



GRADE 8

My Dear Grade 8 Learner

I trust that you are well and safe during these uncertain and trying times.

Please find attached activities for the various aspects of English.
Please complete these activities timeously.

Keep safe and may God bless you and your family and safeguard us from all calamities.

Grade 8 Co-ordinator

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COMPREHENSION

When reading try these tips to help with your comprehension:

- Ask yourself: Do I know about anything in this passage? In this instance, what do I know about poverty?
- Ask yourself questions throughout reading. It will help you to remain focused on what is happening.
- Evaluate the information and make inferences or 'educated guesses' if you have not been told explicitly what is happening.
- Visualize or make mental images when reading descriptions.
- Try to make predictions by connecting what you already know to what you do not know.

Read the following passage and answer the questions that follow. Remember to always answer questions in a complete sentence.

Poverty

Five times a day, the crowd of students flocked around the window through which the caretaker sold her cakes, then broke up in the yard to play and walk about, while heartily biting into long pieces of a type of gingerbread with jam.

And five times a day I was forced to endure this spectacle without participating in it. I never had a cent to my name. I was forced to stand in the background, and the sight of those cakes the pupils bought in a joyous uproar and devoured greedily and freely about me, overwhelmed me with passionate desire.

Thus I began filling myself with water from the tap, in a corner of the yard and, every now and then, I returned to it, trying to drown my stomach to keep it quiet. Similarly, I tried to hide myself in the crowd to escape Bussi. I had neither the feeling or strength to talk. It was already quite a problem looking calm, indifferent, even filled, like everybody else. But Bussi managed to find me. I saw him; he had seen me; impossible to get away. He came up to me holding a long piece of golden-brown bread, its white, foam-light inside cut in two to receive fried eggs. He looked more impressive to me with this large loaf in his hand than Asselm, whom I had known in my childhood in Petit-Morne. I found it terrible.

But Bussi was a kind friend. Seeing that I hadn't anything to eat, he offered me his bread in a natural gesture.

'Break it.'

'No,' I said, 'thank you.'

He pointed his bread at me. That golden-brown and white bread, spongy and stuffed full of fried eggs, smelling good.

No, I was adamant in my refusal and with an air of indifference; for, at his insistence, my hunger, overcame or driven back by some indescribable pride risen up in the face of what could be a gesture of pity on the part of this boy, my hunger no longer existed. But he broke the bread himself and handed me a piece, a large piece, all full of egg and yolks.

'Come on now, don't make such a fuss.'

I put both my hands behind my back and with a quiet smile, I persisted with my refusal.

Then, to end it all, Bussi shrugged his shoulders, did a little pirouette, bit deep into his bread and we spoke about other things. We walked about the yard. The walk relaxed me from the struggle I had been through.

All the while he was speaking, Bussi was eating.

After a while, cutting short our conversation, he said to me;

‘You didn’t want to share my snack with me, and I have too much. My mama always gives me too much to eat.’

Indeed, looking fully satisfied, he showed me a large hunk of his over-sized sandwich and, with a gesture of disgust, let it fall, catch it, before it hit the ground, with a kick that propelled it towards the corner of the yard.

And I found enough control over myself to appear indifferent to his gesture and to smile foolishly as if to approve the skill with which he had booted home the bread.

But at the moment it wasn’t hunger with which I struggled- rather against a sudden and wild impulse to let fly, also, with all my strength, a kick at Bussi. For, what he had just done resounded in me as if it was I who had received it, right in my behind; or as if it was a little boy, very much like me, whose behind Bussi had kicked in my presence.

Thereupon, Bussi took from his trouser pocket his pretty purse and with an ‘excuse me’ ran off towards the caretaker’s stall. Then he returned greedily biting into a slice of cake two fingers thick, and this time, dispensing with the useless trouble of offering me any, once more continued our conversation, which went on until the end of recess.

Afterwards, like everybody else, we dashed off to the urinals, then to the taps, Bussi to wash his fingers, dropping into the sink the rest of cake; and I, to take my last fill of water.

Questions:

1. Where is the incident taking place?
2. Who are the main characters in the experience?
3. What activity is taking place among the students?
4. Why is the narrator forced to “endure the spectacle?”
5. What does the expression “overwhelmed me with passionate desire?”
6. Why does the narrator try to drown his stomach?

7. In your own words explain how Bussi show his kindness to the narrator.
8. Explain the point at which the narrator is offended by Bussi and describe why he feels offended.

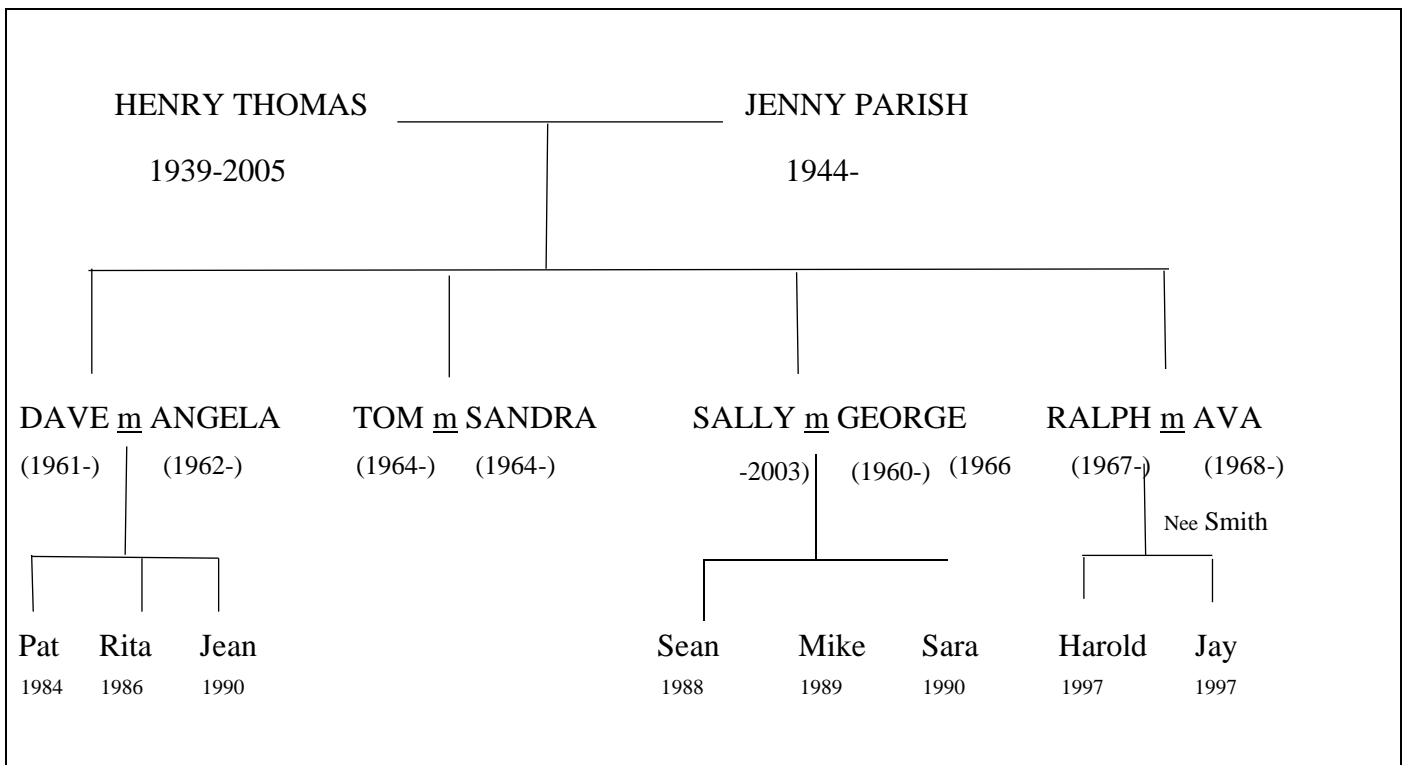
Comprehension: Visual Literacy

Visual literacy is the ability to recognize and understand ideas conveyed through visible actions or images. To put it simply, visual literacy is the ability to see, understand and, ultimately, communicate visually.

As a child, you learnt to read pictures before actual words. Visual literacy was the foundation for your learning. Today, visual communication is all around us, from billboard advertisements and posters to films and media; visual communication is an inescapable part of our everyday lives. In today’s lesson you will study a family tree and answer questions on it by making the necessary connections.

Family Tree

Observe the Family Tree and answer the questions that follow.



Questions

1. (a) Who did Henry Thomas marry?
(b) Is she still alive?
2. (a) How many children did Henry Thomas and his wife have?
(b) Who is the eldest child?
3. Are all of Henry Thomas' children still alive. Give details to support your answer.
4. How many grandchildren are there in the family?
5. (a) Who is the eldest grandchild in the family?
(b) Who is is/are the youngest grandchild/grandchildren in the family?
(c) How many years separate the eldest and youngest grandchild?
6. What was Ava's maiden name?
7. Are there any twins in the family? Give evidence to support your answer.
8. Which child died before the father?
9. Is there any couple without children? If so, name the couple.
10. State the relationship between the following persons:
 - (a) Dave and Mike
 - (b) Tom and George
 - (c) Pat and Jay
 - (d) Angela and Rita

LANGUAGE – SENTENCES

A **sentence** is a group of words that contains a finite verb and makes complete sense on its own. It begins with a capital letter and ends with a full stop, a question mark or an exclamation mark. A sentence is divided into two parts: *subject* and *predicate*.

The *subject* of the sentence tells us who or what the sentence is about. The subject usually comes at the beginning of the sentence.

The rest of the sentence is called the *predicate*. The predicate is the action part of the sentence. It always contains the finite verb.

TYPES OF SENTENCES

- A simple sentence has a subject and one verb. A simple sentence has a complete thought. For example: I love reading.
- A compound sentence is two or more simple sentences (or main clauses) joined by a co-ordinating conjunction. For example: I love pizza and I love ice cream. • The co-ordinating conjunctions are for, and, nor, but, or, yet, so.
- A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence either has a subordinating conjunction, such as because, since, after, although, when, or a relative pronoun such as that, who, which.

1. Use the conjunctions in brackets to join the simple sentences. Say what kind of sentence your answer is.

- a) I am going to visit my friend. I finish my homework. (when)
- b) Tom likes hamburgers. He doesn't like hotdogs. (but)
- c) He is good at it. Mike doesn't play soccer. (although)
- d) Our teacher read a story. We were in the library. (while)
- e) Kebi didn't finish his homework. He had to go to detention on Friday. (so)
- f) She washed the dishes. They had supper. (after)
- g) I am enjoying the novel. We are reading the novel. (which)
- h) The singer won Idols. The singer won lots of prizes. (who)
- i) They hired the teacher. They interviewed the teacher last week. (whom)
- j) Mr Morales encouraged me to be a writer. He is my English teacher. (who)

2. Read through the paragraph below.

- Write out two simple sentences from the paragraph.
- Write out three complex sentences from the paragraph.

When the holidays started, I went to visit my Aunt. I had a wonderful time. I have spent holidays with her since I was a little girl. I like visiting her because she is very kind to me. We often do things together that we both enjoy. Our favourite thing is baking.

POETRY

Read the poem carefully, then answer the questions that follow. Remember to answer in a complete sentence.

A Sad Song About Greenwich Village – Frances Park

She lives in a garret Up
a haunted stair,
And even when she's frightened
There's nobody to care.

She cooks so small a dinner
She dines on the smell,
And even if she's hungry
There's nobody to tell.

She sweeps her musty lodging
As the dawn steals near,
And even when she's crying
There's nobody to hear.

I haven't seen my neighbor
Since a long time ago,
And even if she's dead
There's nobody to know.

Questions:

1. What word would you use to describe the old woman?
2. Give one reason why no one would know if she is dead?
3. What two details in the poem indicate that the woman was poor?
4. Do you think that the title of the poem is suitable? Give one reason to support your answer.
5. Use one word to describe how you feel after reading the last line in each stanza. Explain why you feel this way.
6. What does the poem suggest about people in society? Use one reference from the poem to support your answer.

Creative Writing

Descriptive essay

Writing an essay

An essay must be organised into paragraphs. Each paragraph must have one main idea and a few supporting ideas that develop the main idea.

A **descriptive essay** describes things, places, people or feelings. Use vivid description to make your essay effective. Show the reader what you want him/her to see or feel, don't simply tell him/her.

In a descriptive essay, the writer describes something to allow the reader to experience the topic being described as vividly as possible. Someone or something can be described.

Consider the following when writing a descriptive essay :

- The writer should create a picture in words,
- Words and expressions are chosen carefully to achieve the desired effect.
- Images of sight, sound, hearing, taste and touch can be used to make the description vivid.
- Figures of speech are used in original ways.

ACTIVITY:

TOPICS:

1. Choose ONE of the following topics and write an essay of 200-250 words on it.
2. Number your choice clearly.
3. Plan and edit your writing but draw a line through your rough draft.
4. Pay attention to format, spelling and grammar.
5. Write neatly and legibly.

1. **My greatest fear**
2. **The day everything went wrong**
3. **In a mirror – who or what am I ?**