

Read this short adapted text from an article about tropical cyclone Eloise, that was published on 29 January 2021.

In **Mozambique**, the number of people affected by Tropical Storm Eloise has risen to 314,369, with a significant increase reported in Buzi District, according to the National Institute for Disaster Risk Management and Risk Reduction. New satellite imagery analysis highlights damages to houses and agricultural land caused by flooding along the Buzi river, with the northern and eastern parts of Villa Arriaga appearing highly affected. At least 20,012 people are still seeking shelter in 31 temporary accommodation centres.

In **Zimbabwe**, moderate to locally heavy rainfall is forecast over most of the country from 29 to 30 January and there are reports of flooding in Chitungwiza. In **South Africa**, heavy rains continue in multiple locations. Orange warnings for disruptive rainfall are in place for southern and eastern Mpumalanga, Gauteng and the western Bushveld of Limpopo, as well as north-eastern North-West Province, while yellow warning alerts are in place for eastern and central Free State and eastern North-West Province, according to the South Africa Weather System.



Talk about natural disasters. Have you been affected by a natural disaster? What do you think is the difference between an orange and a yellow warning?

2. Listening comprehension

Watch the video and listen carefully to what the narrator says. Then answer the questions that follow. You should read the questions before you watch the video. Make notes while you watch.

[Thunderstorms 101 | National Geographic - YouTube](#)

- 2.1 Write down two words (onomatopoeia) that describe the sound of a storm building up.
- 2.2 What are the three things you can expect to see and hear during a storm?
- 2.3 How many storms take place at any time across the world?
- 2.4 Which is the most extreme of the four types of storms? Give a reason for your answer.
- 2.5 Name two positive qualities of storms.
- 2.6 Name three negative qualities of storms.
- 2.7 What do meteorologists do?
- 2.8 Do you think you would like to be a meteorologist? Give a reason for your answer.
- 2.9 Which type of natural disaster do you think has the most devastating effects? Substantiate your answer.

Reading and viewing

Literature text: The novel

Do you feel a bit overwhelmed at the idea of studying a novel? Even if you are not a natural reader, novels can open up so many worlds – places where we can escape to in our minds. It helps to break down the reading process of understanding and appreciating into manageable steps.



1. Do some **research**. Find out about the author and the background of the novel. Do research on the time in which the novel is set.
2. Your first reading of the novel should focus on **enjoyment**. Think about the characters and form opinions about their behaviour. Try to **predict** what may happen next while you are reading.
3. **Create notes** during the second reading so that you have a clear record of how the story unfolds. Make a **character map**. You can cut out pictures or draw pictures of the characters and add words that describe their actions, behaviour and emotions. You can also write down what you learn from their actions.

Test your knowledge. Choose words from the word bank to complete the descriptions.



character; theme; setting; point of view; plot

- a) The time, place and environment in which the story takes place.
- b) The series of events in the story that reveal the conflict, crisis and resolution.
- c) The people (or things) who take part in the story.
- d) The perspective from which the story is told.
- e) What is the author trying to tell us about the subject of the story.

Poetry

In this activity, you are going to

- ✓ revise the key features of a poem.
- ✓ respond to a poem.

1. Basic poetry elements

Match the words in Column A with the descriptions in column B.

Column A	Column B
1. form	G the distinctive way that a poet uses language
2. mood	F anything that stands for or represents something else
3. poet	A the shape or structure of a poem
4. speaker	J one line of poetry
5. stanza	E a group of lines that usually develop one idea
6. symbol	D the imaginary voice a poet uses when writing a poem
7. style	H central message the poet gives the reader
8. theme	C one who writes poetry
9. tone	I a poet's attitude toward the subject of the poem
10. verse	B the feeling that a poem creates in the reader



2. Poetry techniques

2.1 Sounds of poetry - A poem is like a parade of sounds through your ears.

Match the descriptions in Column A with the terms in Column B.

Column A	Column B
1. the repetition of the same or similar sounds at the beginning of words	G meter
2. words are used to imitate sounds	C rhyme
3. the occurrence of the same or similar sounds at the end of two or more words	K rhyme scheme
4. the repetition of vowel sounds in words	E refrain
5. a line or group of lines that is repeated	H end rhyme
6. the repeating of a word, sounds, or phrases	A alliteration
7. the arrangement of a line of poetry by the number of syllables	J consonance
8. occurs at the end of lines	D assonance
9. occurs when a word in the middle of a line rhymes with a word at the end	L rhythm
10. the repetition of similar consonant sounds	B onomatopoeia
11. the pattern of rhyme in a stanza or poem	I internal rhyme
12. the patterns of beats; the musical quality.	F repetition

2.2 Imagery in poetry - Painting with Words

Can you explain what **figurative language** is? A figure is a symbol, picture or image. Poets use words pictures to "show" the readers what they are describing. Try the activity below to revise the figures of speech that are used most frequently.

a) Choose words from the word bank to complete the sentences.

metaphor personification simile hyperbole

"The sky is crying" is an example of ... because we give human qualities to a non-human thing. When we say, "Her eyes were diamonds" we directly compare two things. This is called a ... A purposeful exaggeration for emphasis, like "a flood of tears" is called a ... A comparison of two things using "like" or "as" is called a ...



b) Create your own figures of speech with the word "storm". Try to create one for each of the figures of speech above.

Example: The storm raged like an angry teenager.

3. Read the poem below and then complete the sensory response and the questions that follow.

A sudden storm – Pius Oleghe (Nigerian writer)

The wind **howls**, the trees sway,
The loose house-top sheets **clatter** and **clang**,
The open window shuts with a **bang**,
And the sky makes night of day.

Sound =
onomatopoeia

Helter-skelter the parents run,
Pressed with a **thousand minor** cares:
'Hey, you there! Pack the house-ware!
And where on earth's my son?'

What is the
purpose of
the colon?

Home skip the little children;
'Where have you been you naughty boy?'
The child can feel nothing but **joy**,
For he **loves** the approach of rain.

The
children's
experience

The streets clear, the houses fill,
The noise gathers as children shout
To **rival** the **raging** wind without,
And nought that can move is still-

R-alliteration
= sound

A bright flash! – a lighted plain;
Then from the once-blue heavens,
Accompanied by noise that deafens,
Steadily pours the rain.

Link this line to a
line in stanza 1.



helter-skelter = something that is hurried and disorganised, especially when things happen very quickly, one after the other
 nought = nothing

I see 	I hear 	I smell 	I taste 	I feel 
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Post-reading: Questions

1. Who is the speaker in the poem?
2. Explain what is meant by "the sky makes night of day", stanza 1.
- 3.1 State and explain the different reactions of the children and their parents to the storm.
- 3.2 Why do you think the parents feel the way they do? Quote two words from stanza 2 that suggest the parents' feelings and movement. Quote two **consecutive words** to show that their worries are not serious.
4. What does the speaker mean in stanza 3 when he says: The noise gathers as children shout,/To rival the raging wind without.
5. Refer to stanza 5. Describe in your own words what happens just before rain pours down.
6. Use the letters of the alphabet to show the rhyme pattern.
7. Pick out any four words that describe sound, i.e. examples of onomatopoeia.



Summary writing

Read the text below. There are safety tips if you are caught outside during a thunderstorm. You have to summarise the seven tips in 70- 80 words.



How to go about writing a summary



1. Make sure you understand what you have to summarise.
2. Write the topic down before you start writing the rough draft e.g. **Seven safety tips during a thunderstorm**. Refer to the topic continuously so that you do not lose focus.
3. Highlight all the points that answer the topic.
4. Use your own words as far as possible when you write down the summary points.
5. Write full sentences: Subject + finite + (object).
6. Do not include examples or someone's direct words.
7. Draw a line through the rough draft after you have written the final draft.
8. Stick to the word limit: planning is very important! Write down how many words you have used.

Thunderstorms can strike with little to no warning, especially during the warmer months of the year. It is critical to know how to react to a sudden storm to ensure your safety. "Staying out in the open is a big no-no," said Evan Duffey, a meteorologist. If you can get inside quickly, do so. It is best to get as low to the ground as possible; you do not want to be the tallest thing around in a thunderstorm. Being in an enclosed car is not as safe as being inside a building, but it is a safer option than staying outside. There is a common myth that the rubber from the tyres keep you safe, but that is not true. The metal shell of your car disperses the lightning around you to the ground. Water does not attract lightning but it is an excellent conductor of electricity. Being outside near or in water is not a good idea. It is risky to stand under an open tent during a storm. Tents often have metallic frames. It is about as risky as standing under a tall, lone tree. Check your local weather forecast before you leave the house. The forecast where you live may not be the same as the place where you are heading. People believe you have to be nearby lightning for it to be a danger. As soon as you hear thunder, you should move to shelter immediately. Lightning can strike very far from a thunderstorm, so even if it is not raining, once you hear thunder, you may be in danger.



You can click on the link in the resource box if you want to read more about lightning.

Writing and presenting

Essay

We discussed the essay in the first lesson and you followed process writing to write an essay.



In this lesson, you are going to practise writing introductions that catch the reader's attention. This will help you when you plan your essay for formal assessment.



- If you have access to the internet, you can search for a quote, an idiom or a saying that links to your topic.
- You can write down a single word or a name. Then you can continue with another sentence or two.
- The introduction must be short. The purpose of the introduction is to create curiosity in the reader.
- Look at the example below and then try a few introductions with the visual stimuli. Write about 30 words.

Examples:



Harry. He was always the class clown, always in trouble with the teachers. Nobody really knew anything about him. That was until that day at the river. Everything changed that day.

OR

James Gandolfini once said, "I find I have to be the sad clown; laughing on the outside, crying on the inside. Let me tell you my story.

OR

My granny said if you stop giving attention to a clown, he would stop performing. That is exactly what happened to Sophie that day in class.

To Do...

Now try writing introductions for the following visual stimuli topics.



Summarise chapter from a novel

To Do...

You have practised to write a summary. Now use the summary writing skills to summarise the main events (=plot) of Chapter 1 of the novel that you are reading. If you have read a short story or folklore, you can summarise the plot of that story.

This exercise is very useful when you have to study for a literature test.

Language structures and conventions



This language activity is an interactive exercise where you will practise several skills using a visual text. Click on the links in the resource box for help if you struggle.

	1.1 List all the punctuation marks in Frame 1. Write next to each one what its purpose is in the sentence that it is used. E.g. full stop denotes the end of the sentence. 1.2 Complete the sentence below by filling in suitable pronouns: ... are rowing ... boat to get to ... camping site. Calvin has brought ... tiger Hobbes along. The family will have to pitch the tent
	2.1 Write suitable synonyms for <i>fresh</i> and <i>clean</i>. Can you find antonyms for <i>fresh</i> and <i>clean</i>? 2.2 Rewrite "fresh air, clean water and lots of exercise" so that your sentence contains a subject and a finite verb. 2.3 How would you continue the man's sentence after <i>and</i> ...? What do you think he wanted to say?
	3.1 Complete the sentence: Calvin and his family look up when they hear the sound and see ... 3.2 Rewrite the sentence starting with "When ..." 3.3 Boom! is an example of (alliteration/ onomatopoeia/ metaphor).
	4.1 Underline the adverbs in the sentences below. Write the correct label next to each sentence: adverb of place ; adverb of degree a) It is raining extremely hard. b) The storm is raging outside. 4.2 Complete the sentence by writing a suitable adverb: Calvin's father is rowing ...

Suggested answers

Listening

- 2.1 rumble and roar
- 2.2 rain, thunder and lightning
- 2.3 2000
- 2.4 supercell- it causes hurricanes
- 2.5 sustains life, balances the earth's energy and electricity
- 2.6 Lightning can cause fires, excessive rain can cause flash floods, high speed winds can cause tornadoes.
- 2.7 They study weather patterns.
- 2.8 Do you think you would like to be a meteorologist? Give a reason for your answer.
- 2.9 Which type of natural disaster do you think has the most devastating effects? Substantiate your answer.

Summary

1. Get inside as quickly as possible.
2. Stay as low as possible.
3. It is better to be in a car than outside in the open.
4. Stay away from water.
5. Do not look for shelter in a tent.
6. Check the weather forecast before you go out.
7. Move away from the area quickly.



Literature

- a) setting
- b) plot
- c) character
- d) point of view
- e) theme

Elements of a poem	Sound devices	Figures of speech
1. form = A	1. A alliteration	personification
2. mood = B	2. B onomatopoeia	metaphor
3. poet = C	3. C rhyme	hyperbole
4. speaker = D	4. D assonance	simile
5. stanza = E	5. E refrain	
6. symbol = F	6. F repetition	
7. style = G	7. G meter	
8. theme = H	8. H end rhyme	
9. tone = I	9. I internal rhyme	
10. verse = J	10. J consonance	
	11. K rhyme scheme	
	12. L rhythm	

Post-reading: poem

1. A third person narrator and a concerned parent
2. The clouds become dark because of the storm that is building and it looks like it is becoming night time.
- 3.1 The children love the approaching storm and finds the build-up exciting. They run around and play. the parents are concerned about their homes and try to get everything and everyone inside.
- 3.2 The parents are concerned about their safety. "helter-skelter" and "pressed" "thousand minor" show that their worries are not serious.
4. The intensity of the noise is picking up/ the noise is becoming louder, the children are shouting loudly too. It is almost like a battle who can make the most noise: the children or the gathering storm.
5. There is a flash of lightning and the sound of thunder.
6. abba/ cddc/ effe/ ghhg/ ijji
7. howls/ clatter/ clang/ bang

Language structures and conventions

1.1

question mark denotes a question

Apostrophe shows omission/ contraction

Exclamation mark shows excitement

1.2 They are rowing their boat to get to their camping site. Calvin has brought his tiger Hobbes along. The family will have to pitch the tent themselves .

2.1 fresh = *crisp/clear/pleasant* and clean = *unsoiled/ pure/ wholesome/untainted*.

fresh: polluted/ musty

clean: dirty/ soiled/polluted

2.2 We will have fresh air, clean water and we will get lots of exercise.

2.3 ... and wild animals/ tropical fruit/ bird life

3.1 Calvin and his family look up when they hear the sound and see lightning/ dark clouds.

3.2 **When** Calvin and his family look up, they see lightning/ dark clouds.

3.3 onomatopoeia

4.1

a) It is raining extremely hard. - degree

b) The storm is raging outside. - place

4.2 Calvin's father is rowing backwards.