



NORTHCLIFF HIGH SCHOOL

GRADE 8

Dear Grade 8's and Grade 8 parents

The lockdown is proving to be a stressful and trying time for everybody – children, parents and teachers alike. These lessons are intended to keep the Grade 8's busy and educationally stimulated.

If you have any queries you are welcome to contact your teacher via e-mail:

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In this resource pack there are 3 lessons that should each take approximately 30 minutes each. The instructions have been clearly laid out for you. Please do the work in your English books.

In Grade 8 one lesson per week is set aside as a reading lesson. The learners must read. They can read whatever they like: novels, magazine articles, their setwork *Nation*. There many books available for free online. Please keep a record of what is read.

Regards

Lisa Davidson

Grade 8 English Controller

Lesson 1

Date: Monday, 20 April 2020

Set by: Mrs Pereira – MPereira@northcliffhigh.co.za

Recommended time: 25 minutes

What should you get out of this lesson?

This lesson will introduce you to different **Figures of Speech** we will be learning about and using in our writings, as potential award-winning Poets, Authors, Journalist and Playwrights!



(Resources used: English Handbook and Study Guide – Beryl Lutrin and Marcelle Pincus)

Layout instructions:

- ✍ *Date your work against the right-hand margin and in full, not in numbers.*
- ✍ *Write your heading and any sub-headings against the left-hand margin.*
- ✍ *Underline your heading.*
- ✍ *Skip a line after you heading to start your tasks.*
- ✍ *Number your questions in the left-hand margin.*
- ✍ *Skip a line after each question.*
- ✍ *Rule off after each section of work.*

✎ You can print this work pack out, and work through it on the hard copy, but you must complete the 'To Do' tasks in your workbook. You are encouraged to stick these notes into your workbooks.

✎ Stick to the recommended time to complete each lesson

Remember: Rushing causes crashing!

✎ Work neatly... Complete your work in such a way, that you want to open your book and study from it... ask yourself:

"What will my teacher say about my work?"



Above all, be creative and have fun doing your work!



We use **Figures of Speech** to create images in order to express ourselves visually, imaginatively and powerfully when we are writing.

Language may be used in either a literal or figurative sense.

Literal = Denotative language

✎ Facts and figures

✎ Factual

✎ e.g. Mr Jones is writing a poem – Literal language:

Mr Jones is literally writing a poem.



Figurative = Connotative language

- ✍ Makes use of comparisons and suggestive ideas
- ✍ e.g. Mr Jones is writing a masterpiece – Figurative language:
It is being suggested the Mr Jones' writing is a work of art, that is worthy of being in a gallery or museum.

Figures of Speech are divided into three categories:

1. Comparisons
2. Sound Devices
3. Contradictions

(In grade 8 we focus mainly on some **Comparisons** and **Sound Devices**.)

TO DO:

- ✍ **In your workbook, on a new page, (behind your Literature divider, if you have divided your book) and using the above given notes,**

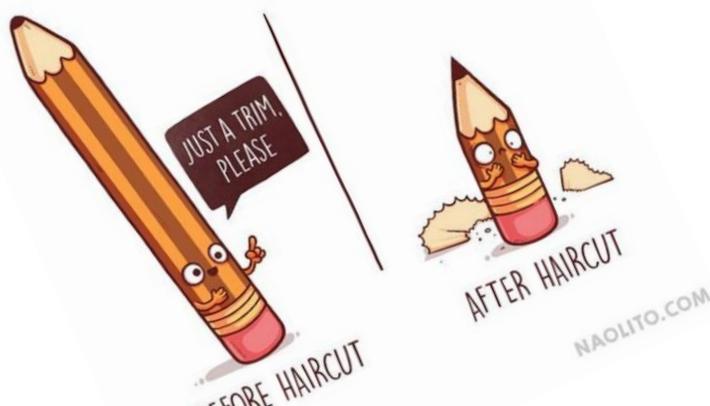
1. Write out what Literal and Figurative language is.

2. List the three categories of Figures of Speech.

Your heading is: Figures of Speech

COMPARISONS

- ✍ Comparisons are used to compare two objects (*animate or inanimate*) in direct or indirect ways.
- ✍ Often an expressive phrase replaces a simple adjective or adverb.



TO DO:

3. In your own words, write a definition for each of the following words:

- **Animate**
- **Inanimate**

SIMILE

- ✎ A simile is a direct comparison that **always** contains the words 'as' or 'like'.
- ✎ e.g. She is **as** funny **as** a circus clown.

TO DO:

4. Write down five sentences using 'as' and five sentences using 'like' for your comparison similes.

Your Sub-Heading is: Comparisons – Simile 'as' and 'like'

✎ **4.1) Simile – 'as'**

✎ **Then your sentences should be listed and numbered:**

4.1.1

4.1.2

4.1.3

4.1.4

4.1.5

✎ **4.2) Simile – 'like'**

✎ **Then your sentences should be listed and numbered:**

4.2.1

4.2.2

4.2.3

4.2.4

4.2.5



You can so hear these girls 'like'
using the word 'like', 'like',
incorrectly!
(#like-that's-so-like-embarrassing!)

Language

Sentence types: simple, compound and complex sentences

LESSON 1

Set by: Ms Scheepers

Time: 25 – 30 minutes

Lesson Objective:

This lesson is to revise the types of conjunctions as well as define the three different types of sentences.

Instructions:

Read and familiarise yourself with the following notes.

Rewrite the notes into your work books.

1. Revision of Conjunctions

Conjunctions are connecting words that join words, phrases or sentences together. There are two types:

Co-ordination Conjunctions - we use the mnemonic FAN BOYS

(For, And, Nor, But, Or, Yet, So)

Subordination Conjunctions – these include although, because, however, if, so, since, then, though, unless, because, until, when, whether, while..

2. Sentence Types

2.1. The Simple Sentence: A simple sentence deals with one main idea. It has ONE subject and ONE PREDICATE (also know as an independent clause).

E.g. I ate all the chocolate in the house.
I miss my friends.

2.2 The Compound Sentence: A compound sentences is made up of two or more simple sentences (independent clauses) joined by a CO-ORDINATING CONJUNCTION.

E.g. I never thought I would say this **but** I miss school.
My parents are telling me I should read more books **and** I should get some exercise.

2.3 The Complex Sentence: A complex sentence is made up of an independent clause and one or more dependent clauses. They are joined by a SUBORDINATION CONJUNCTION.

E.g. The grade eights are all staying on top of their work **while** they are on lockdown.

I am going to stay active **so** I won't get unfit.

LESSON 2

Time: 25 – 30 minutes

Lesson Objective:

This lesson is to practice identifying types of conjunctions, as well as classifying sentences into simple, compound or complex.

Instructions:

Complete the three exercises.

Don't forget to give your work a date and heading (Lesson 2 - Simple, compound, complex sentences)

Memo will be uploaded as part of next week's work.

Exercise 1

Underline the conjunctions in the following sentences. Ensure you **write the sentences into your books**.

1. I made popcorn when we had family movie night.
2. I started to read my English book because I was bored.
3. Although we are all apart from our friends, we can call and message all the time.
4. The teachers are missing their students but probably not the noise.
5. A good routine is important during lockdown since it keeps us from becoming lazy.
6. We play games and read.

Exercise 2

A) Identify whether the above sentences are simple, compound or complex.

B) Explain your answer.

(You don't have to rewrite the sentence just write the number and your answer).

Exercise 3

An important part of your essay writing is being able to write using a variety of sentence types. In this activity you must write down your thoughts and feelings about the lockdown using a combination of all the sentence types. Try write about 120 words. At the end write down how many times you used the particular sentence type.

(E.g. Simple sentence = 5

Compound sentence = 7

Complex sentence = 4)