

**Text 1** (Adapted from *Daily Dispatch*, 7 May 2018)

**Durban reading team takes on world's best** [by Carla Lever]

*Michaela Crankshaw, Jemma Kasavan, Jaskaran Rajaruthnam and Sam Walker are all Grade 7 pupils at Manor Gardens Primary – a small public school in Durban. In July, they will represent South Africa in the World Finals of the Kids Literature Championships in Auckland, New Zealand. We interview them and their inspirational teacher, Isobel Sobey.*

1. CARLA: Congratulations to all of you on making the world finals of the Kids Lit Quiz – this must be hugely exciting! How stiff was the competition in the South African national finals?  
TEAM: We were up against the best teams in the country, so it was difficult. It's always stressful because we never know what to expect.
2. CARLA: How long have you been practising literature quizzes with Mrs Sobey?  
TEAM: We have weekly morning book club before school and we sometimes do quizzes after to discuss our books. It's mostly about reading a lot of books and remembering what you have read, who wrote it and when it was written. The quizmaster can ask absolutely anything!
3. CARLA: Your school has an incredible track record when it comes to making the national and international finals of this competition. It seems as if Mrs Sobey is your secret weapon! What's your winning approach, Isobel?  
ISOBEL: We are lucky to be in a school where reading is a priority from Grade 1 and pupils have been exposed to as many as 400 books in their first year of school. I'm just lucky to work with them once the foundation phase teachers have worked their magic. I guess I am saying I'm not the magic; it's Manor Gardens Primary School that is a magical place!
4. CARLA: Isobel, you've said that pupils at Manor Gardens work towards getting a place on the team as early as Grade 1. How have you managed to develop such an incredibly powerful culture of reading at your school?  
ISOBEL: Reading forms the basis of much of our teaching; we bring it into lessons all the time and we give children and teachers half an hour a day to read solo for fun. With all the reading going on, most children make an effort to find books they enjoy.
5. CARLA: It sounds as if it's a big deal to get onto the Book Quiz team! What do the rest of the school think about the quiz and how do they support you?  
TEAM: They are very proud and extremely supportive of our fundraising initiatives.
6. CARLA: The international quizmaster says he can draw on any book published – 2000 years' worth of literature is a lot to cover! How do you prepare?  
TEAM: Read, read, read... we're lucky that we don't all like the same types of books, so we can divide what we need to cover. We're allowed to read anything we want to, but Mrs Sobey looks for new books that might be part of the quiz.
7. CARLA: What benefits do you find reading gives you all?  
TEAM: We can actually go to different exotic places in books themselves! We also learn a lot of general knowledge and vocabulary and it's a relaxing form of escapism.
8. CARLA: How do you keep encouraging everybody in the school to get excited about reading?  
ISOBEL: I do lots of book talks, I introduce new books and we watch movies based on children's books. We have our own school interhouse Children's Book Quiz – this way more children have a chance to answer questions about books.
10. CARLA: I know you mentioned some programmes that Manor Gardens is running to partner with other schools to spread the reading bug. Can you tell us a little about that?



- ISOBEL: The Phendulani Quiz was started by Marj Brown, the national co-ordinator of Kid's Lit Quiz in South Africa. Schools sponsor other under-resourced schools who receive a set of books, which they have a set amount of time to read, before we all get together to hold our own quiz. Every year, the Phendulani Quiz grows a little bit and a few more children get to enjoy bonding over shared books.
11. CARLA: Not everybody gets the chance to fly to New Zealand, but why is it important that every child in South Africa has the opportunity to read books in their own language?
- TEAM: Reading develops your mind and your world. We wish everyone could find a lifetime friendship with books!

**Text 2:** (Source: <https://www.bookkidsblog.wordpress.com>)

### I Opened a Book

By Julia Donaldson

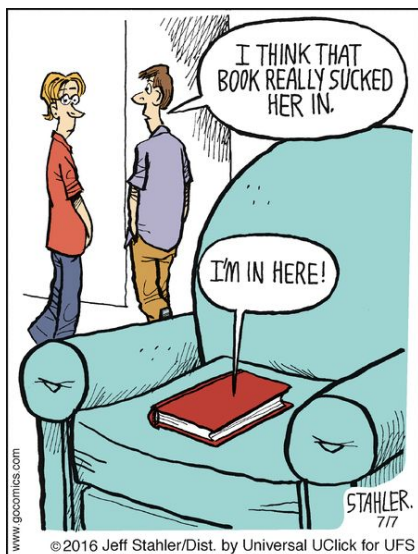
I opened a book and in I strode  
Now nobody can find me.  
I've left my chair, my house, my road,  
My town and my world behind me. 4

I'm wearing the cloak, I've slipped on the ring.  
I've swallowed the magic potion.  
I've fought with a dragon, dined with a king  
And dived in a bottomless ocean. 8

I opened a book and made some friends.  
I shared their tears and laughter  
And followed their road with its bumps and bends  
To the happily ever after. 12

I finished my book and out I came.  
The cloak can no longer hide me.  
My chair and my house are just the same,  
But I have a book inside me. 16

**Text 3:** (Source: <https://www.gocomics.com/moderately-confused>)



## Senior phase WORKSHEET 5 (Suggested level: Grade 7)

In this worksheet, pre-reading activities support word recognition and word-level comprehension and revise literary terminology. Post-reading activities focus on the features of an interview; and comprehension work includes inferring meaning, drawing conclusions, expressing an opinion and visual literacy. Language concepts include punctuation marks (semi-colon and apostrophe), parts of speech (adjectives and adverbs), sentence construction (finite verbs, simple sentences and indirect speech) and figurative devices (metaphor and alliteration). **CAPS Reading and Viewing; Language Structures and Conventions; Speaking and Listening – Grade 7: revision of aspects from Term 2.**

### PRE-READING ACTIVITIES:

1. Use the clues to find twelve words from Text 1 in the word search. All the words are related to the topic of the text: an **interview** with a very special group of readers about their love for books and reading. Search from left to right and from top to bottom. The first letters of the words are capitalised and are in bold.

|          |          |          |          |   |          |   |          |          |   |          |   |
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| c        | q        | u        | r        | t | t        | y | p        | e        | q | i        | z |
| a        | f        | y        | w        | a | e        | t | l        | n        | s | t        | q |
| <b>b</b> | <b>I</b> | n        | t        | e | r        | v | i        | e        | w | e        | e |
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| h        | o        | l        | t        | m | k        | d | p        | d        | l | d        | m |
| m        | n        | p        | <b>E</b> | x | o        | t | i        | c        | n | e        | w |
| p        | a        | h        | r        | u | h        | p | s        | t        | p | q        | r |
| w        | l        | d        | t        | s | s        | x | m        | l        | f | x        | c |

#### Clues:

- a person who conducts an interview
- a person who answers the questions in an interview
- involving people from the same country
- involving people from different countries
- a test or competition where questions are asked
- the person who asks the questions in the competition
- on your own
- reading matter
- something that has a good effect
- unusual; exciting
- the words of a language
- something that helps you escape from unpleasant or boring realities

2. Match the terms in Column A to their meanings in Column B. The terms are important when you study literature and some will help you to answer the questions on Text 2:

| A                   | B  |
|---------------------|--|
| plot                | the place where the events in a story happen                         |
| character           | pattern formed by rhyming words in a poem                            |
| genre               | the message which the author wants to convey to the reader           |
| theme               | the story line; what happens to the characters                       |
| setting             | a person (or animal) in a story                                      |
| alliteration        | a figure of speech that makes a hidden comparison between two things |
| metaphor            | category or type of literature                                       |
| figurative language | two or more words in a line start with the same consonant sound      |
| rhyme scheme        | Words that do not have a literal meaning                             |

### Additional activity (Listening and Speaking):

Work with friends to prepare questions for a class quiz based on the literary works you have studied this term. Compete in teams to find the reading champions in your class.

### Answer the questions below:

#### Refer to Text 1:

1. Describe two **features** of the text that will help readers to identify it as an **interview**. (2)
2. It is generally felt that the best interviews include open-ended questions which give interviewees a chance to express their opinions and feelings. Do you think some questions in this interview gave the members of team the opportunity to express their opinions and feelings? Refer to examples from the text to substantiate your answer. (2)
3. Refer to paragraph 3:
  - a. List three important factors which contributed to the school's success in the championships. Explain why you have chosen each factor. Use details from the whole text to answer this question. (3)
  - b. "I guess I'm saying that I'm not magic; it's Manor Gardens Primary School that is a magical place!" What is the function of the **semi-colon** in this sentence? (1)
  - c. Why is the **exclamation mark** an appropriate punctuation mark for the sentence quoted in (b)? (1)
4. Refer to paragraph 5: Write down two **adverbs** and two **adjectives** that were used by the team when they answered the question. (2)
5. Give the function of the **apostrophe** in "2000 years' worth of literature" (paragraph 6) and explain why it appears after the "s" in the underlined word. (2)
6. Refer to paragraph 10:
  - a. In your **own words**, give two reasons why the Phendulani Quiz was started by the Kid's Literature Quiz organisation in South Africa. (2)
  - b. The word "phendula" is a Zulu and Xhosa word which means "respond" or "answer". Why do you think this word was used in the name of the competition? (1)
7. Refer to: "Reading develops your mind and your world. We wish everyone could find a lifetime friendship with books" (paragraph 11).
  - a. Identify the three **finite verbs** in these sentences. (3)
  - b. Which of the two sentences is a **simple sentence**? Explain your answer. (2)
8. Do you think the "reading bug" (paragraph 10) has "spread" at your school? Why or why not? (2)
9. **Refer to Text 2:**
  - a. "I opened a book and in I strode" (line 1). Identify the **figure of speech** the poet uses to describe reading: A. simile; B. personification; C. metaphor. (1)
  - b. What sort of book do you think the speaker in the poem is reading? Give two clues which have helped you to identify the **genre** of the book. (2)
  - c. Suggest what the word "friends" in line 9 could refer to. (1)
  - d. Write down an example of **alliteration** from stanza 3. (1)

10. **Refer to Text 3:**

- a. Describe how we can understand the **literal meaning** of the details in the cartoon. (1)
- b. Explain the **figurative meaning** of the cartoon. (1)
- c. Change the speaker's words in the second speech bubble into **indirect speech**. Start with:  
*She said that ...* when you rewrite the sentence. (2)
- d. Describe how Text 3 links with some ideas in Texts 1 and 2. (3)

**[35 marks]**

## Memorandum

### Pre-reading

1.

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| V |   | N | a | t | I | o | a | l |   |   |   |  |
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| a |   |   |   |   | e |   |   | n |   | t |   |  |
| b | I | n | t | e | r | v | i | e | w | e | e |  |
| u | n |   |   |   | v |   |   | f |   | r |   |  |
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| r | r |   | i | w |   |   |   |   |   | u |   |  |
| y | n |   | z | e |   |   | E |   |   | r |   |  |
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|   | i |   | S | o | l | o | a |   |   |   |   |  |
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|   | n |   | E | x | o | t | i | c |   |   |   |  |
|   | a |   | r |   |   |   | s |   |   |   |   |  |
|   | l |   |   |   |   |   | m |   |   |   |   |  |

- a. interviewer
- b. interviewee
- c. national
- d. international
- e. quiz
- f. quizmaster
- g. solo
- h. literature
- i. benefit
- j. exotic
- k. vocabulary
- l. escapism

2. plot: the story line; what happens to the characters /character: a person (or animal) in a story/ genre: category or type of literature/ theme: the message which the author wants to convey to the reader / setting: the place where the events in a story take place / alliteration : two or more words in the same line start with the same consonant sound / metaphor: a figure of speech that makes a hidden comparison between two things / figurative language: words that do not have a literal meaning / rhyme scheme: pattern formed by rhyming words in a poem

### Post-reading

1. The text takes the form of a conversation between an interviewer and interviewees. The questions are aimed at gaining information to share with readers. The introductory paragraph identifies the interviewees and the topic of the interview. The names of the speakers appear on the left and are followed by a colon and the direct words of the speakers. No inverted commas are used. (Any two relevant features.) (2)
2. Students could feel that some questions allowed the interviewees to express their opinions and feelings, for example question 7, which required them to say how reading benefits them or question 11, where they could say how they felt about books being made available to speakers of all languages. Some students could argue that the questions were directed to the team as a group and that individual members might not have had the opportunity to say how they felt. Accept answers that are backed up by relevant details from the text. (2)
3.
  - a. Students could mention a variety of factors contributing to the school's success. Each factor should be followed by the student's personal explanation of the role played by the particular factor. For example: Pupils are encouraged to read from Grade 1. By the time they are in the senior grades, they have excellent reading skills. They are allowed

- to read what they want to. This ensures that they keep reading and looking for books that interest them. The school timetable allows teachers and pupils half an hour per day to read on their own. This means that teachers set a good example which pupils would want to follow and ensures that reading becomes a habit. (3)
- b. The semi-colon links two main clauses and is used instead of a conjunction. (1)
- c. The exclamation mark helps to express the speaker's feelings of delight and satisfaction with the school. (1)
4. adverbs: very, extremely ; adjectives: proud , supportive (2)
5. The apostrophe shows possession and it is used with a plural noun which ends in "s". It therefore appears after the "s". (2)
- 6.
- a. They would like to: help schools without resources to build up their libraries; encourage pupils to read and improve their reading skills; create opportunities for pupils from different schools to meet and foster friendships. (Any two) (2)
- b. Pupils answer questions about the books they have read when they take part in the competition. A word in an African language could perhaps appeal to learners from some of the schools that are participating in the quiz. (1)
- 7.
- a. finite verbs: develops, wish, could find (3)
- b. "Reading develops your mind and your world." It is a simple sentence because it has only one finite verb ("develops") and one subject ("Reading"). (2)
8. A personal opinion should be expressed regarding the enthusiasm for reading books at the school. This should be supported by a valid reason. The answer should indicate that the student understands the term "reading bug".
- 9.
- a. C. Metaphor. (1)
- b. The speaker could be reading a fantasy novel. The poem refers to a "magic potion" and to fighting "with a dragon". (Accept other possible answers.) (2)
- c. "Friends" refers to the characters you meet and come to love when you read about their lives. You get to know them so well that they become like friends to you. (1)
- d. "...their road with its bumps and its bends". (1)
- 10.
- a. The reader has literally disappeared from the chair she was sitting on. Her answer comes from inside the book, indicating that she was "sucked in" by the book. (1)
- b. Figuratively it means that the story fully occupied her mind and she did not notice what was going on around her. (1)
- c. She said that she was in there. (2)
- d. The cartoon illustrates the effect that reading has on you. It allows you to escape from reality and go to an imaginary world. This is described in Text 2 where the speaker mentions that nobody could find her while she was reading and the team members (Text 1) also say that they are taken to "different exotic places" through the books they read. (3)

[35 marks]

*Below are suggested cognitive levels that could be associated with the different questions. (These are listed and described on pages 121 – 122 of the English Home Language Senior Phase CAPS document.)*

**Suggested cognitive levels:**

| Question number | Mark allocation | Cognitive level |
|-----------------|-----------------|-----------------|
| 1               | 2               | 3               |
| 2               | 2               | 5               |
| 3 a             | 3               | 4               |
| 3 b             | 1               | 3               |
| 3 c             | 1               | 3               |
| 4               | 2               | 2               |
| 5               | 2               | 1               |
| 6 a             | 2               | 2               |
| 6 b             | 1               | 3               |
| 7 a             | 3               | 1               |
| 7 b             | 2               | 2               |
| 8.              | 2               | 5               |
| 9a              | 1               | 1               |
| 9b              | 2               | 3               |
| 9c              | 1               | 3               |
| 9d              | 1               | 2               |
| 10a             | 1               | 3               |
| 10b             | 1               | 3               |
| 10c             | 2               | 2               |
| 10d             | 3               | 4               |

**Levels 1 and 2 (Literal and Reorganisation): 15 marks**

**Level 3 (Inference): 10 marks**

**Level 4 and 5 (Evaluation and Appreciation): 10 marks**

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