbs (instruction words) would you use if you were to create your own recipe - give four examples. (4)

→ Chop/Mix/Grate/Stir/Fold/Mix/Type/Turn/Move/etc.

5.) Bonus question!

- If you could add one thing to this recipe (an extra ingredient) what would it be and why?

→ \*Any good reason for what it would be and a convincing reason for why they chose it.

### **ACTIVITY 5**

#### **Lesson Topic: Collective Nouns**

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

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

- a) A choir of singers.
- b) A Litter of puppies.
- c) A Clump of trees.
- d) A String of pearls.
- e) A Team of players.
- f) An Army of ants.
- g) A Library of books.
- h) A Fleet of ships.
- i) A Class of pupils.
- j) A Pack of wolves.
- k) A Pride of lions.
- l) A Swarm of bees.
- m) A Brood of hens.

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

Bevy	Sentence	Flight	Batch	Sloth
Galaxy	Kennel	Cast	Band	Box

- a.) A cast of actors.
- b.) A sentence of judges.
- c.) A galaxy of beauties.
- d.) A bevy of girls.
- e.) A band of men.
- f.) A kennel of dogs.
- g.) A flight of birds.
- h.) A batch of cakes.
- i.) A box of cereal.

j.) A sloth of bears.

## GRADE 5:

### ACTIVITY 1

#### LESSON TOPIC: Read an article

1. b
2. Visitors come to see the exciting wild animals and South Africa's beautiful scenery.
3. Lions, elephants, giraffes, buck and rhinos.
4. Durban.
5. The map gives information about the weather about South Africa during winter.
6. b
7. coast - the land next to the sea.  
forest - places where many trees and bushes grow close together.  
usually - often; most of the time.  
visit - go to see a person or place.  
pleasant - something that is nice or enjoyable.
8. visit  
animals  
pleasant  
good

### ACTIVITY 2

#### LESSON TOPIC: Read a poem

Question 1 and 2 is up to the learner's own interpretation and imagination. The purpose of Question 1 and 2 is to simulate the learner's thinking process, discuss the predictions the learner makes. Note: It is not necessary to write the predictions down.

Identifying rhymes

1. There are 10 pairs of rhyming words
2. *dark and Park,*  
*rats and cats,*  
*gently and Bentley,*  
*near and hear,*  
*kitchen and Ditchen,*  
*stream and dream,*  
*slowly and Coley,*  
*hair and there,*  
*door and floor,*  
*tight and right.*



3. The learner will write their own sentences that rhyme. Remember to explain that the rhyme words are found at the end of each sentence.

### **ACTIVITY 3**

#### **LESSON TOPIC: Write a story**

There is no strict rules on how the learner should write their story which is why this memo is merely a guide. The aim of the activity is to be creative with their words and be able to express their emotions. Here are some points to look at when checking their completed work:

1. Their story should answer all the required questions, but they should feel free to add extra detail.
2. Check if their spelling, punctuation, grammar and sentence structures are correct.
3. Revise over any of the above-mentioned errors that they might have made with them to ensure the improvement of their writing skill.

### **ACTIVITY 4**

#### **LESSON TOPIC: Prepositions**

Prepositions of time and place

A:

1. at
2. in
3. on
4. at
5. in
6. on
7. at
8. on
9. in
10. at

B:

1. preposition of time
2. preposition of place
3. preposition of time
4. preposition of place
5. preposition of time
6. preposition of place

## **ACTIVITY 5**

### **LESSON TOPIC: Coordinating Conjunctions**

A: Choose the correct coordinating conjunctions

1. and
2. so
3. but
4. yet
5. or

B: Fill in the missing coordinating conjunction

1. but
2. or
3. yet
4. so
5. for
6. and
7. nor
8. yet
9. or
10. so

## **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).

Directions: 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 **cooldrinks**.
11. Before they went to **bed**, they read the **Bible** together.
12. They had so much fun on the **trip**.

## **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 Infront of nouns.

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

- 1) Jane is waiting for us **AT** the airport.
- 2) The white dress is **IN** the closet.
- 3) There are many different Science books **ON** the shelf.
- 4) Did you see the big poster **ON** the wall?
- 5) Every Saturday I meet Jane **AT** the park **AT** 5pm.
- 6) Jane is going to be **AT** home now. Please call her **IN** a few minutes.
- 7) Angela is **AT** the bus stop. I hope she will be here **IN** time.
- 8) Peter gets up **AT** 6 o'clock in the morning. He can't afford to go to bed late **AT** night.
- 9) My oldest sister studies **AT** the University of Stellenbosch, my brother is still **IN** primary school.
- 10) My birthday is **IN** December. I was born **ON** the 8<sup>th</sup> of December **IN** 1998 **IN** George, Western Cape.
- 11) My aunt lives **AT** 26 Dutton's Cove, **IN** George, western Cape.

- 12) The Beatles were the best band **IN** the 1960's. They were always **AT** the top of the list.
- 13) A new coffee shop opened **IN** Main Street, right **ON** the corner.
- 14) The series that I watch is **ON** TV every Friday evening **AT** 7 o'clock.
- 15) She became a professional netball player **AT** the age of 17.
- 16) **ON** Sundays I go to church with my family.
- 17) **AT** lunchtime I go to Mugg & Bean to eat lunch.
- 18) Please, put that stapler back **ON** the desk. It just fell **ON** the floor or maybe **IN** that box.
- 19) John has been **IN** prison for 6 years. Now he is working **AT** the supermarket.
- 20) Amy's parents go **ON** holidays **IN** summer.
- 21) My Maths books are **IN** my school bag. My school bag is **AT** the table, **IN** my bedroom.
- 22) I can't live **ON** a farm because it is too boring. I would rather live **ON** an island **IN** the Caribbean.
- 23) My mother is **AT** the office now. She only comes back **AT** midnight because she is very busy.
- 24) Do you like life **IN** the country or do you prefer life **IN** the city?
- 25) I will see you **AT** 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 you or you're to correctly complete each sentence.

1. It would be lovely to visit **YOUR** home sometime soon.

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

#### **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 **MAID** served the coffee and tea.
2. The cat had muddy **PAWS** after walking outside.
3. A **HARE** raced with a tortoise.
4. The cat caught the **SCENT** of a rat.
5. A **EWE** is a female sheep.

6. The cat's FUR is extremely soft and silky.
7. Please WRAP all the Christmas presents.
8. The middle part of an egg is called a YOLK.
9. My mom likes to DYE her hair every few weeks.
10. Jason was WORN out when he got home from practice.
11. The DOUGH that we used to make pizzas is very thin.
12. Yesterday I found a PAIR of shoes under the stairs.
13. The bunnies were digging a HOLE in the garden.
14. It is very painful to get stung by a BEE.
15. The wind BLEW very bad yesterday.

### **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 15<sup>th</sup> of February 1564. His father, Vincenzo, 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? A story about Galileo Galilei's life.
2. Underline the information that you think is the most important in each paragraph. (see passage above)
3. Write a brief summary of Galileo Galilei's work.

The summary should shortly summarize the highlighted facts in the passage above. It should be in the learners own words to which they can relate well.

## **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.

#### **QUESTIONS AND ANSWERS**

1. What is the title of this Fable? The Fox & The Grapes
2. Name 3 characteristics of Fables. A short story, teaches us a lesson & involves animals or inanimate objects.
3. How do we know that the story above is a Fable? It has all three of the characteristics that Fables have.
4. Is the Fable non-fiction (real) or Fiction (fake)? The Fable is fiction (fake)
5. What Figure of Speech is present in this Fable? Personification

6. Which character acts like a person? Why do you say so? The Fox, because the fox talks.
7. Why does the fox lunge at the grapes? The fox wants to eat the grapes.
8. A Fable is meant to teach us a lesson or moral. What lesson does this fable teach us? You shouldn't speak badly about something that you once wanted, just because you can't have it.

### **ACTIVITY 3:**

#### **LESSON TOPIC: COMPREHENSIVE READING**

Talking About Penguins by Guy Belleranti

1. Where do most penguins live?  
Most Penguins live in the Southern Hemisphere.
2. The father Emperor penguin keeps the egg warm and hatches the chick. Where is the mother penguin during this time?  
The mother lays the egg, then leaves for two months to go hunt for food.
3. How are a penguin's flipper bones different from the bones in other birds' wings?  
A penguin's flipper bones are more dense to help it swim better.
4. A sea lion might have a hard time seeing a penguin swimming in the water. Why?  
When the sea lion looks up, the penguin's white belly blends in with the bright colors of the sky.
5. According to the information in the article, what three things does a Galapagos penguin do to cool off when it is too warm?  
It swims in cold water currents. It also pants and spreads its wings.

*There is no memorandum for the short paragraph. Please check the spelling in the paragraph and ensure that the content is relevant.*

## **GRADE 8:**

### **ACTIVITY 1:**

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.



It takes place in a spaceship

It only takes place once a year

It only lasts for six hours

Strange creatures (not the usual animals you normally see)

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

This story is a fantasy. Aliens and the concept of the zoo are fictional aspects.

3. Look up the word 'eccentric'. Do you think Professor Hugo is eccentric? *Justify* your answer.

**Definition of eccentric: a person of unconventional and slightly strange views or behaviour.** Professor Hugo runs and promotes an alien zoo, which isn't a conventional (normal) thing to do.

4. There is an ironic twist at the end of this story. *Explain* this twist.

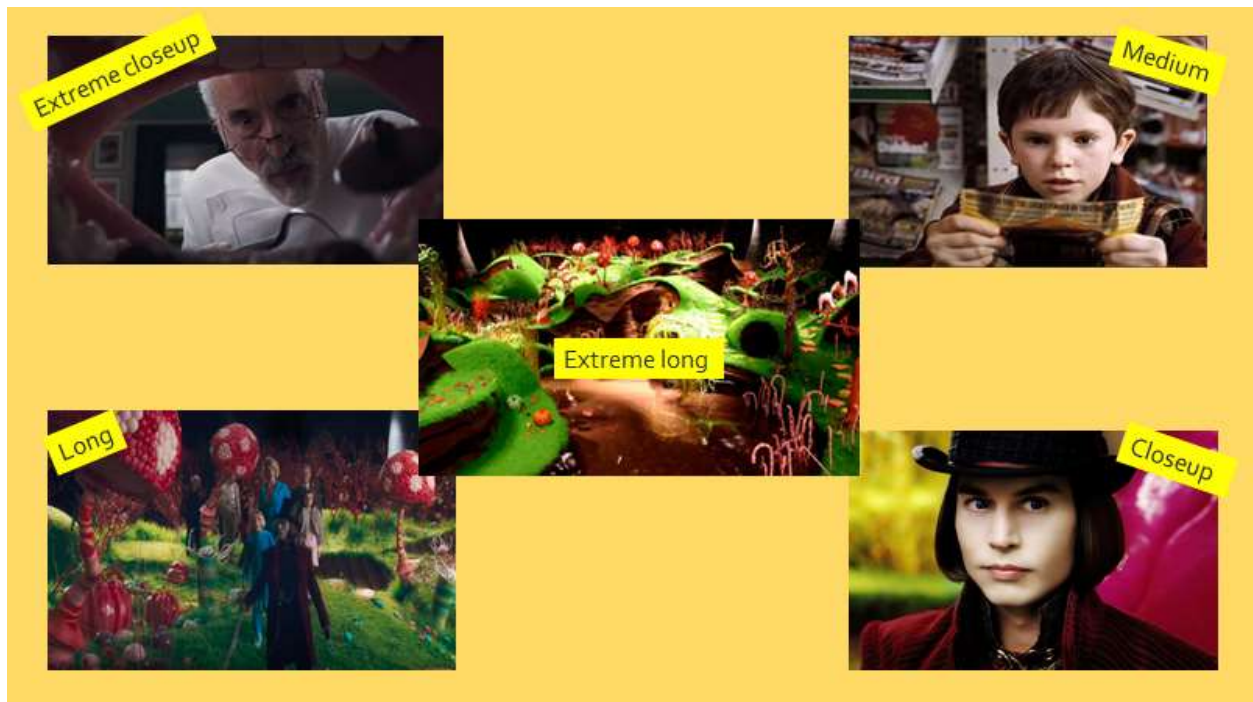
The ironic twist of the story is that the alien creatures that Professor Hugo brought to Earth as 'zoo animals', believed that they went on a trip to view different creatures, but it turns out that both the humans and the horse-spiders were paying to view the other creatures.

## **ACTIVITY 2:**

Choose the correct homophone in each sentence from the options in brackets:

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

### ACTIVITY 3:



## Activity 5:

### The Émigrée

What does the past tense verb *was* suggest?

She only remembers the good things. How does this set the tone for the rest of the poem?

Starts off as a childlike story  
Meaning of the ellipsis?

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.

A war broke out in her former country during November

What do these positive adjectives show about her view of her former city?

The worst *news* I receive of it *cannot break*  
*my original view*, the bright, filled *paperweight*.

Metaphor: the paperweight is metaphorically the original view of the news.

Why is the use of enjambment appropriate?

It may be at war, it may be sick with tyrants,  
but I am *branded by an impression* of *sunlight*.

Why is the use of free verse appropriate?

---

Description of war circumstances  
What contrast is visible?

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*.

What are the connotations of these words? What does this suggest about her views of the city she grew up in?

*That child's vocabulary I carried here*  
*like a hollow doll*, opens and spills a grammar.

Similar:  
1. Waves flow repeatedly  
2. Hollow doll represents the speaker still being young and empty and waiting to be filled with knowledge.

What is she saying about her native language?

*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*.

---

"shining eyes" could have more than one meaning:  
1. Bright and sparkling  
2. Crying  
3. Injured from conflict

I have no passport, there's no way back at all  
but *my city comes to me* in its own (white) plane.

Docile = submissive (paper takes on the form of your hand crushing it)

It lies down in front of me, *docile as paper*;  
I comb its hair and love its *shining eyes*.

Personification: human qualities to nonliving things.  
How does she view the city?

*My city takes me dancing* through the city  
of walls. They accuse me of absence, they circle me.

What is the importance of the pronoun *my*?

Racial issues are mentioned.  
Does the speaker fit in with her identity? Sense of belonging?

They *accuse me of being dark* in their free city.  
*My city rides behind me*. They *mutter death*,  
and my shadow falls as evidence of *sunlight*.

Mutter: saying something out of irritation or dissatisfaction in a low audible voice.  
What do they wish for her? Death? Why?

## Grade 9

### Activity 1

1. The speaker's impending death, anticipated by these words, creates a melancholic/sombre/sad/sorrowful mood. This mood creates a sense of loss and finality.

Candidates might refer to the repetition and use of long vowel sounds that create a sad mood.

[Award 2 marks only if mood is discussed.]

(2)

2. 'the silent land' is used euphemistically for death/the afterlife. She might be fearful/apprehensive of the unknown and the isolation she might experience. Or she might be fearful of being alone and forgotten. The speaker might also see death as mysterious and eerie. Alternatively, she might see it as a peaceful escape from her pain.

[Award 2 marks for two relevant and distinct points.]

(2)

3. This image signifies the speaker's suspended state/state of limbo. She knows that she is going to die yet tries to prolong her life for as long as possible. For her, death is merely a 'half turn' away. However, her innate strength/determination enables her to turn toward life to remain with her beloved for as long as she can.

[Award 3 marks for two ideas well discussed OR three ideas.]

(3)

4. [Candidates should recognise that a mixed response is the most appropriate response as the speaker's feelings undergo a change during the poem.]

The speaker's concern with self is evident when she commands her beloved to remember her after she dies ('Remember me when I am gone away'). She implores him to remember her when he can no longer discuss their planned future together ('Remember me ... you planned'). The use of the 'I' pronoun indicates her self-absorption.

However, in the sestet, her focus shifts from her selfish need to be remembered to a concern for her beloved's happiness ('Better by far ... be sad'). The use of 'you' and the transitional 'Yet' reflects this change in attitude.

[A cogent 'Agree' or 'Disagree' response is unlikely; however, treat all responses on their merits. [Award 3 marks only if reference is made to imagery and/or diction.]

(3)

**Activity 2:**

MARKING GUIDELINES FOR COMPREHENSION

Where two or three facts/points are required and the learner gives a whole range, ONLY the first two or three facts/points are marked.

For multiple-choice questions, BOTH the letter AND correct answer that is written out in full are accepted.

For questions that require quotations from the passage, learners are NOT penalised for the absence of inverted commas.

Where one-word answers are required and the learner provides a full sentence, a mark should be allocated as long as the correct word is highlighted or indicated in one way or another.

For open-ended questions, no marks are awarded if the learner only answers YES/NO/I AGREE/I DISAGREE without providing a reason.

The reason/motivation must be considered.

- 1, A (U.S.A.) ✓ (1)
2. C (a fashion magazine) ✓ (1)
3. They are admired by many people, and have a value that has continued for a long time. (2)
- 4.1. False. Converse started making shoes in 1908. ✓✓ (2)
- 4.2. True. As America became more interested in basketball so sales of Converse shoes increased. ✓✓ (2)
5. Chuck Taylor was a basketball player who was appointed as a salesman and ambassador to promote the shoes. ✓✓ (2)
- 6.1. metaphor ✓ (1)

6.2. Converse stopped manufacturing sports shoes and instead made items which would assist the war effort, like military boots, parkas, rubber protective suits etc. ✓✓ (2)

7. Basketball is a sport which involves running/jumping and the players would need support for their ankles and padding for their feet. ✓✓ (2)

8. Other companies (like Nike, Adidas and Reebok) also started producing sports footwear and their designs soon became more popular. ✓✓ (2)

9.1 Converse was sold to new owners/to be sold or passed from owner to owner/pass from one owner to another/to be sold by one company and bought by another. ✓✓ (2)

9.2 Manufacturing for the American market moved to several Asian countries. ✓  
In 2003 Nike took over/bought the company. ✓ (2)

10. 60% of Americans own or have owned at least 1 pair. ✓ People collect the shoes. ✓ They are versatile in terms of colours/design/style etc. ✓ (2)

11.1. The time when an important change starts, especially one that improves the situation ✓ (1)

11.2 To suddenly increase ✓ (1)

**TOTAAL  
[25]**

**Activity 3:**

1. For a ⅓ of the year it is raining or snowing and super fans do not wear their Chucks in bad weather. ✓ (1)

2. 19% ✓ (1)

3. over, above, better, more important than ✓ (1)

4. A super fan is a very/extremely devoted/dedicated fan (of Converse Chuck Taylors). ✓ (1)

5. information and graphic ✓ (1)

**TOTAAL [5]**

**Activity 4:**

1. Alliteration ✓  
Onomatopoeia ✓ (2)

2. The words "click-click" refer to the sound of the computer mouse when placing your order online. ✓  
"Ding dong" refers to the sound of the doorbell when your order is delivered to your home. ✓ The combination of the words show how simple and quick it is to use Kalahari.com. ✓ (3)
3. They are offering free delivery on orders. ✓ (1)
4. Terms and conditions ✓ (1)
5. The picture of the computer mouse shows that you can order online. The cord of the mouse is also cleverly part of the letters "click-click". ✓  
The picture of the delivery van/truck emphasises the free delivery. The lines drawn at the back of the truck show that all orders will be delivered quickly. ✓ (2)
6. asterisk ✓ (1)

**TOTAAL [10]**

### **Activity 5: Marking Guidelines**

	<b>Criteria</b>	<b>Learner's mark</b>	<b>Possible total</b>
<b>1</b>	Planning, editing		<b>5</b>
<b>2</b>	Content, originality, topic awareness of target audience, style		<b>10</b>
<b>3</b>	Paragraphing, coherence		<b>5</b>
<b>4</b>	Vocabulary, spelling, sentence construction, idiomatic expression, punctuation		<b>5</b>
	<b>TOTAL</b>		<b>25</b>

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