ENGLISH

First Additional Language

Grade 7

Learner Book | Book 1

Term 1

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

AngloAmerican

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Teacher Guidelines: How to use this book

Please remember that learners must not write in these books.

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

Orientation to the structure of this reading programme

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

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

Differentiation of activities: technical decoding

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

Differentiation of activities: reading comprehension

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

Gaining a better understanding of technical decoding

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

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

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

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

4. In every theme, a few English sight words or high-frequency words are revised
   - Not all English words can be sounded out – some words must be learnt by sight
   - Other words appear frequently in texts – these words should also be learnt by sight
   - Learning to read by sight means that learners must remember what the words look like
   - The technical term for this is orthographic mapping
   - To help learners with orthographic mapping, teach them to look at a word and:
     - focus on the first sound of the word;
     - look at the spelling of the word;
     - think about the meaning of the word; and
     - look for any sounds or 'sound patterns' that they recognise in the word
5. In every theme, a list of theme vocabulary words is also included
   - Teach learners the meanings of these words as per the lesson plans
   - Encourage learners to learn to read these words by sight
   - These are often more challenging words as this programme aims to explicitly extend learners' understanding of cognitive academic vocabulary, concepts and content
6. In every theme, two short decodable texts are included
   - These texts allow learners to practice reading phonic and sight words in context
   - The texts include the phonic words and sight words from the current cycle and previous cycles
   - The purpose of the decodable texts is to develop reading automaticity and fluency
   - Because of this, the structure of these texts may seem unfamiliar – do not be concerned by this
   - The second text is followed by three simple comprehension questions
   - Whilst these texts and questions have no significant content value, answering these questions provides an opportunity for developing readers to gain some practice in answering recall questions

Gaining a better understanding of reading comprehension

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

1. First, learners must look at the text features to ascertain:
   - Is there a title or headline?
   - Are there sub-headings?
   - How is the text laid out?
   - Are there pictures or diagrams?
   - Train learners to ask themselves:

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

2. Secondly, learners must scan the text and do the following:
   - Make a list of words that seem important
   - Try to work out how these words connect to each other
   - Train learners to ask themselves:

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

3. Thirdly, learners must read the text as follows:
   - Read the text for the first time and try to work out the basic meaning of the text
   - Look at any pictures or diagrams that go with the text
   - Read through the text a second time and try to understand parts of the text that were difficult the first time

4. Lastly, learners must read the questions that follow the text.
   - Train learners to ask themselves:

     What kind of information is this question asking me for?
     Where did I read about this – was it in the beginning, the middle or the end of the text?
   - Learners must find the answers in the text and use the answer frames to help them write the answers in their exercise books

Please remind learners of the following key points:

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

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

Icon Key


Teacher Guidelines


Independent Reading Skills


Challenge Your Brain


LSC Practice



Language Structures & Conventions



Comprehension strategies



Vocabulary

THEME

The Politics of Maps

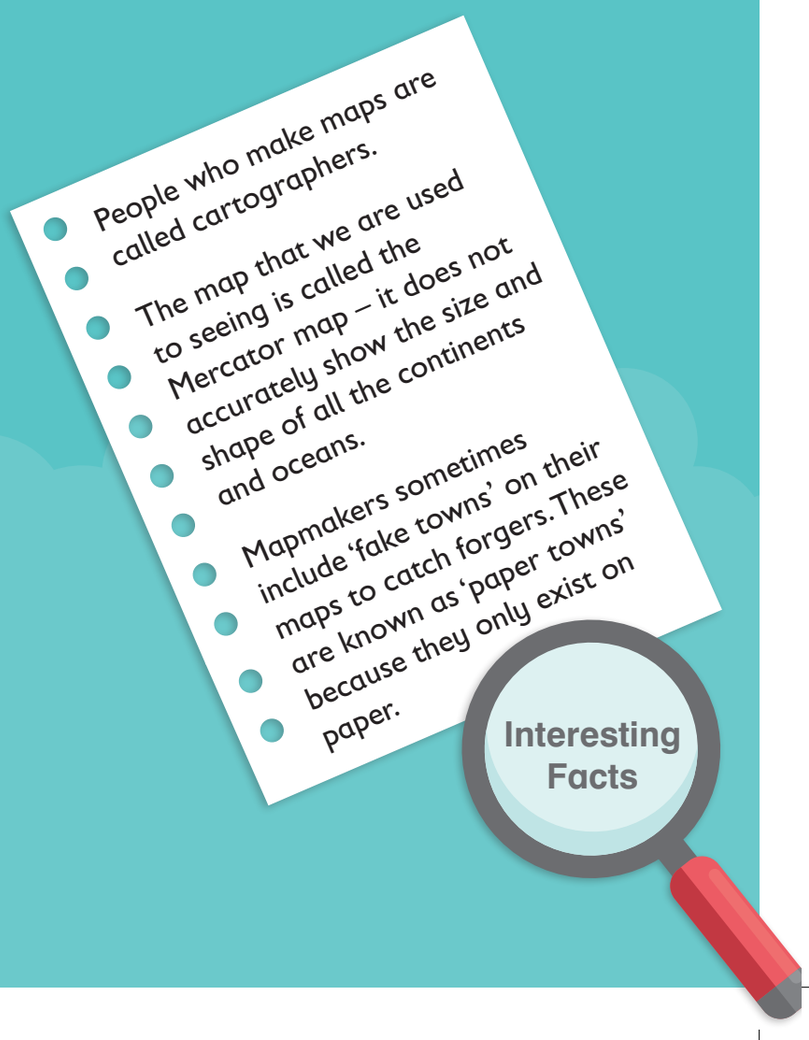
Term 1

Weeks 1 & 2 | Cycle 1



www.healthmap.org – this mapping app shows information about outbreaks and diseases in different regions of the world.

www.googlemaps.com – this mapping app shows satellite images, aerial photographs, street maps, street views and traffic conditions. It can be used to plan routes from one location to another, and to search for specific places.



The Making of Maps

LSC

simple past tense sentence

Neo, in Grade 7 this year, was kneeling on the floor with orange peels spread out around him. He was trying to make the peels lie flat, so he had cut and bent the peels into different shapes.

Thebe, **Neo's older brother walked in**. 'What are you doing, Neo?' Thebe asked.



'We're doing mapwork, and I'm trying to work out how people make maps because it's so hard to make a round thing flat,' Neo sighed.

Thebe explained, 'Mapmakers are called cartographers. They have been drawing maps for centuries. What you're trying to do is what cartographers have struggled with for thousands of years: how to flatten a sphere.'

'But if people have been working on this for centuries, why is it still such a problem?' Neo asked.



'Well, it's exactly what you're realising with your orange peels. To make a sphere lie flat, you have to distort the shapes of the land and oceans. So, maps have been disputed for the longest time. Every cartographer has had to make choices about what to distort,' Thebe said.

'How did the cartographers decide?' Neo wondered.

'Well, I guess they decided based on their perspective and needs. The map you are looking at was made by a cartographer called Mercator. **He lived in Belgium about 500 years ago**.

LSC

simple past tense sentence



When he made his map in 1569, many Europeans were sailing around the world, exploring places they'd never been to before. **So, Mercator created a map to help these sailors to navigate safely**,' Thebe explained.

CS

What **inference** can you make about Mercator's map? What do you think it was important for him to show?

'Okay, if it was for safe navigation, what's wrong with that?' Neo asked.

'Well, remember that Mercator's map was made to help sailors. Because of this, the size of the land masses and the oceans had to be distorted,' replied Thebe.

'But surely we can use our 21st century technology to fix that?' asked Neo.



LSC

simple past tense sentence

'Many cartographers have tried. The Gall-Peters Map from 1885 made maps with the correct sizes of the continents. Let me show you,' **Thebe clicked on the mouse**. 'Look how many countries actually fit into the continent of Africa!'



'Wow!' exclaimed Neo. 'So, if the countries and continents are the correct size, what's wrong with the Gall-Peters Map?'

'It distorts the shapes of the land masses. This was not good for practical purposes, like navigation. That was over a hundred years ago and since then cartographers are still trying to create a perfect map,' explained Thebe.



'I can't believe we still haven't solved this problem!' exclaimed Neo looking at his orange peels on the floor.

Thebe typed on the computer and showed Neo the screen. 'Look at this – the Authagraph Map. It was made by a Japanese architect called Hajime Narukawa in 1999. Most experts agree that this is pretty accurate.'

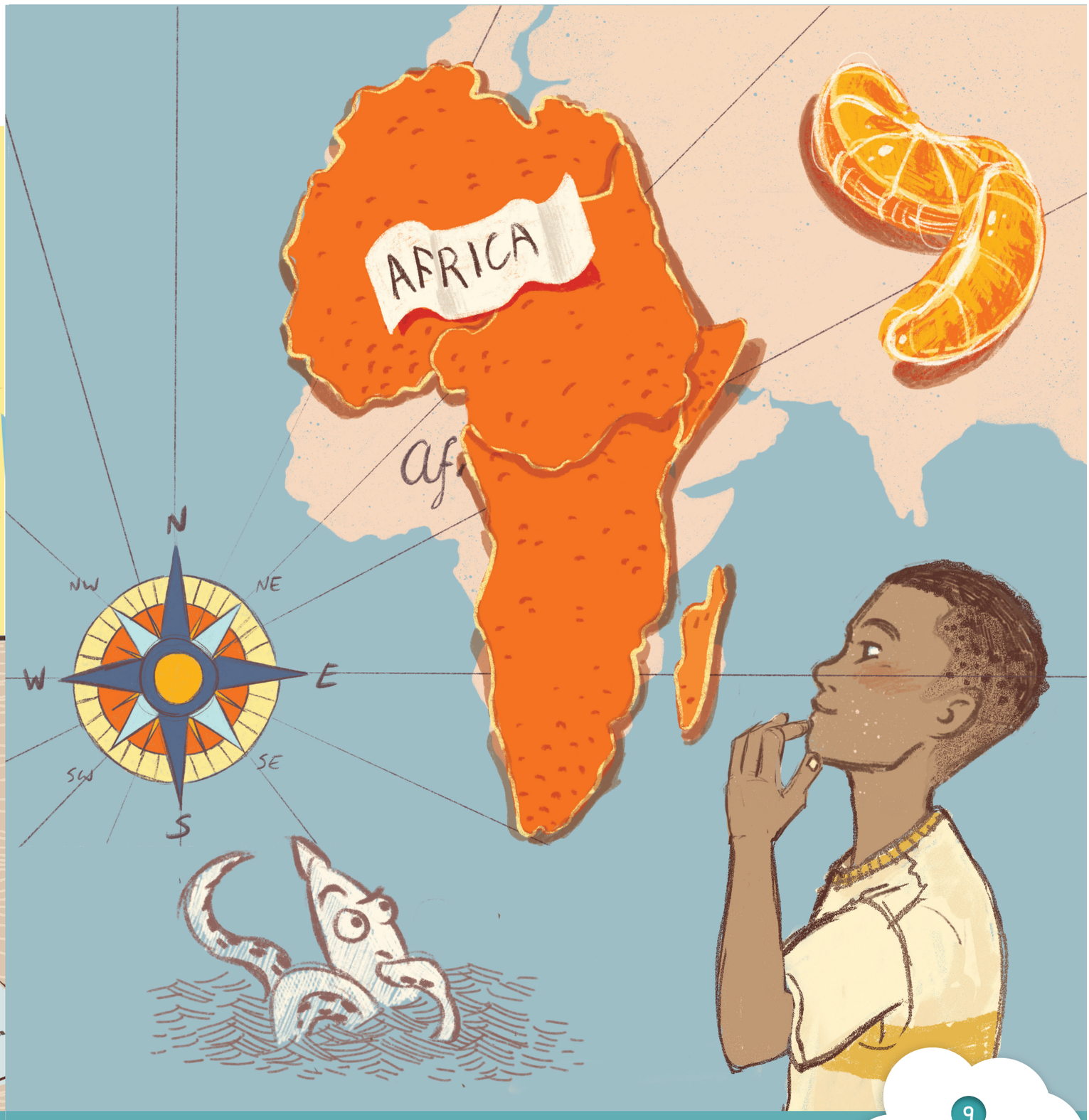
'But this doesn't look right!'

Thebe laughed. 'Look carefully, everything is there – it is just laid out in a very different way! What do you think?'



'It takes some getting used to,' said Neo, frowning and turning his head to the side. 'But if it's a better version, why are most people still using that one from 1569?'

'Why do you think? What reasons would there be for using the 1569 map? Think about who created that map and for what purpose.'



'Hmm,' Neo pondered. 'Well, Mercator made a map that would help sailors to navigate, not one that was accurate. And maybe, because he was from Europe, he wanted his continent to appear bigger so that it would seem more important and powerful?'

'That sounds like a pretty good inference. Which other countries and continents appear bigger?' Thebe asked.

'North America, Canada, the United Kingdom and Asia…' said Neo.

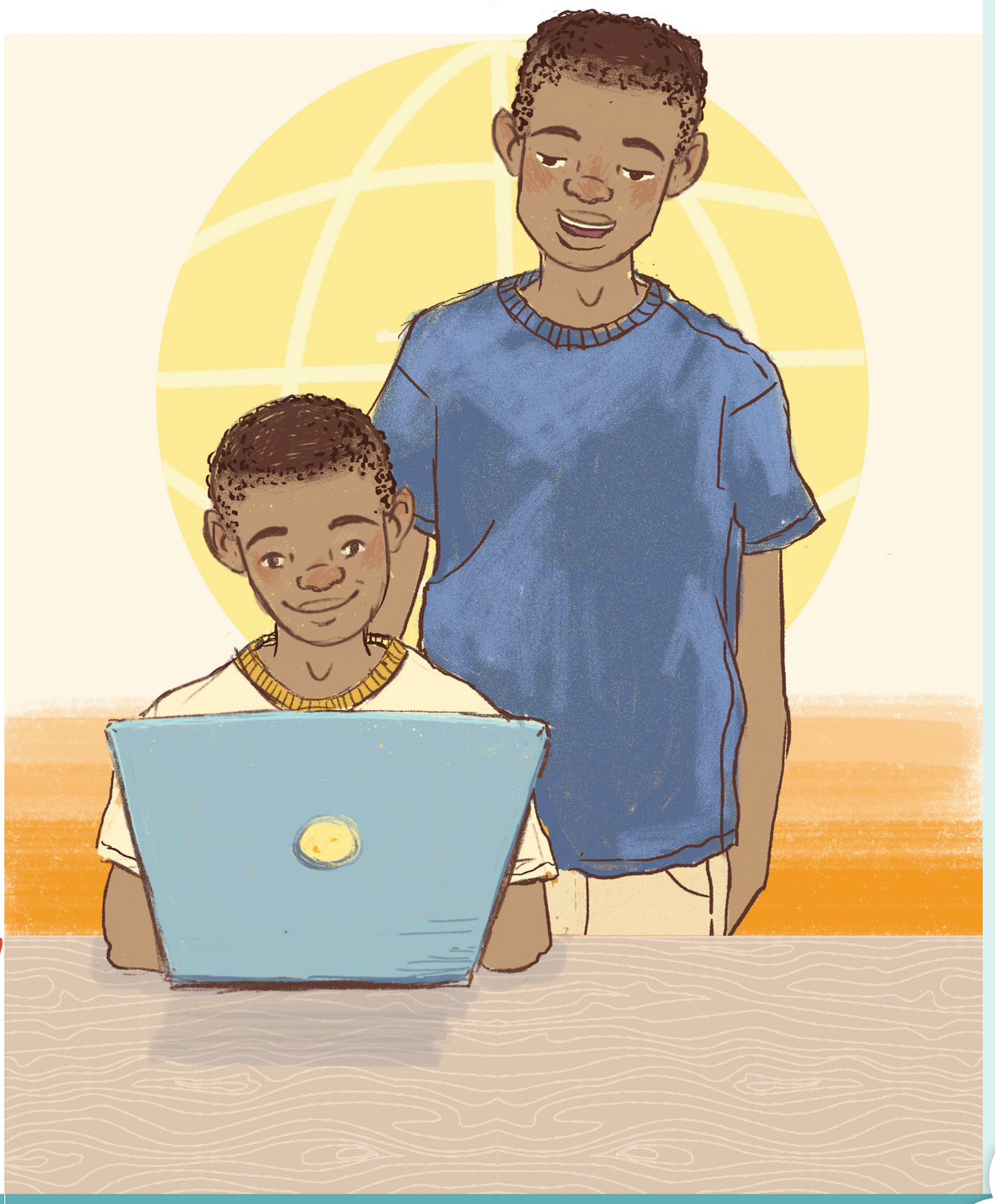


'So, think about the power that these countries still hold in the world today. Can you see why this map from 1569 is still in use?' Thebe asked his brother. 'Luckily, more and more people are using apps, which show the land and oceans accurately.'

'Wow!' said Neo. 'This is so interesting. I'm glad we're studying mapwork in Social Sciences this year. There's really lots to think about. **I'll have plenty to say in class tomorrow**!'

CS

What **inference** can you make about how Neo feels about going to school the next day?



Decoding Skills

Phonic sound

These letters make the same sounds in African Languages and English.
Learn to say these sounds:

i e b d h j k l
m n p s t y v w

Phonic words

Practice sounding out and reading these words:

bed dim hen kit set men wet
vet pin yip jet pit tin led

Word find

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

b	m	n	d
k	i	e	j
p	s	t	l

Sight or high frequency words

Learn to read these words by sight:

new	**soon**	**many**	**where**	**find**
map	**explore**	**countries**	**sailor**	**can't**

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

politics	**dispute**	**border**	**Google Maps**	**perspective**
region	**frustrated**	**cartographer**	**sphere**	**distort**
navigate	**technology**	**practical**	**accurate**	

Decodable texts

We can explore

The bed was wet. On the wet bed was a tin. The tin was new. Was there a new tin? The new tin was on the wet bed. What was in the new tin? What was in the new tin on the wet bed? A big kit was in the new tin.

The men saw the big kit. The sailor and the vet saw the big kit. The vet saw a map in the big kit. The sailor saw a map in the big kit. The sailor got the map out of the big kit. In the map was a new pin. Was there a new pin? The new pin was in the map. The new pin was in a country on the map.



What do you see in the picture above? You will either see an old woman or a young woman. What you see depends on your ***perspective,*** *or the way you view the world, at the time.*

The sailor and the vet looked at the map. They went to explore. Can we explore? Can we explore soon? The vet said, 'Yip, we can'. The vet said we could explore too. The vet had a hen. The vet said the hen could explore too. We were set to go. The sailor led the vet and the hen to the new jet.

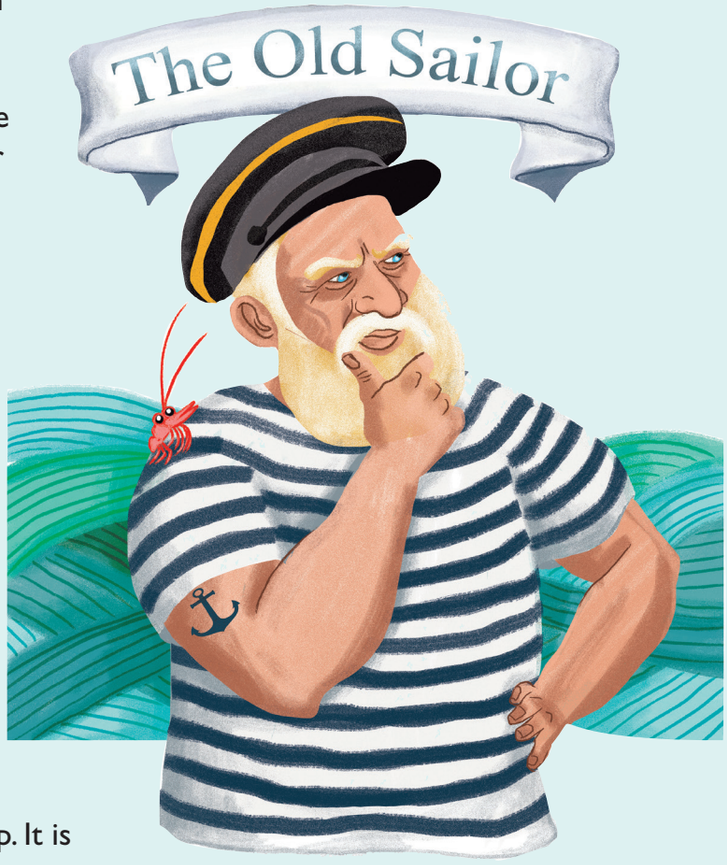
There were many countries on the map. The jet went to many countries. Some countries had big men. The big men led the sailor. The big men led the vet. The big men led the hen. They led the sailor and the vet and the hen to the pit. They led the sailor and the vet and the hen to the jet.

The pit was wet. The jet could not get wet. We could not get wet. We went back to the jet. We went back to the country. We had explored.

The old sailor explores

The old sailor likes to explore. The old sailor likes to explore new countries. He can see his old map. He can see some new countries on it. He can see some new countries on the map. But there are many countries that he can't find on the map. Many countries are off the map. Where are these countries? The old sailor can't see the countries.

But the old sailor can go and explore. The old sailor can go and find these new countries. The old sailor can make a new map. The old sailor can make a new map soon. The new countries can be put on the new map. We will see them on the map. The sailor will set out. The sailor will explore soon.



We will see where all the countries are. We can't just look at one old map. It is time for a new map. The old sailor could go and explore. The old sailor could come back with a new map soon. We see it is time for a new map.

Some countries can't be off the map. Where is the new map? All countries will be on the map. It is time for a new map.

1. What does the old sailor like to do?
   The old sailor likes to…
2. What is wrong with the old map?
   The old map is wrong because not all…
3. What is it time for?
   It is time for…

Independent Reading Skills

Fiction text, account: A tale of two villages

1 My name is Segametsi. I live in Mabule Village in the North West Province of South Africa. Just over the border in Botswana, there is another village called Mabule. This always **puzzled** me. Some of our family live in Mabule Village in South Africa. And just 1.5 kilometres away, some of our family live in Mabule Village in Botswana! One day I asked my grandfather about this.

Vocab

puzzled: to not understand something

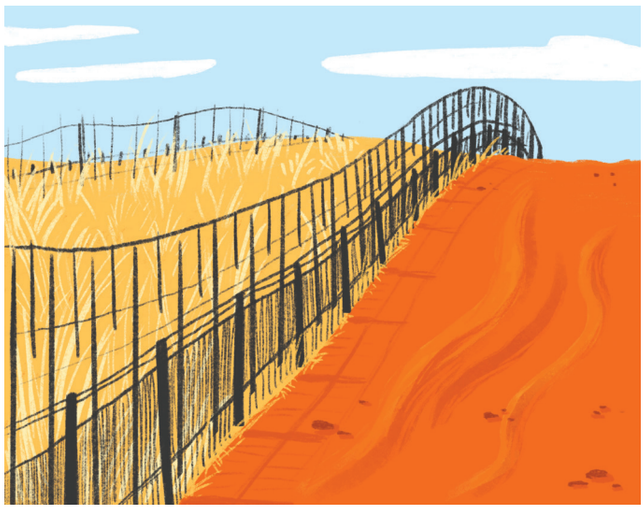
2 'Ah, Segametsi, this story goes back many years,' he sighed. 'A long time ago, there was only one Mabule Village. The Barolong people lived here with our families. Mabule was divided from other villages by natural borders, like rivers and mountains. There were no disputes as all the people knew which land belonged to them. Then, the British people came over a 100 years ago, and things started to change. At first, they put up a fence to stop the spread of animal diseases. But people could come and go as they pleased.'

3 'Oh, I see! Mabule was still one village. When did that change?' I asked.

4 'Things changed in 1966, when Botswana gained independence from Britain. The little fence became a national border. Suddenly, villages, families and lives were split in two! One side of the border was South Africa, and the other side was Botswana. Soldiers started **patrolling** the border. They would arrest anyone caught going over the fence. If you wanted to cross the border to visit your family, or go to church, you had to take your passport. You also had to walk to the border crossing – for some people, this was 30 kilometres away.'

Vocab

patrolling: to walk up and down looking for people trying to cross the border



5 'Wow, that must have changed so many things for so many people!' I said, shocked. 'Oh yes,' my grandfather went on, 'some weddings, funerals, and even shops were now in another country! Many people just crossed the border when the soldiers weren't there. And people still do that today!'

6 'I know Grandfather!' I exclaimed. 'I've seen Kabelo come to our shop! And the Mothusi family all come to my school! It is crazy that people with power can just create a new border was made without thinking of people's lives!'

---

1. Which two countries each has a village called Mabule? (paragraph 1)
   The two countries that each have a village called Mabule are … and …
2. What were the first borders that divided Mabule from other villages? (paragraph 2)
   The first borders that divided Mabule from other villages were … and …
3. Why does Segametsi have family that live so close, but they are in another country? (paragraph 4)
   Segametsi has family that live so close but are in another country because…
4. What can you infer changed for the people of Mabule when the small fence changed to a national border? (paragraph 5)
   I can infer that …
5. How do you think that must feel?
   I think that must feel…
6. Do you think the people who cross the border illegally today are wrong? Why or why not?
   I think that people who cross the border illegally are / are not wrong, because…

Visual Text: Google Maps

Many regions in the world are disputed.

Google Maps deals with disputed regions by using dotted or broken lines to show the border of the disputed area, instead of a solid line.

The two maps on the next page show the same regions. They show the countries of Pakistan and India, and the region of Jammu and Kashmir.

The region of Jammu and Kashmir has been under dispute between India and Pakistan since 1947. Pakistan says the region belongs to them, and India says the region belongs to them.

Look closely at the way the borders are shown if you access Google Maps from Pakistan (top image), and if you access Google Maps from India (bottom image).



Google Maps from other countries in the world, including Pakistan.



Google Maps from India

1. How does Google Maps show Jammu and Kashmir if you are in Pakistan?
   If you are in Pakistan, Google Maps shows Jammu and Kashmir as…
2. How does Google Maps show Jammu and Kashmir if you are in India?
   If you are in India, Google Maps shows Jammu and Kashmir as…
3. How do you think this would make you feel if you lived in Pakistan?
   I think that if I lived in Pakistan, this would make me feel…

Language Structures & Conventions: Practice

Read A tale of 2 villages, then answer the questions that follow.

1. Revise your knowledge of parts of speech.
   a. Find and write down two examples of proper nouns in paragraph 1.
   b. Find and write down two examples of common nouns in paragraph 2.
   c. Find and write down one example of an abstract noun in paragraph 4.
   d. Find and write down two examples of verbs in paragraph 1.
   e. Find and write down one example of an adjective in paragraph 5.

The **verbs** in a sentence tell us what **tense** it is written in.

Example:

Simple present tense: She walks to the shop and buys a loaf of bread.

Simple past tense: She walked to the shop and bought a loaf of bread.

Simple future tense: She will walk to the shop and will buy a loaf of bread.

2. Change the following sentences into the simple past tense.
   a. I always love my grandfather's stories.
   b. Some of our family live in Mabule Village in South Africa. Some of our family live in Mabule Village in Botswana.
   c. The villagers go across the border.
   d. The new border changes everyone's lives.
   e. People can no longer move freely.
3. Change the following sentence into the simple present tense.
   a. Grandfather had an excellent memory and remembered all the stories.
4. Rewrite the following sentences, correcting the punctuation.
   a. segametsi loved her home mabule village and she didnt understand why it had been divided
   b. when kabelo went to the shop he bought bread maize oil and tea

THEME

Poetic Personalities

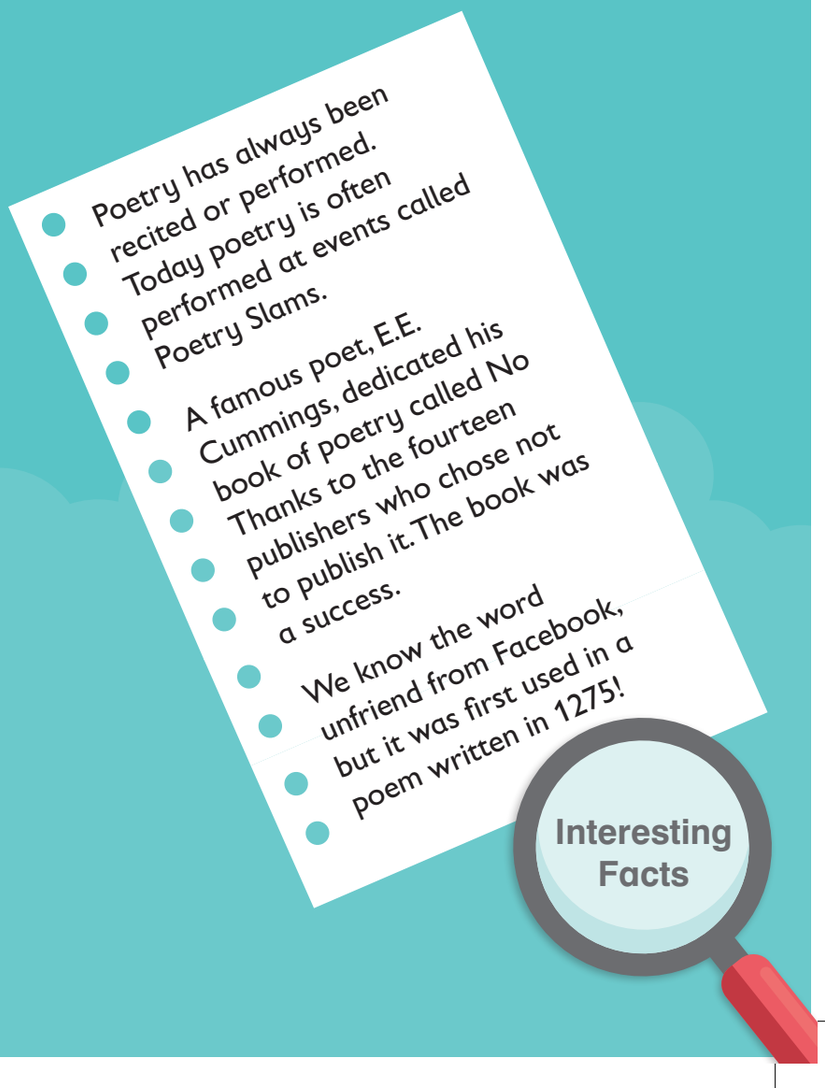
Term 1

Weeks 3 & 4 | Cycle 2



www.rhymezone.com provides lists of rhyming words with different numbers of syllables.

www.readwritethink.org provides strategies and structures to help young poets .



Interview with a poet (in Write Stuff magazine)

TONI STUART

SOUTH AFRICAN POET, PERFORMER AND EDUCATOR TONI WOWS LOCAL AND INTERNATIONAL AUDIENCES, AND INSPIRES YOUNG LEARNERS!

N Shivite

In 2013, Toni was named in the Mail and Guardian's list of 200 inspiring Young South Africans for her work in co-founding I Am Somebody! This is an NGO that uses storytelling to build communities.

Toni is busy writing a book at the moment but she was generous enough to give up some time to chat with me at a coffee shop, near her home in Cape Town. With her wild curly hair, observant eyes, and colourful clothes she looks like a poet.



Interviewer: Toni, thank you for sharing some of your ideas on poetry with me.

Toni: A pleasure!

Interviewer: Let's start at the beginning. When did you start writing poetry and why did you start?

Toni: I remember growing up feeling like I didn't know how to say the things that I really wanted to say. This wasn't because someone told me I couldn't, it was just how I felt. I was a child who felt a lot and who felt things deeply. We live in a **world that tells** people they're weak and sensitive simply because they feel things.

LSC

personification: the world is telling people

I always loved books and I loved writing. When I was about 15, lines of poetry came to me out of nowhere. From that day, that **notebook was my best friend** and I was always writing. **Boys would ask me to write poetry for their mothers**!

Interviewer: What did you write about? What were your early poems about?

Toni: Mostly teenage stuff about love and how no one understands me, and nobody sees me! You know! Poetry was a safe space when I needed it.



'The blood in my veins beats to a rhythm
I cannot find in this green land'

LSC

personification: the notebook is a best friend

CS

Can you **visualise** what is happening in the text? Can you imagine Toni writing poetry for the boys' mothers?

‘the south-easter sings in b-flat as it winds through my empty heart’



Curiosity and identity

Interviewer: In 2014, you started running poetry workshops with high school learners. Why do you think it’s important for young people to read and write poetry?

Toni: I believe it’s **crucial** for every young person to be curious and to ask questions. Young people need to become interested in their identities and their histories. They need to develop a curiosity about why they think the way they do. They need to decide for themselves, who am I actually? Writing poetry helps us **heal** and figure out who we are. When we write, we realise what we think and feel. We learn who we are. The earlier we can do that the better.

Vocab

crucial: very important

Vocab

heal: to get better, in this case, Toni is talking about spiritual or emotional healing

free-write: when you sit down and write everything that comes into your mind, for a set period of time

It's all about the process

Interviewer: Wow! Those are big aims. What is your process with your learners?

Toni: We don’t just sit down and start writing! We do a lot of physical activities and play games. Writing is about taking risks, so we all need to feel safe. I need to create a feeling of trust and respect in the group before we can start.

I need to create a feeling of trust and respect in the group before we can start.

We generally start with a **free-write** on a theme to get the ideas flowing. One of my big rules is: spelling, grammar, punctuation – none of that matters. First awaken creativity, then the rules make sense! Learners need to be given time and space to write and to trust their own voices. Next, we read and discuss poems on the theme. And there’re no right or wrong answers.

We're just reading and discussing together. Finally, the learners write and explore the theme and their own feelings and experiences. The poetry is a way for them to question and express themselves.

Interviewer: And do all the learners write?

Toni: Yes! Some learners only write for themselves. Some write and we publish their work. Often, we all work together to create a performance. The learners also include music, photography, and other art forms. I've done wonderful **public performances** with creative and talented learners.

Foster creative expression

Interviewer: What are some suggestions to support learners to write more poetry in school?

Toni: Have a notice board and put up learners' poems. Start a poetry club once a month. And not just poetry. Learners who rap or MC should be invited. And all languages must be welcome. Ask learners to read their poems at assemblies and school events. Make poetry for everyone!



CS

Can you **visualise** these performances? What do you think they look like?



Interviewer: Any final words?

Toni: My work is about building the kind of world that I want to live in. People make communities, and communities make societies, and societies make the world.

People who are healed and well are going to make a better world.

So really my work is about healing and growing. My work is creating the kind of world I want to live in and supporting others to do that.

Interviewer: Wow! Many thanks, Toni! You are an inspiration!

Ma,
I'm coming home
that mountain **towering**
over our city like a blue **hue**,
beckons
in the **molasses folds** of midnight
his voice
softens the folds of my ears
and the south-easter
sings in b-flat
as it winds through my empty heart
Ma,
I'm coming home

By Toni Stuart

Vocab

towering: extremely tall, of great importance

hue: colour

molasses folds: the way molasses or honey folds over on itself when you pour it out a bottle

Decoding Skills

Phonic sounds

Learn to say these sounds:

r **a**

Phonic words

Practice sounding out and reading these words:

rap rat rip bad sad mad

Word find

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

r	a	i	b
d	e	h	t
m	l	n	s

Sight or high frequency words

Learn to read these words by sight:

identity	**truth**	**voice**	**express**	**poetry**
words	**want**	**our**	**through**	**choose**

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

express	**emotion**	**arranged**	**personification**	
deal with	**art form**	**performer**	**sensitive**	**poetry workshop**
identity	**curiosity**	**heal**	**take a risk**	**creativity**

Decodable texts

Our little house

I like our house. I like our little house. In our little house I can choose. In our little house I can choose what to do. In our little house I can rap. In our little house I can be sad. In our little house I can be mad. I can express it all. I can express it all in our little house. What can I do? I can express it all.

I can explore my identity. I can explore my identity in our little house. If I'm sad, I express my words. If I'm sad, I express my voice. If I'm sad I express my voice and my words in our little house. It can be poetry. It can be poetry when I express my voice and my words. What can it be? It can be poetry.



One day I saw a rat. One day I saw a rat in our little house. The rat made a rip. The rat made a rip in our little house. What did the rat do? He made a rip in our little house. I was mad. I do not want a rip in our little house. What made me mad? The rip made me mad. I want our little house to be new. The truth is the rat made me mad. I choose to express it through words. I choose to express that I'm mad through words.

Poetry and truth

In poetry we choose words. In poetry we choose words to express our truth. What do we choose in poetry? We choose words in poetry to express our truth. Our truth can be sad. Our truth can be mad. Our truth can be new. Our truth can be old. What can words express in poetry? In poetry words can express our truth.

My voice is in the poetry. My identity is in the poetry. I can find my voice and identity in the poetry. I can explore my voice and identity in the poetry. Where can I explore my voice and identity? I can explore them in the poetry.

I want to explore my voice and identity in words. I want to explore my voice and identity in poetry. What do I want to do? I want to explore my voice and identity in poetry.

I can choose words to express my truth. Through poetry I can choose words to express my truth. In poetry we can express our truth. Come, we can make some poetry and express our truth.



Keorapetse William Kgositsile was a South African Tswana poet, journalist and political activist. He was known by his pen name, 'Bra Willie'. He was inaugurated as South Africa's National Poet Laureate in 2006.

1. In poetry, what do we choose when we want to express our truth?
   In poetry, we choose… to express our truth.
2. What can we find and explore in poetry?
   In poetry, we can find and explore our… and our….
3. What can we express in our poetry?
   In our poetry we can express…

Independent Reading Skills

Non-fiction text, article: Poetry in our lives

People write poetry in different ways and for different reasons. Toni Stuart uses poetry workshops to help learners explore ideas. One idea that she encourages learners to write about is their identities. She wants learners to think about who they really are.

These workshops have a big impact on the learners. One Grade 11 learner said: 'I feel like the poetry workshops boosted my confidence. I never really knew what to do with words. They taught me to go into a deeper level to connect with myself: How do I think? Why do I feel like this? What problem is making me feel this way? Writing poetry has allowed me to express myself in different ways. Poetry has been a shelter for me. It has given me a place where I feel safe to share my thoughts and feelings. It has made me feel a sense of peace.'

Zintle Nokonya is one of the high school learners who participated in a poetry workshop. She wrote the poem below when she was in Grade 11. This poem expresses how she feels about being a young African woman.

Vocab

patriarchy: a society where men have the power

femicide: the murder of women

victorious: when someone has won

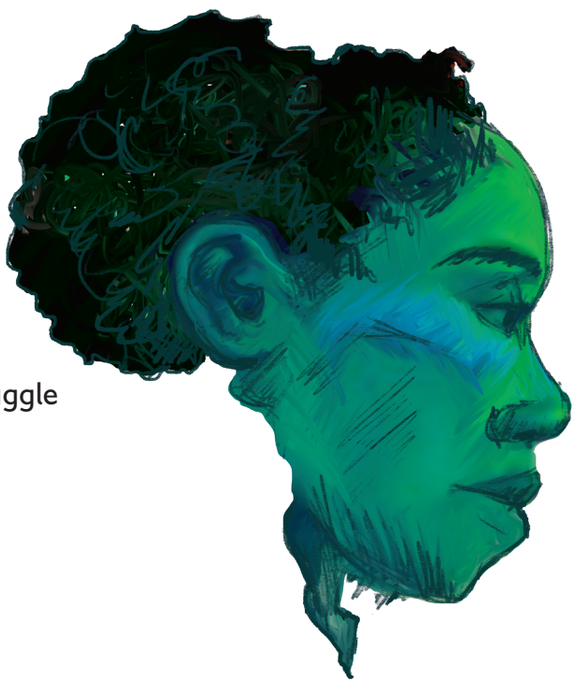
discrimination: the unfair treatment of someone because of their race, gender or religion

hypocrisy: when someone pretends to be different or better than they are

Who Am I? – by Zintle Nokonya (Grade 11, 2019)

I am brave
I live through rape
I live through **patriarchy**
I live through **femicide**
I live through abuse

I step in that elevator with pride
My way is to the top
Slim suit outlining my curves
Natural hair
Shadowing my grandmother's struggle



I am **victorious**
I power through pain
I power through racism
I power through **discrimination**
I power through **hypocrisy**

I scream my ancestors' praises
I wear my mother's **umbhaco** outlining my curves
I wear my aunt's traditional beads and they hug me close with love and honour
I stomp the cow dung decorated floor with pride
I dance for my people

I am African

Vocab

umbhaca: a traditional Xhosa skirt

1. List three terrible, painful things that the poet has lived through.
   The poet has lived through…, …, and ….

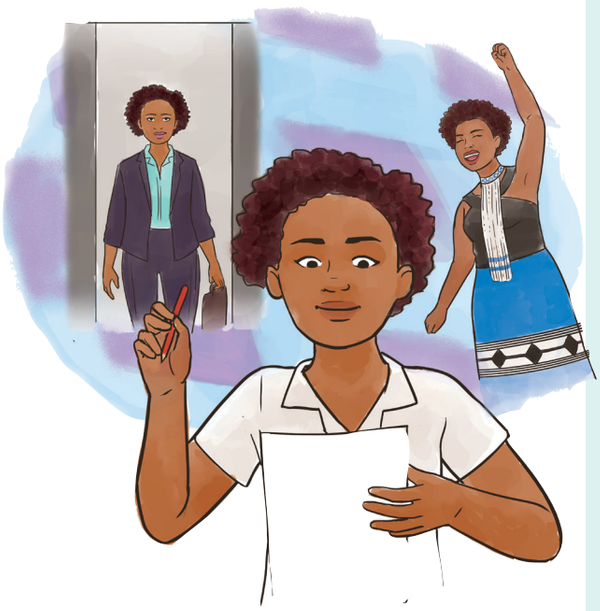
2. Close your eyes and visualise the poet. What do you think she looks like? (Clue: think about her shape and her hair.)
   I think she….

3. *'I step in that elevator with pride*
   My way is to the top'
   Is the poet literally (actually) in an elevator (lift)? Why does she say she's going to the top?
   The poet is/isn't literally in an elevator. The poet says she's going to the top because…

4. Find two words that the poet uses to talk about the generations that came before her. How do you think she feels about these people? Why?
   The poet uses the words …and…to talk about the generations that came before her.
   I think she feels…about these people because…

5. After reading the poem, what kind of person do you think the poet is?
   I can make an evaluation that the poet is a … person because…

6. What can you infer the poet feels about her identity?
   I can infer that the poet feels…



Visual Text: Poster

Slam poetry *is a form of performance poetry that combines performance, writing, competition, and audience participation. It is performed at events called* ***poetry slams****. The name slam came from the high-energy style of the poets and how the audience has the power to praise or, sometimes, destroy a poem.*



1. What is the poster advertising?
   The poster is advertising…
2. Which province is Bothlale Boikanyo from and which national competition did she win?
   Bothlale is from… and she won…
3. Why is it better to buy your tickets before the night?
   It is better to buy your tickets before because …



Poetry Slam Poster: Challenge your brain!

1. Close your eyes and visualise the Slam Poetry event. What do you see?
   I can visualise…
2. If you went to the event and wanted to perform, what would your poem/ performance be about?
   My poem would be about…
3. Why do you think writing poetry can help people understand themselves better?
   I think writing poetry helps people understand themselves better because…

Language Structures & Conventions: Practice

Read the Poetry Slam Poster, then answer the questions that follow.

Compound nouns are words for people, animals, places, things, or ideas, made up of **two or more words**.

Example:

hot + dog = hotdog

1. Create compound words by joining a word from Column A to Column B. Write these words in your exercise book.

Column A	Column B
hair	room
bed	paper
tooth	day
grand	fast
friend	cut
sun	ache
birth	ship
head	paste
note	mother
news	book
break	shine

2. Rewrite the following sentences in your exercise book. Then, underline the personal pronouns.
   a. The poet wrote about her identity.
   b. The group said they learnt a lot from writing the poems.
   c. William wanted to perform, but he was too scared.
   d. They all felt it had helped them understand better.
   e. I think you should enter the slam poetry competition. You would be great!

Alliteration happens when many words in a sentence **start with the same sound**.

Example:

The **poet's pen** was **perfect**.

The **beautiful boat bobbed** on the **blue** water.

3. Rewrite the following sentences in your exercise book. Then underline the examples of alliteration.
   a. The bold, brave child stood up to the bully.
   b. Cautiously the cat crept past the cupboard.
   c. She wondered at the wide, wild sky above.

Words that **rhyme** end in the same sound. They do not have to be spelled in the same way, they must just sound the same.

Example:

Words that end in **– ick**: brick; tick; sick; flick

Words that end in **– an**: pan; ran; fan; can

Words that end in an **'ull' sound**: full, wool, pull

4. Rewrite the following sentences in your exercise book. Then, underline the rhyming words.
   a. Who will rule the school on the night?
   b. Come rejoice, have your choice, and let your voice be heard!

THEME

The Golden Ruler

Term 1

Weeks 5 & 6 | Cycle 3



https://www.blackpast.org – Black Past has all kinds of interesting information on the history of African American and people of African descent around the globe.

https://www.nationalgeographic.org – National Geographic has a variety of interesting information on different Ancient African Empires.

https://youtu.be/jvnU0v6hcUo – Crash Course World History is a brilliant but fast video that takes us through the history of the Mali Empire and its most famous leader, Mansa Musa I.

https://youtu.be/4-Un2xx6Pzo – Extra History is an animated and exciting channel that helps kids discover more detail about the Mali Empire.

From Dakar to New York

Vocab

diplomat: a a person who represents their government in other countries

One Sunday morning, Kadija was sitting at the table finishing breakfast with her family. She was very excited because her mother, a Senegalese **diplomat**, was being sent to America. Kadija and her sister, Yande, were reading online about New York: how it's changed over the decades and what makes it such a popular, thriving city today.

'Wow, New York City! I can't believe we're actually going to live there!' Kadija said as they looked at pictures.

LSC

idiom: under the sun means everywhere

'I know,' said Yande, 'New York is the best place **under the sun**! I can't wait to see Central Park, to go to the top of the Empire State Building, and to visit the great museums.'



Their mom looked at them thoughtfully and picked up her phone.

'Hey sister, my daughters have **stars in their eyes** about New York! Please can you come over this afternoon. I think we need your History teacher perspective to help us. Great, thanks. See you later.'

Her daughters looked up from the computer screen.



LSC

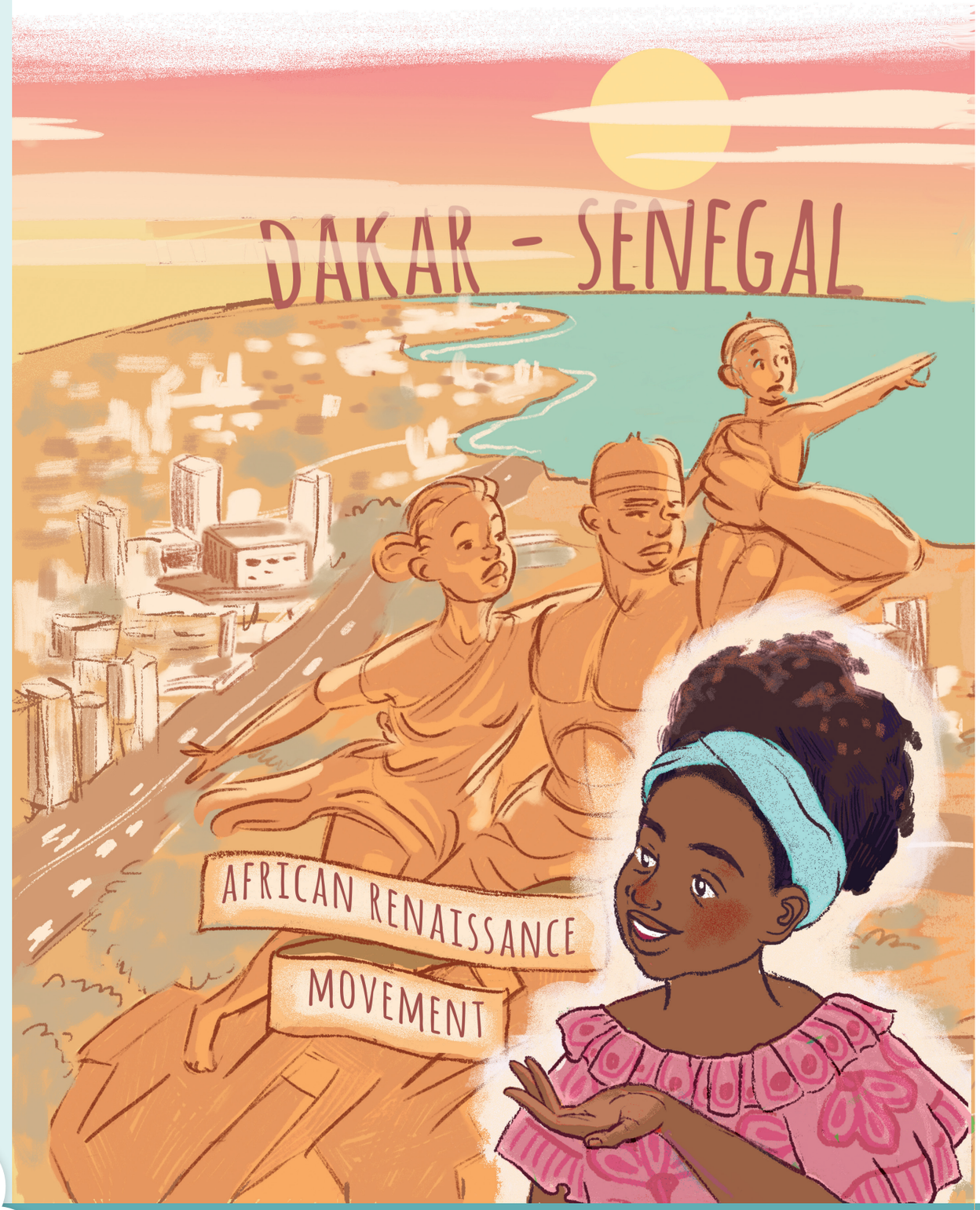
idiom: stars in their eyes means to only see the good side of something

CS

What can you **infer** about the way this is written? How do you think Auntie Fatou said these words? Do you think she means them?

After lunch, Auntie Fatou rang the doorbell. Kadija and Yande ran to let her in.

'Hi girls,' she said hugging them. 'So, I hear you're all excited about living in the ***greatest city***! Before you get too excited, did you ever stop and think what's great about your home and where you come from?'



The African Renaissance Movement is a 52 metre tall copper statue. It is located on top of one of the twin hills known as 'Collines des Mamelles', just outside Dakar, Senegal.

'We know that Senegal was part of the great Kingdom of Mali,' sighed Kadija, rolling her eyes. 'We learnt all about Mansa Musa, and how rich and powerful he was.'

'Indeed,' said her aunt. 'But there was much more to Mansa Musa. You have visited the great Mosque in Djenne? Well, Mansa Musa brought Islam to ancient Mali. It was mostly for the upper class people, because they had to learn Arabic. But, he also attracted many Islamic scholars, poets, artists and scientists. He made the kingdom a centre of great learning and culture.'

'That's so interesting!' said Kadija.



Mansa Musa, ruler of the Kingdom of Mali from 1312 C.E. – 1337 C.E.

'And, even though Mansa Musa was a religious Muslim, he did not expect everyone to follow Islam,' said Auntie Fatou. 'He accepted and respected other religions. In fact, Islam blended some of the traditional religious practices of the ordinary people. This form of Islam also gave women more freedom.'

'Wow,' nodded Yande, **impressed to hear this**. 'I guess our law today in Senegal about respecting all faiths started all those centuries ago.'

Kadija nodded, thoughtfully. 'It's also cool that an African ruler made the rules. And we still have some of them today. In so many other countries the colonial powers took control and said what was and wasn't okay in society.'

CS

Can you **make a connection** to how Yande is feeling? Was there ever a time when you were impressed and surprised by something you learnt?



CS

Can you work out which faith is represented by each pane of glass in this window?

'You're right,' Auntie Fatou went on. 'Take a look in my book. If you look at the New York area at the time of the 14th century, the Lenape people were living there. They were farmers, who also hunted and fished for food. When the Dutch colonists came, they lived together and traded with each other for a while. But then the Dutch bought their land, and all the Lenape people were forced to leave!'



LSC

Idiom: food for thought means to have something new to think about

Vocab

descendants: someone related to a person who lived in an earlier time

'Wow,' said Kadija thoughtfully, 'That really is **food for thought**. It's terrible how a whole population can be removed! It's like they were nothing!'

'Yes!' exclaimed Yande. 'Unlike the people living in New York, at least we are the **descendants** of the Kingdom of Mali. Our ancestors are those same people from all those centuries ago!'



'I still think New York is very cool, but this has given me **a change of heart** about how I feel about my country,' Yande said slowly and thoughtfully.



LSC

idiom: a change of heart means to feel differently about something

CS

Can you **make a connection**? Can you think of a time when you changed your mind about something like Yande?

'Living in another country is a real privilege. You will do so much, and you will learn so much. And it's not a competition about which country is the best. But you must always remember where you come from. Know your heritage and be proud of it!'

Aunt Fatou looked at both of them. 'Now bring me some of your mother's famous ngalakh dessert. You won't be tasting any of that in New York City!'



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

cat cup bus sun wax mix

Word find

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

c	u	a	r
e	i	m	n
b	j	p	x

Sight or high frequency words

Learn to read these words by sight:

going	**who**	**home**	**everyone**	**king**
journey	**proud**	**share**	**wealth**	**respect**

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

wealthy	**Islam**	**Muslim**	**mosque**
strategic	**extravagance**	**legacy**	**diplomat**
decade	**culture**	**impressed**	**traditional**
colonial	**descendant**	**privilege**	

Decodable texts

The cat's journey



The cat was going. The cat was going on a journey. The cat was going on a journey home. Where was the cat going? The cat was going on a journey home. Everyone saw the cat. Everyone on the bus saw the cat. Who saw the cat going home? Everyone saw the cat going home.

The cat saw a king. The king was in the sun. The king had a cup. The king had a cup in the sun. In the cup was some wealth. What was in the cup? In the cup was some wealth. The king looked at the cat.

The king said to the cat, 'Can you see the cup?'

The king said to the cat, 'Can you see the wealth?'

The cat went to the king in the sun. The cat looked in the cup. In the cup he saw the wealth. The cat and the king could share. The cat and the king could share the wealth. The cat had respect for the king. The king had respect for the cat. But the cat was going on a journey. Where was the cat going on a journey to? The cat was going on a journey to his home.



The king made a new cup out of wax. The king was proud of this new cup made out of wax. The king put some wealth in the new wax cup. The king went back to be in the sun. The cat set off on his journey. The cat set off on his journey home.

The King of Mali

The king was in a house. The king was in a country. The king was in a country called Mali. Where was the house? The house was in a country called Mali. This country was the king's home. The country had wealth. The wealth was gold. The king could share this wealth of gold. The king could share this wealth of gold with everyone.

The king can't see everyone. The king will explore. The king will explore and find everyone. The king will find everyone and share this wealth of gold. The king was going on a journey. The king was going on a journey to share this wealth.

Everyone had respect. Everyone had respect for the king. Everyone had respect for the king who could share the wealth. Many people saw the king. Many people saw the king on his journey. Where did many people see the king? Many people saw the king on his journey.

Everyone in the country got some wealth. Everyone could share the wealth of gold. Who could share the wealth of gold? Everyone could share the wealth of gold. The king was proud. The king was proud of his journey.

The king went back. The king went back home. Where did the king go back to? The king went back to his home in Mali. Everyone was proud of the king. Everyone had respect for the king.



The first Mosque of Djenne was built in the 13th century. This current version was built in 1907. It is one of the most famous landmarks in Africa.

1. Where was the king's house?
   The king's house was in a…called…
2. What did the king share?
   The king shared the…of…
3. Who did everyone respect?
   Everyone respected…

Independent Reading Skills

Fiction text, dialogue: A busy day in Timbuktu

CS

Timbuktu is an important city in Mali

*The year: 1325. A market in the middle of **Timbuktu**. It is a hot, dry, late afternoon. There are lots of people and animals around. Oumar and Mariam, husband and wife shopkeepers, have had a good day at the market and have sold many books to Islamic students and teachers. They are packing up the books they didn't sell.*

Mariam:	*(With her hands on her hips)* Have you heard what Mansa Musa is doing on his way to Mecca?
Oumar:	*(Facing Mariam)* You mean, building mosques and giving **valuable** things to the people in the towns?
Mariam:	*(In a shocked voice)* Yes! Isn't he crazy? How can he just give away gold and spend all his money?
Oumar:	*(Calmly and thoughtfully)* I don't think he's crazy. I think he is **generous**. Doesn't our religion, Islam, talk about helping the poor? If you have so much money, shouldn't you share it and help people who need it?
Mariam:	I suppose so.
Oumar:	I mean, a piece of gold could make a big difference for a family. It could help them buy a plot of land or get some animals to farm. And salt! Imagine getting salt from the King!
Mariam:	*(Excitedly)* Oh yes! I could use that! Sometimes I feel my body needs salt! It's so useful to flavour food. And to **preserve** food for a long time so the food doesn't go bad. And I saw our neighbour use salt in water to clean and **disinfect** the cut on her child's leg. It's amazing!
Oumar:	I didn't know salt could help make a cut better. It's even more valuable than I thought.

Vocab

valuable: worth a lot of money

Vocab

generous: to happily share with others

Vocab

preserve: to treat food so that it doesn't go bad

disinfect: to clean something in a way that kills germs

Mariam and Oumar have packed away their stall. A man leads a herd of camels past them and they stop to watch the enormous animals.

Mariam:	(Looking far away) Can you imagine the long the line of hundreds of camels and horses all following Mansa Musa to Mecca? And thousands of people, dressed in beautiful silk clothes! I wonder if the King is giving away silk and other **material**?
Oumar:	I wouldn't mind some silk for some new clothes. Hopefully when he returns, he'll give us some things!
Mariam:	(Nodding her head) Now that would be nice!

Vocab

material: fabric that clothing is made from

1. What do Mariam and Oumar sell at the stall in the market?
   Mariam and Oumar sell…
2. What are they discussing?
   They are discussing…
3. What are three things that salt is used for?
   Salt can be used for…, … and ….
4. Close your eyes and visualise Mansa Musa and his enormous, **extravagant** procession. What do you see? Draw a picture of your visualisation.
   I can visualise…

Vocab

extravagant: a show of wealth, spending more than is needed



Vocab

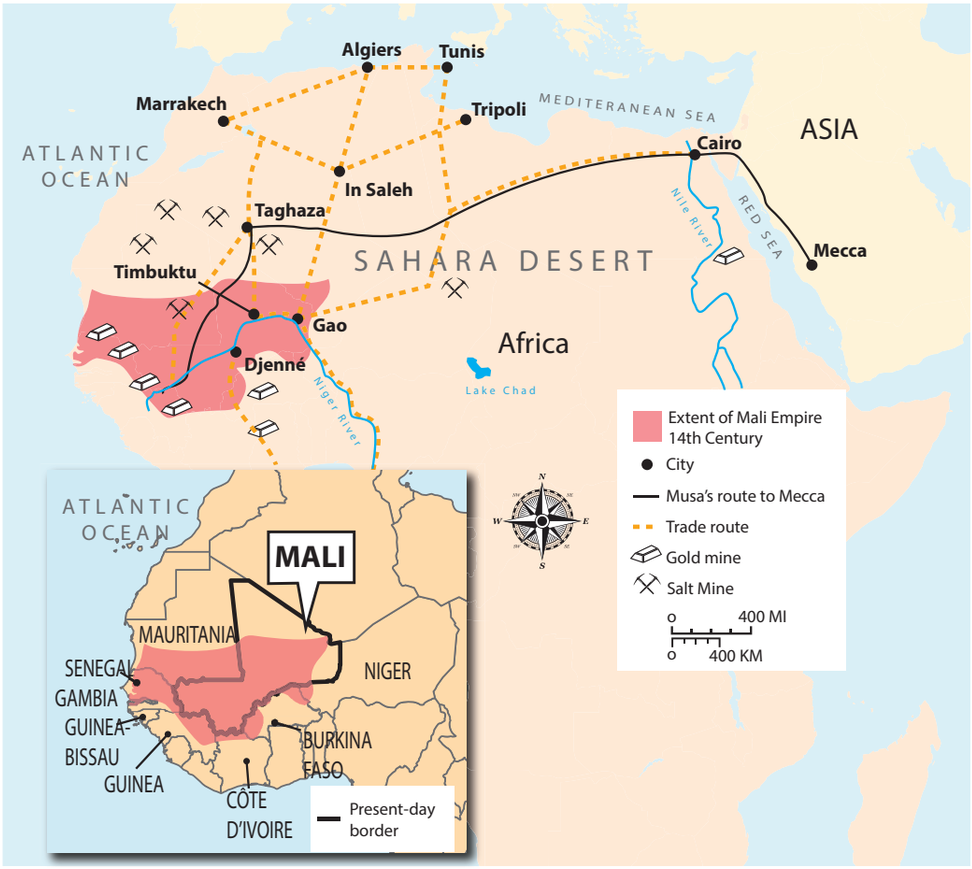
prefer: to make a choice, to decide which would you rather have or do

5. Which would you **prefer** to get: salt or gold? Why?
   I would prefer…, because…

6. Do you think rich people should give away their money to poor people? Why or why not?
   I think rich people should/should not give their money to poor people, because…

Visual Text: Map

The Kingdom of Mali Map: the trade routes and Mansa Musa's route to Mecca



1. List the modern countries (the whole country or just a part) that the Kingdom of Mali covered?

   The countries that the Kingdom of Mali covered are: ……

2. Mansa Musa expanded his kingdom in the north and the south. What natural resources did Mansa Musa want in these areas?

   In the north he wanted… and in the south he wanted….

3. What the main direction Mansa Musa travelled to get from his Kingdom to Mecca?

   The main direction that Mansa Musa travelled to get to Mecca was….

4. Which do you think is better for a country: having access to a gold mine or having access to a trade route? Why?

   I think…is better, because…

The Kingdom of Mali Map: Challenge your brain!

1. Approximately how many kms did Mansa Musa travel to get to Mecca? (Hint: use the key on the map to try work it out.)

   I think Mansa Musa travelled…kms to get to Mecca.

2. There are so many natural resources in Africa that made the ancient kingdoms wealthy. Why do you think many of these same countries today are poor?

   I think many of these countries are poor today, because…

Interesting Facts

Mansa is a military title that means conqueror or emperor.

- It is estimated that Mansa Musa would be worth $415 billion today!
- Mansa Musa travelled with approximately 60 000 people and on his pilgrimage to Mecca in 1324.

Language Structures & Conventions: Practice

Read A busy day in Timbuktu, then answer the questions that follow.

Concord is the **agreement** between the **subject** (who or what does the verb) and the **verb** in a sentence. The verb must be in the singular or plural form.

Example:

Plural form: We love to see the gold.

Singular form: She loves to see the gold.

1. Rewrite the sentences below in your exercise book, using the correct concord.
   a. Oumar and Mariam is/are selling books at the market.
   b. She think/thinks Mansa Musa are/is crazy.
   c. Anyone who want/wants to study, should go to Timbuktu.
   d. A herd of camels walk/walks past.
   e. Each of the shopkeepers was/were packing up their stalls as the sun was/were setting.

Synonym are words with **similar meanings**.

Example:

big, huge, enormous

2. Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
   a. Isn't he crazy?
   b. It makes our food taste so good!
   c. A man leads a herd of camels past them and they stop to watch the enormous animals.

Antonyms are words with **opposite meanings**.

Examples:

big – small

kind – mean

3. Write down an antonym for each word from the text: A busy day in Timbuktu.
   a. early
   b. rich
   c. old
   d. stingy

4. Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
   a. mariam asked should we start packing up the books
   b. I cant believe it oumar shouted

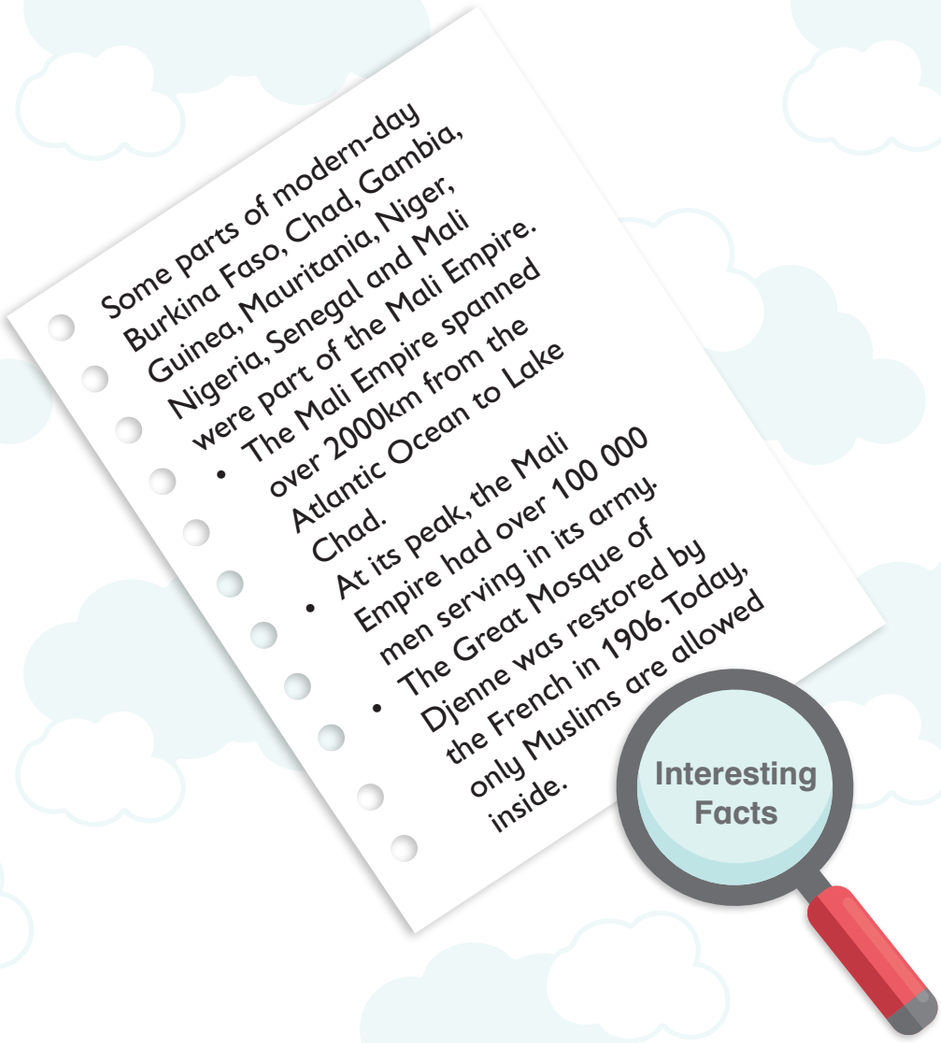
An **idiom** is an expression or saying where the **words don't mean exactly what they say**. There is an **extra, hidden meaning**.

Example:

Let's call it a day. (finish what we are doing)

5. Match the idioms from Column A to their meanings in Column B. Write them in your exercise book.

Column A	Column B
Nelson Mandela put South Africa on the map in 1994.	good at their job
I always travel light.	to make a place famous
Any good leader worth her salt would do that.	crazy
He's gone out of his mind!	travel with very little luggage


Some parts of modern-day Burkina Faso, Chad, Gambia, Guinea, Mauritania, Niger, Nigeria, Senegal and Mali were part of the Mali Empire.
• The Mali Empire spanned over 2000km from the Atlantic Ocean to Lake Chad.
• At its peak, the Mali Empire had over 100 000 men serving in its army.
• The Great Mosque of Djenne was restored by the French in 1906. Today, only Muslims are allowed inside.
Interesting Facts

THEME

Caretakers of the Earth

Term 1

Weeks 7 & 8 | Cycle 4



www.natgeokids.com – National Geographic Kids has all kinds of interesting information and activities related to nature.

www.climatekids.nasa.gov – NASA Climate Kids focuses on teaching kids about climate change.

https://youtu.be/SzcGTd8qWTg – Climate Change Crash Course Kids is a brilliant but fast video that takes us through the history, causes, effects and possible solutions to climate change.

https://youtu.be/0Puv0Pss33M – How to save our planet shows Sir David Attenborough sharing his thoughts on how to save planet Earth.

LSC

warm – positive adjective

darker – comparative adjective

best – superlative adjective

Climate Warriors

It was a **warm** Thursday evening. Nantongo and her brother Mukasa were hanging out with their **best** friends Namutebi and Hashaan. They were playing cards outside as the sun was setting. As it got **darker** it became harder and harder to see the cards.

'Hey, no cheating, Mukasa! Keep your eyes on your own cards!' exclaimed Hashaan. 'Ah, I hate not having electricity! We can't even keep playing. And I know I'm winning!'

'Stop moaning, Hashaan,' said Nantongo.
'Let's just move closer to the shop.
We can use their light to keep playing.'



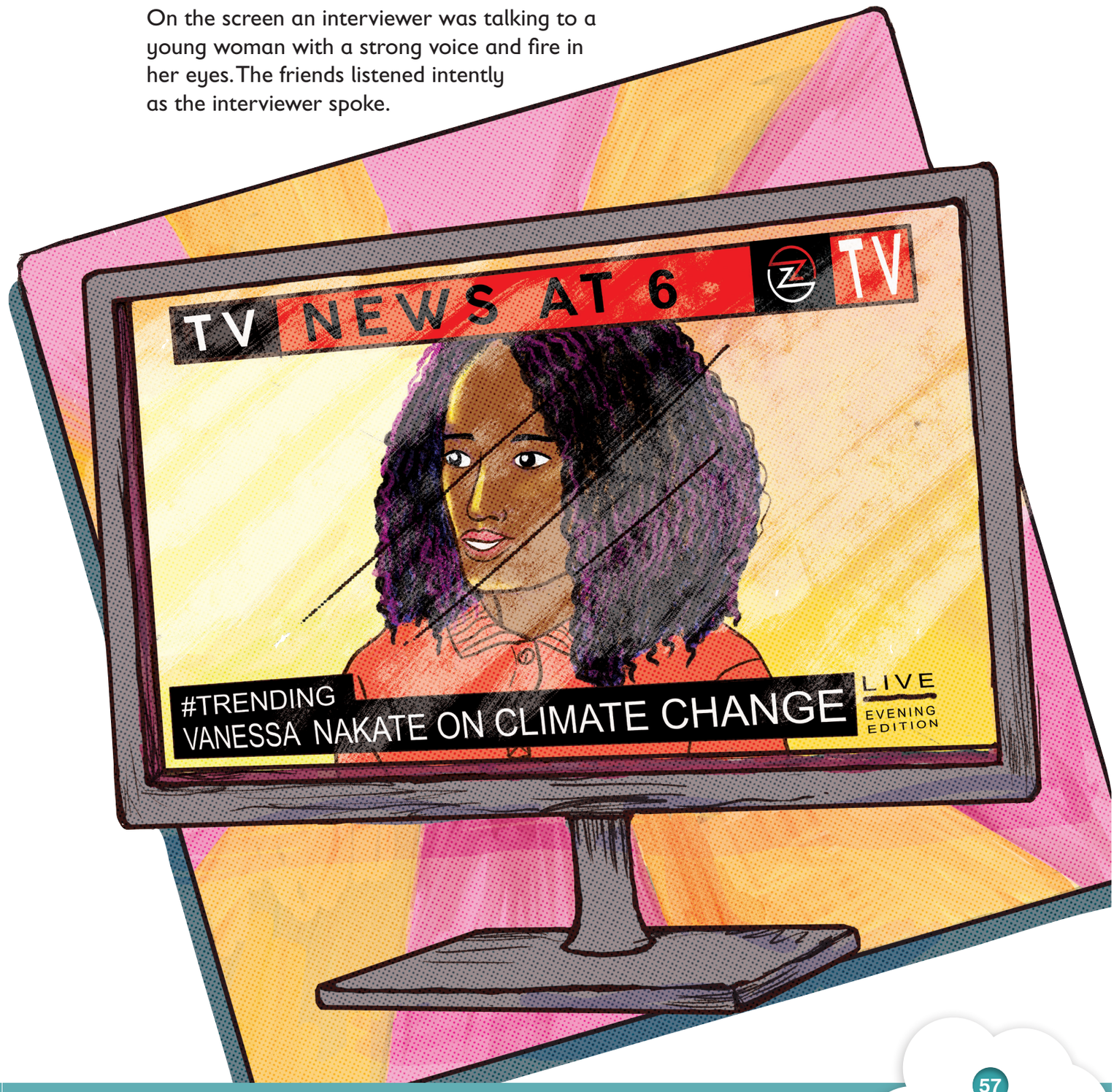
'Oh, look, the shop's TV is on.' Namutebi looked through the window.

'Hey! It's Vanessa Nakate!' exclaimed Nantongo. 'She's my hero!'

'Your hero?' said Mukasa. 'Then we need to hear what she's saying. Let's get closer.'

The four friends quietly moved to the entrance of the shop, so that they could watch TV without the shopkeeper chasing them away.

On the screen an interviewer was talking to a young woman with a strong voice and fire in her eyes. The friends listened intently as the interviewer spoke.



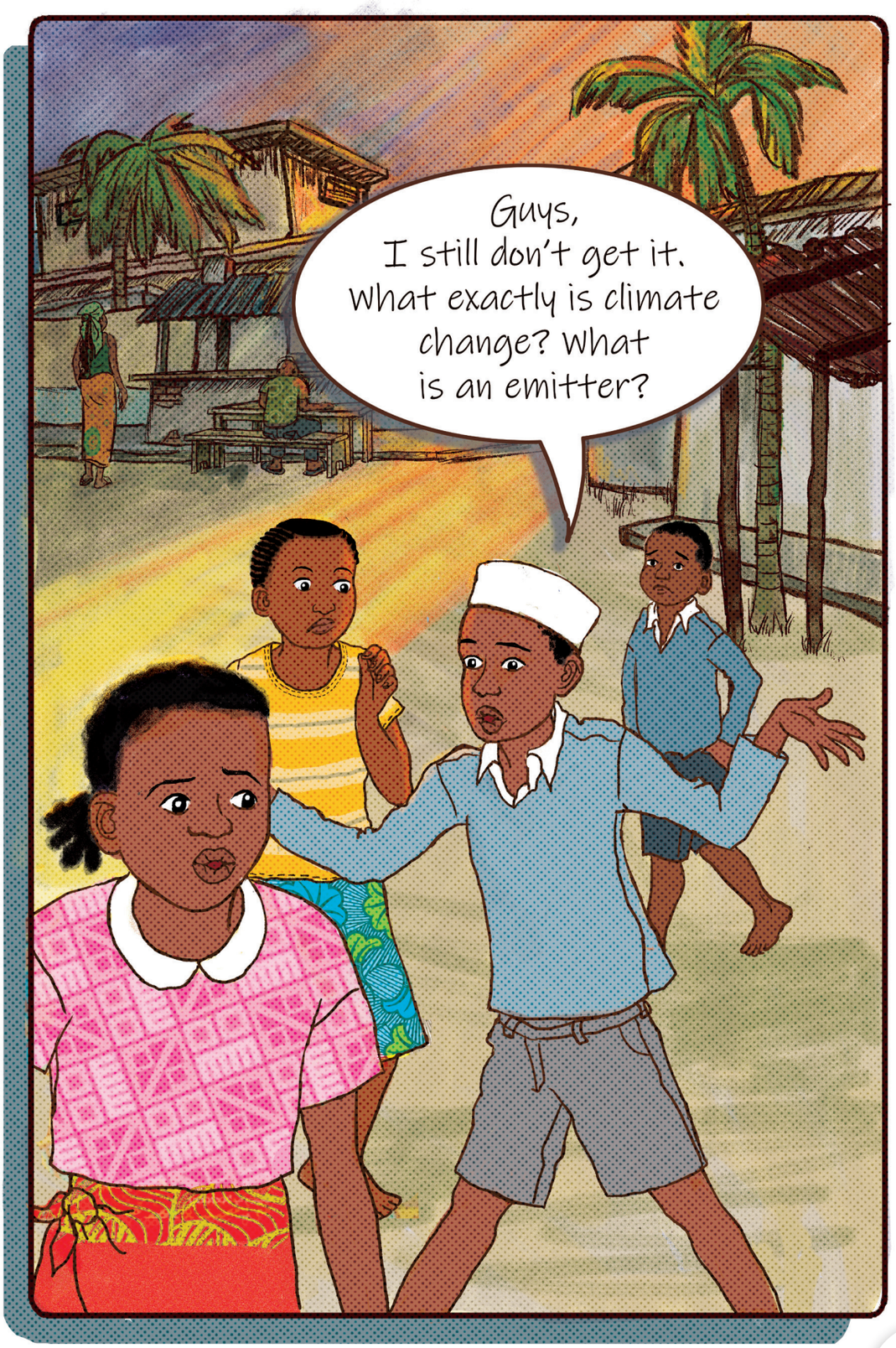
'And with us today is our own Ugandan climate warrior, Vanessa Nakate. Vanessa, is climate change really something we need to worry about? How will it affect us here in Uganda?'

'It is *already* affecting us, and it will continue to affect us with disastrous results! Many Ugandans depend on agriculture for their jobs and food. If our farms are destroyed by flood or droughts, the crops won't produce as much. And the cost of our food will increase. Then, it will only be the most privileged and wealthiest who will be able to buy food.'



Just then the shopkeeper spotted the friends and shooed them away.

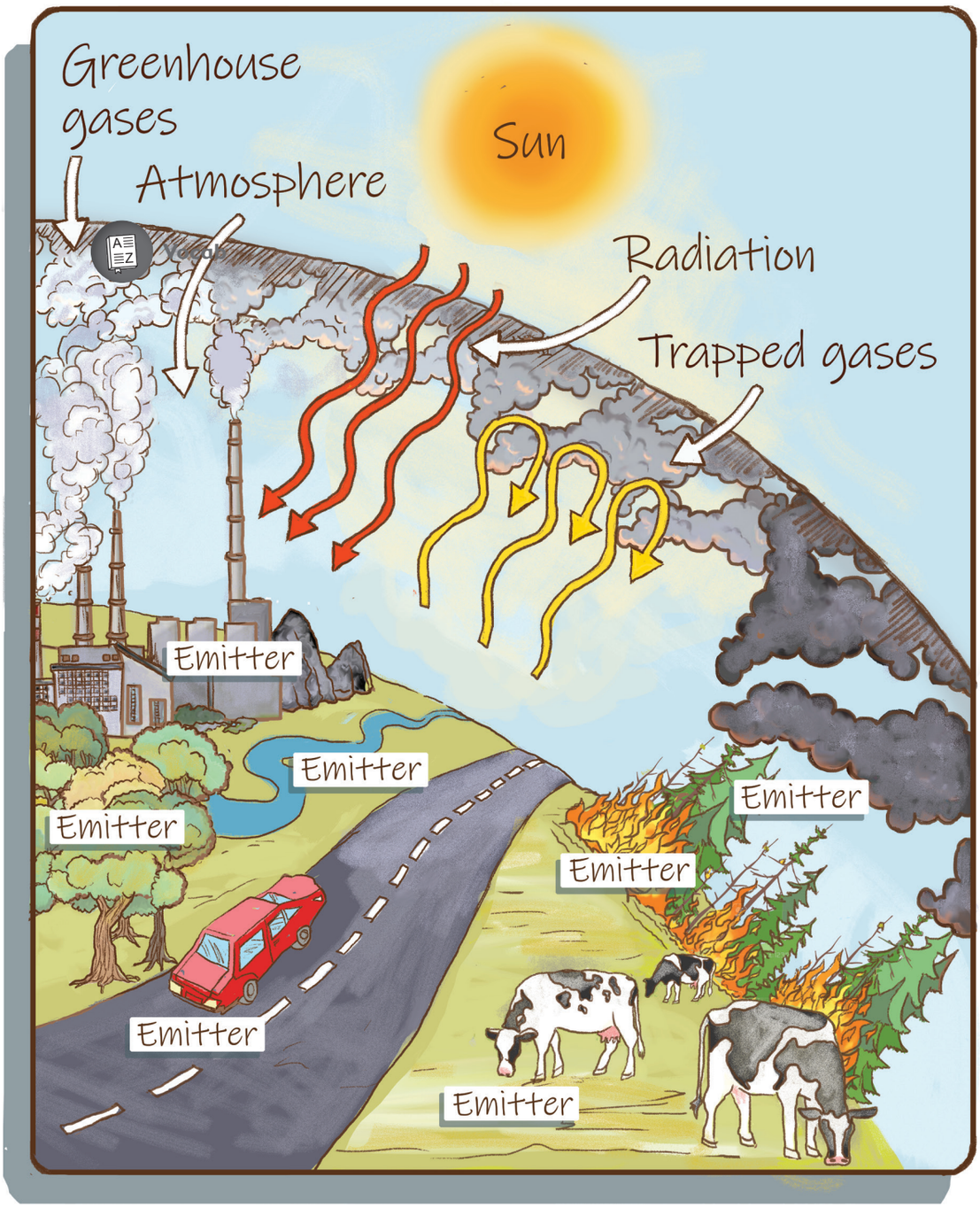
The four friends walked slowly in the direction of their homes. Each one was thinking about Vanessa's words.



CS

Can you **make an evaluation** about Nantongo's attitude to climate change?

Nantongo, who clearly knew a lot about this, spoke up. 'The way I understand it, the earth is surrounded by a layer of gas called the atmosphere. In the daytime the sun shines and warms the earth's surface. When the Earth cools at night, it releases heat back into the air. But some of that heat stays trapped by gasses in the atmosphere. The gasses that trap the heat are called greenhouse gasses. They are carbon dioxide, water vapour and methane. The problem is that we are emitting too many greenhouse gasses.'



'What happens then?' asked Namutebi, looking worried.

'Then things get bad,' said Nantongo seriously. 'The weather goes out of control! Do you remember those terrible floods last year? People died and all those farms and houses were destroyed. That's what happens! The way some people live is producing too much carbon dioxide.'

'Which people?' asked Hashaan, looking around. 'Let's get them!'

The friends laughed.



LSC

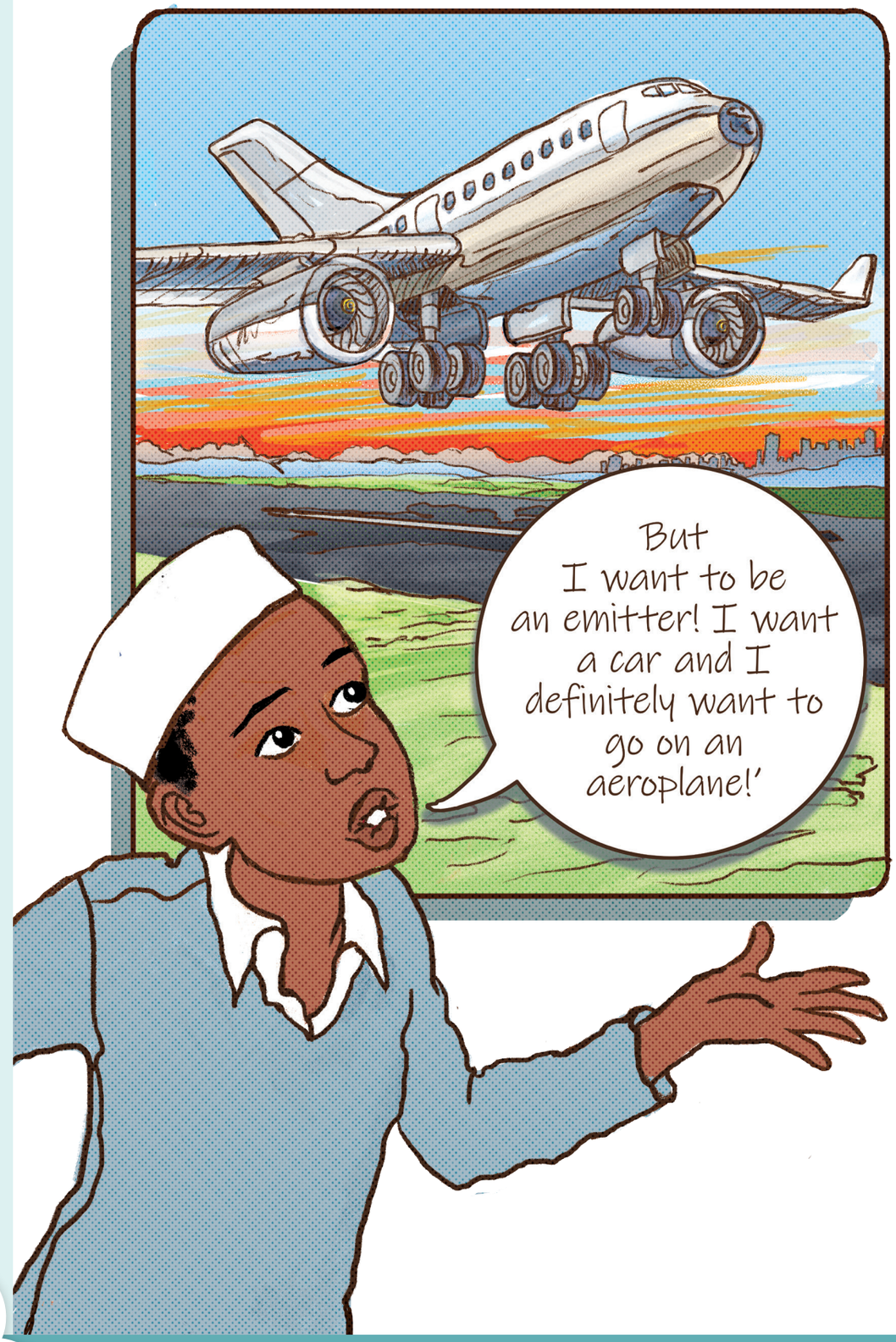
nice – positive adjective

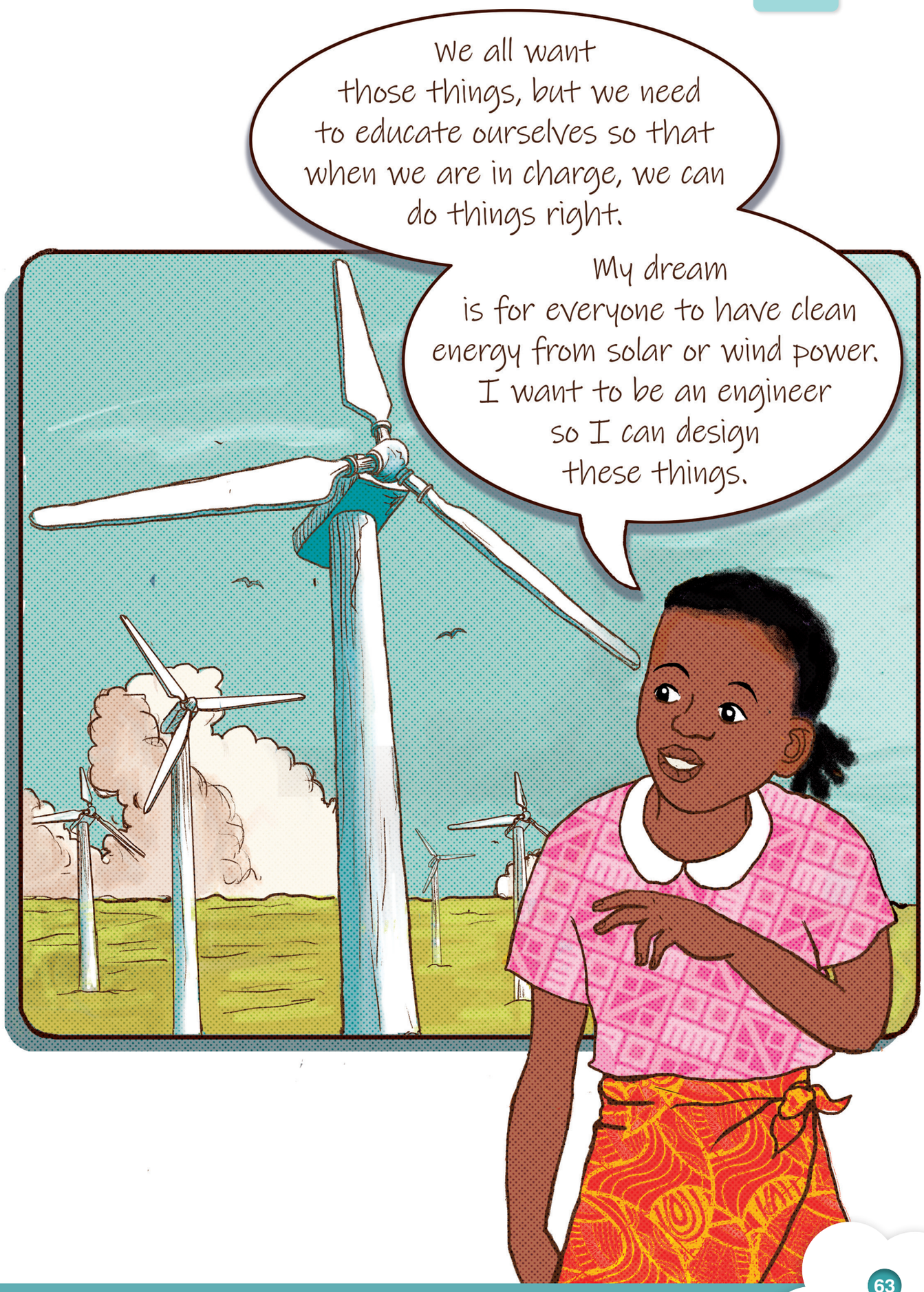
richer – comparative adjective

more developed – comparative adjective

worst – superlative adjective

'Well it's clearly not us!' declared Nantongo. 'Carbon dioxide comes from things like factories, power plants, cars and aeroplanes. Look around…we don't have electricity, let alone **nice** cars or aeroplanes! **Richer**, **more developed** countries are the **worst** emitters. Africa only emits 4% of the world's greenhouse gasses.'




We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right.
My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things.

CS

Make an **evaluation** about Hashaan. Is he a bad person because he wants a car and to go on an aeroplane?

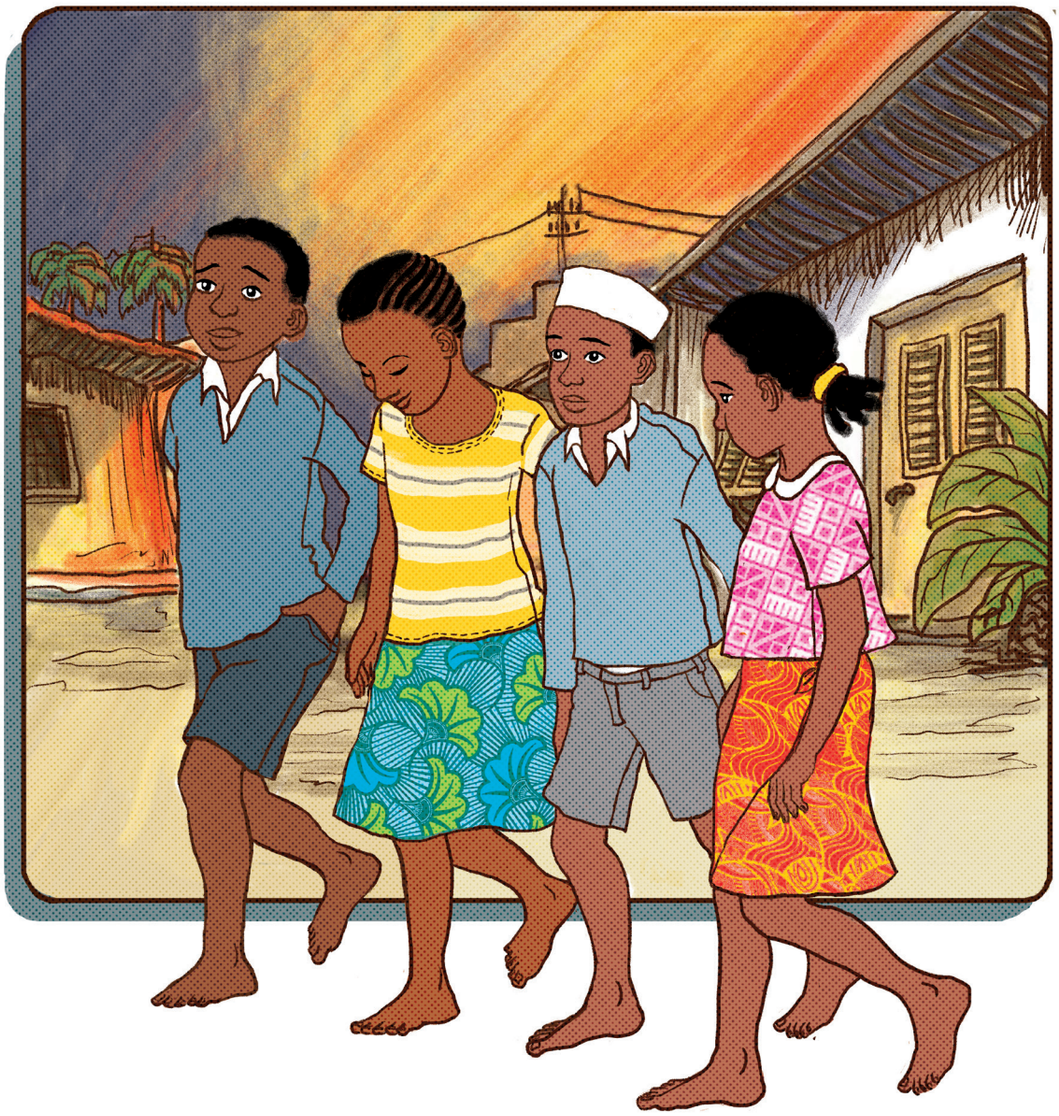
'But I *want* to be an emitter! I *want* a car and I definitely want to go on an aeroplane!' demanded **Hashaan**.

'We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right. My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things,' said Nantongo.

'Oh, that makes sense,' said Hashaan. 'I saw a TV show about hydroponics, which is farming with very little soil and water. I would like to do that.'

'That sounds cool,' commented Mukasa. 'I want to plant many trees – I know that trees absorb carbon dioxide. I would love to plant a huge forest.'

The friends continued to walk home in silence, each dreaming of different ways to save the Earth, and to make their own lives better.



Decoding Skills

Phonic sounds

Learn to say these sounds:

ck **o** **sh**

Phonic words

Practice sounding out and reading these words:

back **pack** **wish** **ship** **job** **rob**

Word find

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

ck	t	w	sh
p	sh	l	r
o	i	m	a

Sight or high frequency words

learn to read these words by sight:

water	**work**	**us**	**only**	**dream**
earth	**protect**	**hero**	**danger**	**save**

Interesting Facts

- Beef farming contributes to global warming! Cows produce gas called methane, which warms the Earth's atmosphere
- Farmers cut down trees to make grazing land, and trees 'cool' the atmosphere

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

Aboriginal	**indigenous**	**caretaker**	**confusing**
recognise	**sacred**	**interviewer**	**climate**
disastrous	**flood**	**drought**	**crisis**
emitters	**solar**		

Decodable Texts

Protecting the earth



I wish to work. I wish to work at a new job. I wish to work at a new job on earth. Where will I work? I will work at a new job on earth. I dream about going to this new job. At this new job I will protect everyone. Who will I protect? I will protect everyone.

People can't rob us. People can't put us in danger. I will protect many people. I will protect many people on this earth. I will protect many people on the water.

I will save many people. I will save many people on this earth. I will save many people on the water. This is my job. But who will protect the children? Who will protect the children on this earth? Who will protect the children on the water? Everyone at home will protect the children. When I go back home, many people will protect the children.

I can journey out. I can journey out and explore. I can journey out and explore and protect us. This is my job. But I can go home. I can go home soon. When can I go home? I can go home soon. At home I'm out of danger.

People at home can see I'm a hero. People at home can see I'm a hero and are proud. But everyone can be a hero. We can all protect everyone. We can all protect everyone from danger. This is the job for us. This is the work for us. This is the dream for us.

One earth

We have one earth. We only have one earth. We can't make a new earth. We can't journey to a new earth. Who can't make a new earth? We can't make a new earth. We only have one earth.

This earth is in danger. This earth is in danger from us. We have put this one earth in danger. The water is in danger. The earth is in danger.

We have to protect this earth. We have to protect this earth from danger. What do we have to protect? We have to protect the earth. We have to protect the water. What do we have to protect? We have to protect the earth and water.

Earth is home. Earth is the home for everyone. What is the home for everyone? Earth is the home for everyone. We have to save the earth. Everyone could be a hero. Everyone is a hero.
Everyone can be a hero
and work to save the earth.



We can't put it off. We can't put off this work to protect the earth. We have to save the earth now. It's time to respect the earth. It's time to share the dream. It's time to share the dream to respect the earth.

Who is a hero? Everyone is a hero. Everyone who can protect the earth is a hero.
We have one earth.
We only have one earth.
We have to wish to save this earth. We have to all work to save this earth.

1. What do we have to protect?
   We have to protect the… and the…
2. What is home for everyone?
   … is home for everyone.
3. Who has to protect the earth?
   …. has to protect the earth.

Independent Reading Skills

Fiction text, formal letter: A Letter to Councillor Masondo

16 Ndebele Street
Soweto
1808
8 March 2021

Councillor Masondo
3700 Masizakhe Street
Zola
Johannesburg
1868

Dear Ms Masondo

REQUEST TO START AN URBAN GARDEN

I am a Grade 7 learner at Jabulani Primary School. We have been learning about climate change at school. I am very worried about how we are damaging the Earth. My friends and I want to help stop climate change.

I have read that we can help by planting vegetables and trees. If we plant our own vegetables, we produce less carbon dioxide. This is because we do not need to transport the vegetables from the farms to the shops. And we do not need plastic to package them. In addition, more fresh vegetables in our diets is healthier for us. We would also like to plant trees because they **absorb** carbon dioxide and produce oxygen.

There is an open plot of land on the corner of Mpanza Street and Sanna Street, near the church. We would like to **apply** to start an urban garden there. The local nursery has agreed to give us some young trees and some soil. We will start our own compost heap, and one of our teachers has agreed to buy us vegetable seeds. We will make sure to look after everything.

Please could you let me know your thoughts on my ideas. I am happy to meet with you and discuss this more. We only have one planet and I want to make sure it's here for my children and many generations after me!

Yours faithfully

Nandi Dumisa

Vocab

request: to ask politely

Vocab

absorb: to take in or soak up

apply: to ask, or to ask for permission



1. Where does Ms Masondo, the councillor work?
   The councillor's work address is…

2. Why is Nandi Dumisa writing to her councillor?
   Nandi is writing to her councillor to…

3. What are the **benefits** of planting a vegetable garden?
   The benefits of planting a vegetable garden are…

4. Who has already agreed to help Nandi and her friends with their idea?
   …and … have already agreed to help Nandi and her friends.

5. What kind of person is Nandi?
   I can make an evaluation that Nandi is…

6. Do you think Nandi's idea will fail or succeed? Why or why not?
   I think Nandi's ideas will / will not work because…

Vocab

benefit: the good things or results

Visual Text: Carbon Emissions

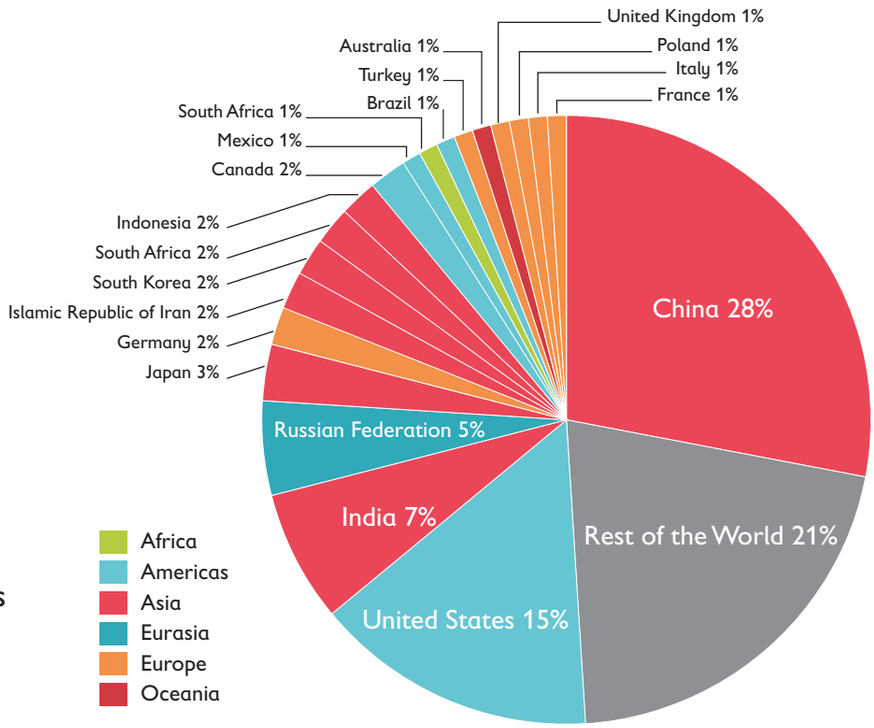
Each Country's Share of Carbon Emissions, Aug 2020

1. Which country is the biggest emitter?
   The biggest emitter is…

2. List 3 countries that produce the same amount of carbon emissions as South Africa.
   Three countries that produce the same amount of carbon emissions as South Africa are …, … and …

3. Which country emits more than the Russian Federation, but less than the United States?
   …

4. Which European country produces 2% of the world's carbon emissions?
   …



Carbon Emissions: Challenge your brain!

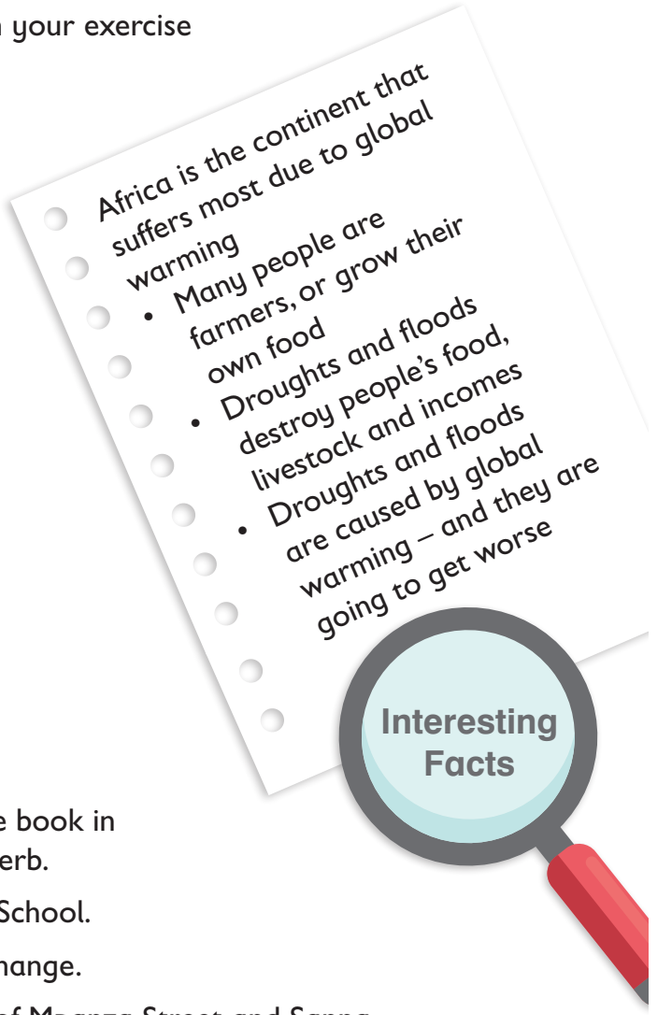
1. The whole continent of Africa produces 4% and South Africa on its own produces 1%. What does this tell us about South Africa?
   This tells that South Africa is…

2. Are you surprised that South Africa is the biggest producer of harmful carbon emissions in Africa? Why or why not?
   I am / am not surprised that South Africa is the biggest emitter on the continent, because…

Language Structures & Conventions: Practice

Write the following nouns and their plural forms in your exercise books.

a. learner
b. country
c. brush
d. holiday
e. bench
f. vegetable
g. city
h. march
i. woman
j. person
k. lady
l. dictionary
m. wish



3. Rewrite the following sentences in your exercise book in simple past tense. Change only the underlined verb.
   a. I am a Grade 7 learner at Jabulani Primary School.
   b. My friends and I want to help stop climate change.
   c. There is an open plot of land on the corner of Mpanza Street and Sanna Street.

4. Write a sentence with each homophone to show that you understand the different meaning of each:
   a. buy
   b. by
   c. it's
   d. its
   e. meet
   f. meat

Comparative adjectives compare two or more things.

One thing is **described** by a **positive adjective**.

Two things are **compared** using a **comparative adjective**.

Three or more things are **compared** by using a **superlative adjective**.

Examples:

I have a **good** dog. (one dog – positive adjective)

I have a **better** dog than yours. (two dogs – comparative adjective)

I have the **best** dog in the neighbourhood. (all the dogs in the neighbourhood – superlative adjective)

5. Copy down and complete the table to show the comparative and superlative form of each adjective:

Positive	Comparative	Superlative
good		
little		
nice		
fast		
bad		
dark		
rich		
poor		
developed		
beautiful		

Note: If a word has three or more syllables, add 'more' or 'most' before the word.

THEME

Thirteen

Term 1

Weeks 9 & 10 | Cycle 5



www.healthforteens.co.uk – Health for Teens is useful website that gives kids the opportunity to research things about puberty they may be too shy to ask about.

https://youtu.be/Rsj6dW6qKRc – Watch Well Cast has funny, animated videos that deal with the physical changes the body experiences during puberty.

Help from an unexpected place

Kholosani woke up excited to go to her friend's Thembi's thirteenth birthday party. The whole Grade 7 class was coming!

As Kholosani dressed in her favourite yellow dress, she felt sharp pains in her stomach. She had never experienced such a stabbing pain, but she didn't want to miss out on Thembi's birthday party, so she decided to try and ignore the pain.



Kholosani's mom, a Grade 11 teacher, was marking essays when Kholosani entered the kitchen.

'Wow, you look beautiful, Kholosani,' said her mother.

Kholosani was about to respond when a wave of pain hit her again. She clutched the kitchen counter and tried to control her breathing.

'Are you okay, Kholosani?' exclaimed her mother.



Vocab

confided: tell someone a secret or private matter, and expect them not to repeat it to others

LSC

subject verb agreement

Kholosani knew that if she **confided** in her mother, she would miss the party. 'No Mama, **I am** fine, promise.'

'Hmm, okay, if you say so,' responded her mother. 'Walk safely and use Thembi's mother's phone to call me if you need anything, okay?'

Kholosani smiled, 'Okay Mama, see you later!'



Kholosani was having a good time at Thembi's party. Luckily, the pain in her stomach was **intermittent**. As she chatted and laughed with her friends, she noticed other girls were laughing and pointing at her.

Her cheeks burned with embarrassment and she felt tears welling in her eyes. Suddenly, one of Thembi's older cousins, a boy named Kagiso, was standing beside her.

'Here, take my jersey and tie it around your waist,' said Kagiso quietly.

Kholosani did as he asked, and then felt him **guiding** her towards the house.

Vocab

intermittent: from time to time

Vocab

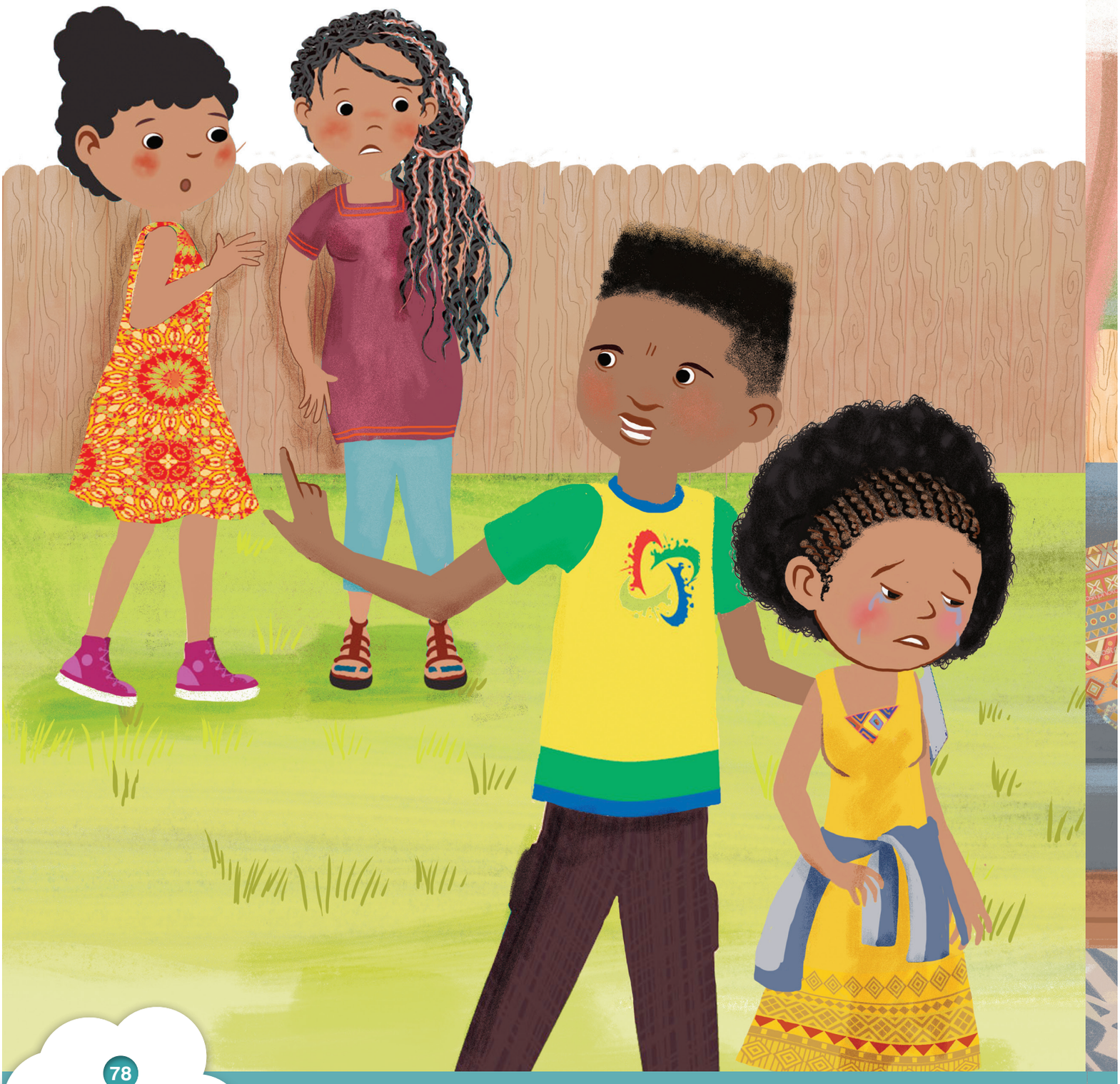
guiding: to show the way



As they walked past the group of girls laughing at her, Kagiso kept his hand on her shoulder. He stopped in front of the girls.

'You should be kinder,' he said calmly. 'You know that this is going to happen to each of you at some stage. It's completely natural – just imagine how you would feel if people laughed at you.'

The girls immediately stop laughing and looked down, embarrassed.



When Kagiso and Kholosani entered the house, tears ran down her face. 'Why are they laughing at me? I don't understand,' she sobbed.

Kagiso gently patted Kholosani's shoulder, 'Um, your period has started and there is some blood on the back of your dress. It's nothing to feel embarrassed about.'

'I want to go home to my mom,' cried Kholosani.

'Of course,' answered Kagiso kindly, 'I will ask Thembi's mom to give you a lift.'



Later that evening, Kholosani and her mother sat together at the kitchen table, sipping hot tea. 'I wish you told me about your stomach pains,' said Kholosani's mom. 'That happens to most girls just before their periods. Think of that pain as a warning sign.'

Kholosani felt better after her mother gave her a pain pill and a hot water bottle. '**I was** so ashamed Mama. That was the worst **incident** of my life. I am so grateful that Kagiso was there to help me,' she said.

Kholosani's mother nodded her head, 'You certainly were lucky. The stigma around having your period is so unhelpful. Most boys think **periods are** taboo and would never speak about them. He is very mature and understanding. I'm also grateful he was there.'

LSC
subject verb agreement

Vocab
incident: an event

LSC
subject verb agreements



'Mama, **I don't know how I am going to go back to school.** Those girls were so mean to me,' Kholosani went on.

'Kholosani, you will survive this! Honestly, it is hard that you were the first girl in your class to have this experience, but believe me, you won't be the last! Periods are natural and normal. When it happens to those girls, I hope you treat them with kindness.'



CS

Can you **make a connection**? Has there ever been a time when you have been scared or nervous to go somewhere?

Vocab

mean: unkind, nasty

remorseful: sorry

CS

Can you **make a connection**? Has there ever been a time when you have had to apologise for hurting someone?

The next morning, the phone rang. Kholosani was surprised to hear Ntsiki's voice. Ntsiki was one of the '**mean**' girls from the party.

'Kholosani, I am so sorry we laughed at you. It was mean and nasty. My period started this morning and I know just how you feel. I am just grateful that mine happened at home and not in front of our class,' Ntsiki really did sound **remorseful**.

Kholosani immediately felt better. She was grateful for Ntsiki's apology.

'Thanks for calling, Ntsiki. And maybe now we can help other girls deal with this experience,' Kholosani replied.



'Definitely. After yesterday, Thembi and Kagiso spoke to their mothers, who run a business. They have agreed to sponsor pads for all the girls in our school who can't afford them. How cool is that?'

'So cool,' replied Kholosani. She smiled to herself, feeling grateful and proud that something so amazing had happened as a result of her painful experience.



Decoding Skills

Phonic sounds

Learn to say these sounds:

bl **ar**

Phonic words

Practice sounding out and reading these words:

black bless bliss far car jar

Word find

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

ar	a	i	bl
d	p	o	t
ck	sh	f	s

Sight or high frequency words

Learn to read these words by sight:

gave	**objects**	**treat**	**must**	**know**
teenagers	**laugh**	**bully**	**kindness**	**accept**

Theme vocabulary

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

intimidating	**brag**	**explicit**	**respect**
speak my mind	**acknowledge**	**stabbing**	**clutch**
confident	**incident**	**stigma**	**taboo**
remorseful	**apology**		

Decodable Texts

The big black car



I need a car. I need a big black car. What do I need? I need a big black car. I can go far. I can go far in a big black car. I could go on a journey. I could go and explore. I could go on a journey and explore in a big black car. I must know. I must know if I could have a big black car. It could be bliss. It could be bliss to have a big black car. What could be bliss? It could be bliss to have a big black car.

But I don't. I don't have a big black car. I can't go on a journey. I can't go and explore. I can't go far. I am at home. Where am I? I am at home. I am at home with mum. I am at home with dad.

At home mum and dad gave me a jar. In the jar was my first car.
A little car. I have a little car now. I have a little car in a jar now. What do I have? What do I have from mum and dad? Mum and dad gave me a little car. They gave me a little car in a jar. It is not black. It is not big and black. It could not go far.

But it is my first car. I have my first little car. I have my first little car in a jar. I have my first little car in a jar at home. I respect my little car. I know it can't go far. I know it can't go as far as a big black car. My little car is bliss. My little car in the jar is bliss. I respect my little car. I respect my first little car. I bless my little car. I bless my first little car. What do I bless? I bless my first little car.

One day I could have a big black car. One day I could go far. But this day I am at home. This day I am at home with my little car in a jar.

Do not accept bullies

There are many teenagers. There are many teenagers on earth. All the teenagers on earth need respect and kindness. What do all teenagers need? They need respect and kindness. But some teenagers don't show respect and kindness. Some teenagers bully. Some teenagers are rude. What are some teenagers? They are bullies and rude.

Some boys treat girls like they are objects. Girls are not objects. Girls are not less than boys. Boys must not treat girls like they are objects. Boys must not treat girls like they are less than boys. Boys must respect girls. Boys must not bully and laugh at girls. Girls must also respect boys. Girls must not bully or laugh at boys.

We must all find respect and kindness. What must we find? We must find respect. We must find kindness. We must find respect and kindness for everyone. Who must we find respect for? We must find respect for everyone on this earth. Who must we show kindness to? We must show kindness to everyone on this earth.

We must also be confident. We must also speak our minds. We must be confident and speak our minds. We must not accept rudeness. We must not accept bullies. We must not accept bad treatment. I must speak my mind. I must be confident. I must not accept rudeness. I must not accept bullies.

But I must also be respectful and kind. We must also be respectful and kind. We must bless everyone on earth with respect. We must bless everyone on earth with kindness. We must laugh when we are happy. We must not laugh at teenagers. We must not laugh at girls or boys. We must not accept teenagers laughing at us. That is not kind. That does not show respect.



1. What do all teenagers need?
   All teenagers need…and…
2. What are some teenagers?
   Some teenagers are…and…
3. What is one thing we must not accept?
   One thing we must not accept is…

Independent Reading Skills

Non-fiction text, article: Girls must stay in school!

Girls must stay in school!

Government and private efforts to help keep girls in school.

by *Lwando Nzamo*

Across South Africa, approximately 9 million schoolgirls are negatively affected because of a natural biological experience: their period. Many girls cannot buy sanitary products as they are too expensive. A schoolgirl can miss up to 50 days of school per year.

These girls also suffer from taboos and stigma around having a period. Because of a lack of education about menstruation, their health is also negatively affected. All of this has a major effect on their education.

Various action groups and individuals have been fighting for tax-free or free sanitary products. The South African Government has realised how important this problem is and has responded. In April 2019, Finance Minister Tito Mboweni stopped tax on sanitary products and announced free sanitary products to schoolgirls in non-fee paying schools.

'We will ensure that female learners in schools can get free sanitary pads.' said Minister Mboweni.



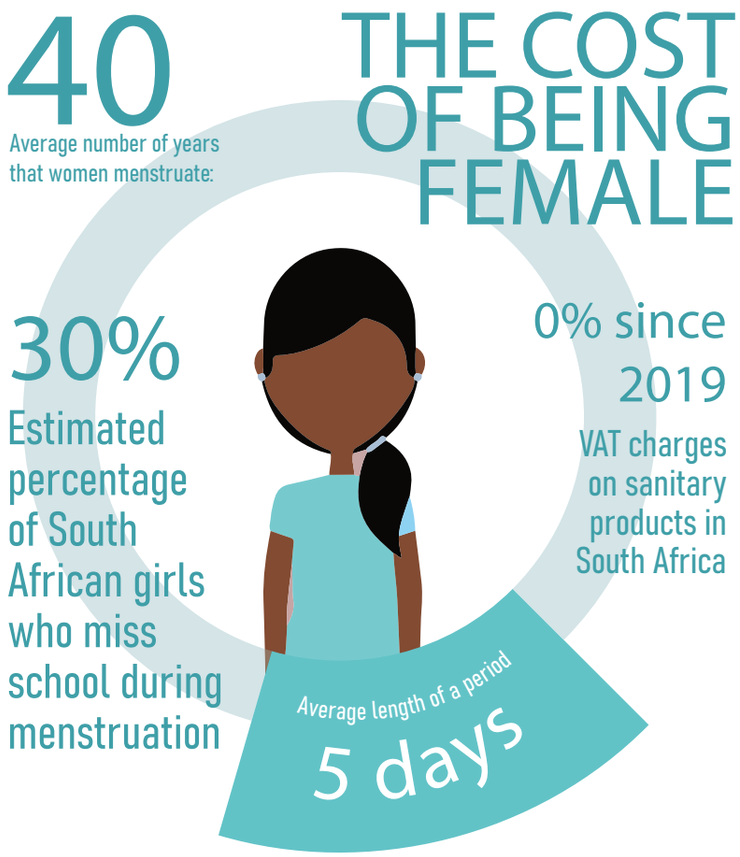
In the 2019/2020 budget, the Minister of Women in the Presidency, Minister Dlamini, announced that National Treasury made R157 million available to provide free sanitary pads to no-fees schools across the country.

President Nelson Mandela famously said that, 'Education is the most powerful weapon which you can use to change the world'. But in order to be educated, girls need to be able to stay in school. If a girl completes secondary school, she increases her chances of a better life, including getting a better job and better healthcare. Access to free sanitary products and health education is critical to keeping girls in school.

1. Why do many schoolgirls stay away from school every month?
   These schoolgirls cannot afford…
   They are also affected by…
2. What was the government's response to this crisis?
   The government responded by…
3. What reasons would you give a schoolgirl to tell her why she should complete high school?
   I would tell her to finish high school because…
4. In the article, find one example of a fact and one example of an opinion.
   Fact:…
   Opinion:…

Visual Text: Infographic

1. How much does it cost the average woman to buy sanitary pads for a year?
   It costs the average woman…to buy sanitary pads for a year.
2. How much does it cost the average women to buy sanitary pads for 40 years?
   It costs…to buy sanitary pads for 40 years.
3. Do you think that it is fair that women have to pay for sanitary products? Why or why not?
   I think it is fair because… / I think it's not fair because…



The cost of being female: Challenge your brain!

1. 'Education is the most powerful weapon which you can use to change the world'
– Nelson Mandela

   Do you agree with this statement? Why? If you don't, what do you think can change the world?

   I think this statement is true because… or

   I disagree with this statement. I think…



Language Structures & Conventions: Practice

Read Girls must stay in school! then answer the questions that follow.

Some sentences have **one clause** only, with **one finite verb**:

Examples:

She **walked** to the shop.

All of this **has** a major effect on their education.

Some sentences have a **main clause** that can stand alone and a **dependent clause**. The dependent clause needs the main clause to make sense.

Examples:

She **walked** to the shop to **buy** a loaf of bread.

Many girls **cannot buy** sanitary products as they **are** too expensive.

Explanation:

She walked to the shop (**main clause)** to buy a loaf of bread. (**dependent clause** – this can't stand alone)

Many girls cannot buy sanitary products (**main clause)** as they are too expensive. (**dependent clause** – this can't stand alone)

2. Rewrite the sentences below. Then, underline the main clause and put a circle around the dependent clause.
   a. Their health is also negatively affected because of a lack of education.
   b. These will then be donated to girls from poor communities so that they can stay in school.

3. Complete this sentence with your own dependent clauses:
   a. It is important to go to school every day, therefore…

Suffixes are a letter or group of letters added to the **ending of words** to change their meaning or function.

Example:

educate – educa**tion**; educat**ed**; educat**or**

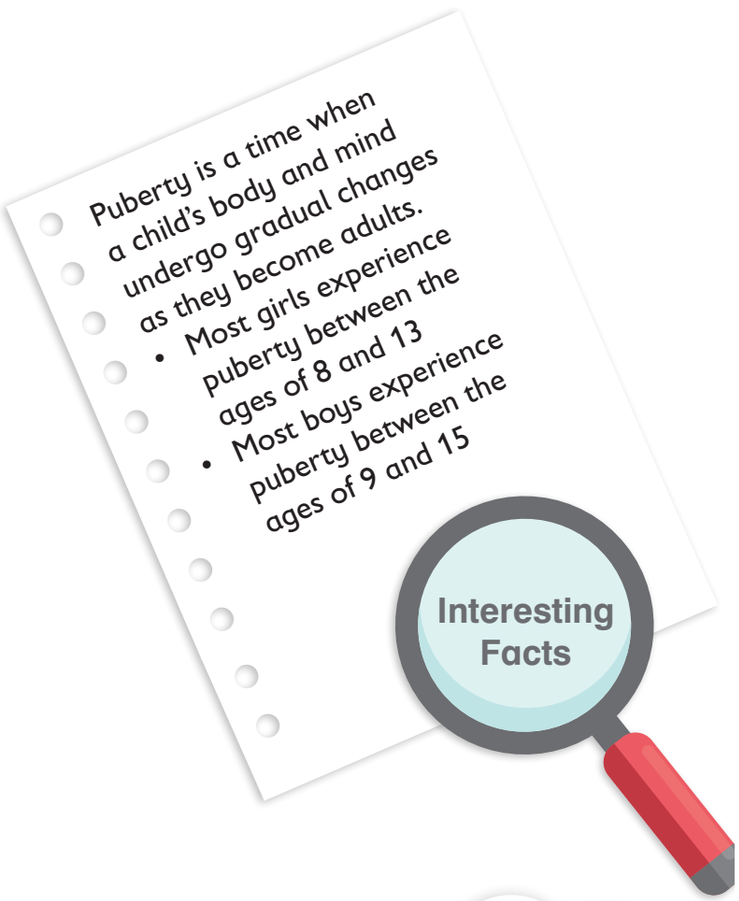
4. Rewrite the sentences that follow, adding on of these suffixes: – tion; – n; – y; – ful
   a. The South Africa____ minister changed the tax laws.
   b. The organisation is asking people to help its collec___ for underprivileged girls.
   c. Every child should be happy and health__.
   d. Everyone hopes that the government's campaign will be success___.

Prefixes are a letter or group of letters which we add to the **beginning of a word** to make a new word with a different meaning.

Example:

happy – **un**happy

5. Add a prefix to each of these words to make the opposite meaning:
   a. natural
   b. expensive
   c. able
   d. educated



Many cultures have coming-of-age ceremonies to welcome children going through puberty into adulthood.

- Jewish boys have a bar mitzvah and Jewish girls have a bat mitzvah when they turn 13. These ceremonies acknowledge that boys and girls are now responsible for their own actions and decisions.
- Ulwaluko is an ancient initiation rite practiced by the amaXhosa. In this rite young men spend time in the wild learning about their culture and undergoing circumcision.

