

Introduction (LB p. 124)

Discuss different meanings for the topic title. Prepare learners for the contents of the cycle.

Short story (LB p. 125)

Discuss previous examples with the class.

Activity 9.1 Reading a short story (individual and pair) (LB p. 125)

Answer key:

1. Give learners time to skim through the story to find answers to the questions. It does not matter if they are not correct at this stage.
2. Learners read the story to themselves or follow in their books as you read it to them.
3. a) Isaac and Abbie are two primary school boys who live in a township or shack. They are not well-off: Isaac has a plastic bag and Abbie has no electricity and food is scarce. They are friends. Their home language may be Afrikaans, because they use lots of Afrikaans words, but this might just be the way they speak. Abbie seems to be the leader, with the stronger personality. Isaac is more of a follower, more inclined to do the right thing.
b) The setting is a school in the township. The boys talk about school, other learners, homework and their teachers; the playground is mentioned, the classroom and the school sickbay. We assume it is a township from what is said (see answer to a)).
c) Isaac and Abbie find hand grenade – take it into classroom – show classmate – and scare other girls – during class girl tells teacher – teacher takes it to Civil Defence man – he removes it – police and bomb squad are called – Isaac and Abbie taken to sickbay until end of schoolday.
4. Abbie is tall and wears long pants; they smoke; Isaac is capable of a ‘serious man-about-town look’ but they run around chasing the girls; they run obediently when the bell rings; Abbie cries at the end over what had happened.
5. They have been called in to talk to the headmaster, Civil Defence man and police, probably scolded and threatened with punishment for not telling about what they knew was a dangerous object. They seem to have had a big fright because they need sugar water and are sent to the sickbay. They are upset about what happened and Abbie is even crying.
6. a) Their language is colloquial, very informal.
b) The Afrikaans words and slang tell us they are township coloured boys: word like ‘jus, my bra’ ‘neuk’, ‘pull a skyf’, ‘diknek’, ‘check out this beweging’, etc.
c) It is acceptable because it is authentic, real, sounds like the boys speaking, and gives the characters their identity.
7. Learners’ answers might vary. It has something to do with not doing what others do, as Isaac did, of being more aware (the grenade was dangerous and the boys should have thought of possible consequences).

Listening comprehension (LB p. 128)

Prepare the learners to listen to the passage. They should have pen and paper available. Go through the information in the *Learner's Book* with the class.

Activity 9.2 Listening to a factual text for information (individual and pair) (LB p. 128)

Answer key:

1. Learners read the instruction and look at the two pictures. Read the text to the class, *not too fast*, so that they listen properly and have time to make notes.

A listening text

A Pteranodon was a flying reptile that lived during the time of the dinosaurs, about 85 million years ago. They were not dinosaurs, but close relatives of the dinosaurs. The word Pteranodon means winged (Ptera) and toothless (nodon). They were carnivores and probably ate mostly fish.

These creatures were huge: they had a wingspan of about 10 metres, stood 1.8 metres tall and weighed about 25kg. They appear unusual to us today as they had wings **and** four feet. A Pteranodon's wingspan was greater than that of any known bird today. The most notable feature of the Pteranodon was the long crest on its head. There are different theories about its function. It had no teeth at all, and a very short tail.

Many Pteranodon fossils have been found in the northern hemisphere in the USA, England and Europe.

[facts taken from <http://www.enchantedlearning.com/subjects/dinosaurs/facts/Pteranodon/>]

2. Give learners time to compare and complete their notes.
3.
 - a) It was a prehistoric flying lizard.
 - b) It was winged and toothless.
 - c) It live about 85 million years ago.
 - d) Fish
 - e) 10 metres
 - f) They had two wings and four feet; they had a long crest on their heads.
4. The Pteranodon

Poem (LB p. 129)

Go through the input in the *Learner's Book* with the class as part of the pre-reading activity.

Activity 9.3 Reading a poem (individual and pair) (LB p. 129)

Answer key:

1. Give learners time to skim the poem.
2. Read the poem to the class.
3.
 - a) A 7-year-old herd boy is taken by a Pteranodon.
 - b) He is out in the veld somewhere, alone, looking after the cattle.
 - c) No, it is a fanciful explanation for the boy's disappearance. Perhaps he was kidnapped, or attacked by a jackal or other predator or even a large eagle, although this is unlikely.
 - d) boy, stonegame, five cows, a valley with on the other side some huts on a hill. Maybe a drawing of the Pteranodon with the boy in its mouth, a leg showing instead of the boy on the ground.
4.
 - a) 'thin healthy head (of cattle) grazing.'
 - b) For the line length and rhythm, for poetic effect.

- c) 'healthy head' is alliteration. The repetition of the 'hea...' almost makes us see more than one cow. It is like a gesture where someone uses their hands to indicate something.
 - d) Vacant means that the boy is empty in the sense that he is unaware of danger, has not thought about what could happen to him.
 - e) The bold syllables give the rhythm, the single syllable words causing the reader to pause slightly. This adds to the picture of the huts on the hillside, each stressed syllable representing another hut.
 - f) One speaks about a clot of blood, so the picture of the broken boy in the jaws of the pteranodon is anticipated. It could also refer to a thickening as if the cattle are huddling together in fright (clot of cream).
 - g) 'clot of cattle'.
 - h) He means the width of the wingspan is 24 feet. At the time South Africa used feet and inches not metres.
 - i) The Pteranodon crushed the boy in its beak, breaking his back. It gives the idea that the creature was strong and the beak big.
 - j) The boy is compared to a rabbit. An eagle grabs a rabbit in its claws as it flies over it, just as the pteranodon has grabbed the boy in its beak.
5. Learners' answers will differ. They will use knowledge they have to think up a reason. Go through the answers with the class.

Note: Go through the note telling the learners what to do for homework.

Group discussion (LB p. 131)

Go through the input in the *Learner's Book* with the class.

Activity 9.4 Holding a discussion (group) (LB p. 131)

Provide guidance during group discussion. Learners must all take part in the discussion. Correct procedures. Select chairperson and scribe. Learners use appropriate language and register.

Answer key:

1. Help learners organise themselves for the discussion.
2. The chairpersons open the discussion by announcing the topic and the procedure. Learners should be prepared with pen and notebook. The three speakers in each group are each given a turn to speak.
3. Allow time for questions and comments.
4. The chairpersons sum up the conclusions reached. Learners discuss this if necessary.
5. If there is time, ask chairpersons to give the conclusion that the group has decided on.
6. Learners listen to general feedback if there is sufficient time.
7. Groups discuss the activity and whether it was successful or not. This is for self-evaluation and reflection. They can use the checklist for this part of the activity.

Listening to a newspaper article (LB p. 132)

Link this activity to the topic. Learners should question anything they read, especially in a newspaper. Go through the input in the *Learner's Book*.

Activity 9.5 Practice at listening (individual) (LB p. 132)

Answer key:

1. Learners do the pre-listening activity. They need not worry about the scientific names. Just explain that scientists use Latin to name things.
2. Go through the questions with the class and then read the text.

Controversy over fossil find

The discovery of fossilised bones from a 2 million-year-old hominid species that could be a direct ancestor of modern humans made international headlines when it was announced at the Cradle of Humankind World Heritage Site in Gauteng in 2009.

On Friday, another major announcement revealed the discovery of yet more bones believed to be a part of that same partial skeleton, which had been discovered at a cave site in the Cradle of Humankind. This is believed to be a new species of hominid, *Australopithecus Sediba*.

It has been widely, **though not universally**, hailed as a bona fide transitional species between early ape-like people and modern humans, showing characteristics shared by earlier species of apemen like *Australopithecus Africanus* and more recent ancestors of humans such as *Homo Erectus*.

The new bones – including parts of a jaw, a complete thigh bone, ribs, vertebrae and other important limb elements – will create a completeness never before seen in the human fossil record, said Professor Lee Berger, a paleoanthropologist at the University of the Witwatersrand and leader of a research team investigating *Australopithecus Sediba*.

"This new discovery will almost certainly make Karabo (the name given to the skeleton, meaning "answer" in Sotho) the most complete early human ancestor skeleton ever discovered," said Berger. The bones of Karabo, probably a boy aged between about nine and 13, and another partial skeleton, were discovered embedded in rock by Berger's nine-year-old son Matthew. He was on a fossil hunt with his father at the newly discovered subterranean cave site.

The rock, about a metre in diameter, was found almost three years ago, but lay unexplored in the Wits laboratories until early last month. Then Berger and his wife scanned this particular rock and discovered the bones.

"We are obviously quite excited as it appears that we now have some of the most critical and complete remains of the skeleton, albeit encased in solid rock. My colleagues and I just can't wait to get our hands on the fossils in that rock!" - Cape Argus

Dr Berger's claim, if it is accepted, would redraw the present version of the human family tree, placing the new fossils in the centre. The new species, in his view, should dislodge *Homo Habilis*, the famous tool-making fossil found by Leakey, as the most likely bridge between the australopithecines and the human lineage. Australopithecines were apelike creatures that walked upright, like people, but still lived partially in trees.

However, several other paleoanthropologists disagree with Berger, but do say the fossils are of great importance anyway, because they tell more about the process by which human evolution was shaped.

by John Yeld [adapted] [<http://www.iol.co.za/pretoria-news>]

3. It is about a fossil discovery that has been identified as a new species that predated humans. It is factual in that it reports the find, but the meaning of the find is said to be a claim that not all scientists agree with. The controversy is whether these bones are those of the 'missing link', the direct ancestor to humans or not.
4. Read the article to the class a second time.
5. Go through the answers with the class.

Sentences (LB p. 133)

Revise the sentence structure with the class.

Activity 9.6 Writing different kinds of sentences (individual) (LB p. 133)

Answer key:

- Will boys be boys? (question)
 - You see what those boys had found. (statement)
 - A hand grenade! It can kill or maim a person! (exclamation)
 - Boys, tell the teacher. (imperative)
- A 9-year-old boy found the fossil while he was hunting with his father. (compound)
 - The mother, who knew how to scan the rock, was also involved. (complex)
 - The find created controversy in the fossil field. Not all scientists agreed with the conclusions. (two simple sentences)
- Examples:
 - The **unwilling** boys walked **slowly** along the **winding** road to the **small** school.
 - The **important** man from Civil Defence knew **exactly** what to do with the **dangerous** object.
- The boys didn't walk along the road to school.
- The girls, who were running away in mock fear, were teased by the boys.
 - One of the less popular girls told the teacher that the boys had a dangerous object.
- The man cautiously told them not to move, and to place the object carefully on the book he indicated.
 - "The Civil Defence man spoke very seriously to the boys," said the teacher to the class, "warning them of the danger they had placed everyone in."
- Go through the answers with the class.

Tenses (LB p. 134)

Revise or teach the tenses as needed.

Activity 9.7 Using different tenses (individual) (LB p. 134)

Answer key:

- The boy looks after the cattle. (simple present)
 - If you can think for yourself, you don't have to give in to peer pressure. (use modals)
 - The boys were sobbing at the thought of what could have happened. (past continuous)
 - When the bell rang, they were anxiously waiting for someone to tell them they could go home. (simple past)
- It was a wonder that he was going to school on such a day. He didn't like school as it was, but rainy weather made school-going a much worse burden.
- Through the haze of blue-grey smoke they watch the children cross the road at the scholar patrol and the grown-ups rush to the bus-stop and taxi rank. A group of children walk past without giving them a second glance.
- Learners' answers will differ. Here is an example:

As I was crossing the street yesterday, a taxi came from nowhere, heading directly for me, when a man walking behind me reached out and pulled me out of the way, saving my life.

Word choice (LB p. 134)

Go through the input in the *Learner's Book* with the class.

Activity 9.8 Choosing the perfect word (individual) (LB p. 134)

Answer key:

1. For example:
 - a) My father worked with a horse-plough,
His shoulders globed like a full sail **stretched**
Between the shafts and the furrow.
The horses **pulled** at his clicking tongue. (Follower, Heaney)
 - b) my heart aches for my mother
for Friday nights with friends
around a table with the broad **smell** of beer (a young man's thoughts before June the 16th, Fhazal)
 - c) Why should I let the toad *work*
Sit on my life?
Can't I use my wit as a pitchfork
And drive the brute off? (Toads, Larkin)
 - d) Scavenging dogs
draped in red **streaks** of blood
fought fiercely
for a **small** bundle ('An abandoned bundle', Mtshali)
When you go through these, show how and why the original is better. It either creates a better image, a figure of speech, rhythm or sound.
2.
 - a) The tide is full, the moon lies **fair**/Upon the straits (Dover beach, Arnold)
 - b) If I should die, think only this of me:
That there's some corner of a foreign field
That is forever England. There shall be
In that rich earth a richer dust **concealed** (The soldier, Brooke)
 - c) Though now few eyes/can see beyond this **tragic** time's/complexities (A prayer for all my countrymen', Butler)
 - d) I love to see, when leaves depart/The clear anatomy arrive,/Winter, the paragon of **art**
('Autumn', Campbell)

Punctuation (LB p. 135)

Go through the input in the *Learner's Book* with the class.

Activity 9.9 Correcting punctuation (individual) (LB p. 135)

Answer key:

1.

Think for yourself

It can be difficult for children who have grown up in a society where they are taught to be obedient and do what they are told, to learn to question things. A parent's response to the question "Why?" is often "Because I say so!" So children eventually stop questioning, and become more accepting. This could kill the natural curiosity of a young child. Even worse is that older children or teenagers don't question what their peer group is doing, or don't stop to wonder whether what an adult wants them to do is okay. They just go along with whatever it is without questioning it. Such children grow into the kind of adult who is easily persuaded by adverts, by politicians, and by any other users of emotive language. They believe what they see and hear. They are what we call 'gullible'. The teenage years of a boy or girl who thinks for him- or herself can be trying times for parents: they are called on to justify nearly everything or to change something because there is a better way. Parents should be supportive of children who have enquiring minds. They will make better adults one day.

2. Go through the answers and teach whatever seems necessary.

An essay (LB p. 136)

Go through the input in the *Learner's Book* with the class.

Activity 9.10 Write an argumentative essay (individual and pair) (LB p. 138)

Answer key:

1. Learners choose a topic.
- 2-8. Learners follow the instructions while you walk around monitoring what they are doing.
9. Let learners practise their editing skills on each other's essays.
10. Give individual learners helpful feedback and when you hand the work back, you can generalise from what you have read.

Review (LB p. 139)

This is what the CAPS document has to say about a review:

Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trademark. Present reviews from different sources to show learners how varied this writing form can be.

- Reflect an individual's response to a work of art, film, book, occasion, etc.
- Project his/her 'judgement' to the work presented
- The reader of the review does not have to agree with the reviewer
- Two reviewers may respond differently to the same text

- Give relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable)

Explain this to the learners, giving them examples of current films or books or TV programmes. Go through the book review example in the *Learner's Book*. Point out the elements mentioned above.

Activity 9.11 What movie shall we watch? (pair) (LB p. 139)

Answer key:

1. Go through the example with the class.
2. a) It depends on whether people like the actors or not. The review is not likely to make readers feel they have to see the movie, and their expectations won't be too high if they do, although Farrell is said to be better than the previous version's actor.
b) plot; opinion; comment on acting; script; final opinion.
c) Familiar, modern, colloquial.
d) Yes – 'when it (Quaid's world) comes crashing down around his ears.' Discuss with them why this is not always a good idea because it takes away the suspense for the viewer.

Write your own review (LB p. 140)

Learners can use the example given in the previous activity and the notes they made to write their review.

Activity 9.12 Writing a review of a film (individual and pair) (LB p. 140)

- 1-4. Learners write their reviews using the writing process.
5. Let learners practise their editing skills on each other's reviews.
- 6-7. Learners finalise their reviews after which you collect them and store them in a file which is made available to the class so that they can read them when they have an opportunity to do so.

A book review (LB p. 140)

You need to have made sure that the learners have had plenty of warning so as to read the novel in preparation for this activity. Go through the input in the *Learner's Book* with the class.

Activity 9.13 Writing a book review (individual) (LB p. 141)

Answer key:

- 1-3. Learners follow the instructions as in the review above. You will take in the review for assessment so learners must work individually and not help each other. Give helpful comments. When you return the reviews go through them giving general feedback from what you have noticed.

Core Reader activity

Answers on 'Vendetta' by Guy de Maupassant (LB p. 141)

1. The simile is 'trails of white foam streaming from them, like torn shreds of linen'. In the story, the dog tears at the dummy, and finally at the real murderer, going for his throat which he tears to pieces. Later in the story we are told of how Sémillante began to tear the dummy's throat and 'tore away scraps of food, tore away the whole face and reduced the neck to shreds'. The comparison prepares us for the image of these two, the dummy and the man, and their clothes being torn to shreds by the dog.
2. How the Antoine Saverini was stabbed is not the point of the story. The story is about how his mother avenges his killing. Short stories don't have much space to expand unnecessary detail in.
3. It should alert the reader to the fact that the dog is important in the story.
4. 'She could not sleep at night, she knew not a moment of rest or peace, but racket her brains unceasingly.'

Examinations

Term 2: Cycle 10, Weeks 9-10