

# TO READ FOR INFORMATION\*

Siyavula Uploaders

This work is produced by OpenStax-CNX and licensed under the  
Creative Commons Attribution License 3.0<sup>†</sup>

## 1 ENGLISH FIRST ADDITIONAL LANGUAGE

### 2 Grade 8

## 3 LANGUAGE AS A TOOL

### 4 Module 14

## 5 TO READ FOR INFORMATION

### 5.1 ACTIVITY 1

#### 5.2 To use reference books

#### 5.3 [LO 3.8]

Working with your Dictionary

- When you use a dictionary, you will find that there are **guide words** at the top of each page. e.g. cull page 156 curtsy

- This shows us that *cull* is the very first word on that page and that *curtsy* is the last word.
- These two words will help you decide whether the word you are looking for is on that page.
- This is a real time-saver. Use it!

Using the above example of **guide words** decide whether the following words are on this page or not.  
culture ; curve; cupful; curry; culinary; currency

WORD	On the page	Not on the page
culture		
curve		
cupful		
curry		
culinary		
currency		

\*Version 1.1: Apr 17, 2009 7:14 am +0000

<sup>†</sup><http://creativecommons.org/licenses/by/3.0/>

**Table 1**

1. Now quickly put the words above in alphabetical order. You will have to look at the **third** letter in order to do this.

2. Quickly arrange the following words in alphabetical order. You will need to look at the **fourth** letter in each word in order to do this.

spike ; spiral; spine; spit; spice

3. Put the following list in alphabetical order. In this list you will need to look at the **fifth** letter in each word in order to do this.

paratroops; parallel; paralyse; paraphrase; parasol

4. Mila has the following list of curry ingredients. Arrange them in alphabetical order for her.

cardamon seeds; pine kernels ; chillies; turmeric; paprika ; cinnamon; gharum masala; coriander; butter-milk.

Use a dictionary to look up the meanings of all the words that are new to you in these exercises.

- Remember the new words and try to use them in a conversation and writing as soon as possible.

Find **FIVE** words which are new to you in the story *Mila's Magic*

- Make your own dictionary page for them.
- Arrange them in alphabetical order.
- Look up the meanings in a dictionary.
- Now fill in the guide words at the top of the page.

## 5.4 ACTIVITY 2:

### 5.5 To read a text (fiction)To read for information

#### 5.6 [LO 3.1, 3.4]

Let us complete the story of Mila and her curry.

Mila's Magic (continued)

14 Mila focused on survival in her new home. The dunes became her paradise. One day her best and only friend, Frieda, approached her with great excitement.

“Mila, Mila! Come! You must read this!” Frieda could hardly contain her excitement. She was waving a piece of paper torn from a magazine.

“Mr Smith will kill you if he sees this!” Mila objected. Frieda seemed not to hear. “What is this?” Mila asked.

15 Frieda, knowing Mila's secret passion for curry – Gram's curry, had come across a competition. Anyone could enter an original recipe for curry. The prize-money was R30 000 and an all-expenses paid cruise to a destination of your choice for a family of four. The competition was the highlight of the centennial celebrations of Bashir's Family Travel Company.

16 It was not the cash or Frieda's nagging, but the cruise which finally did the trick. Every afternoon the two girls would have a secret mission – to find all the ingredients. They begged and did chores for cash. Mila ensured that nobody at home knew what they were planning. Sara would use the ingredients, take ownership of the recipe and probably enter the competition herself.

17 Finally one Thursday afternoon, Mila, Frieda and Spot tested the recipe. Spot cocked his ears and twisted his head at a peculiar angle as the girls attempted to make a fire. The experiment was carried out among the silent dunes. It was much safer there. Not only did the dunes share the girls' secret, but also reduced the risk of injuries at a stove.

18 It was three days before the competition ended that the girls slipped the important envelope into the postbox outside the school. As a gesture of compromise, the girls let Mr Smith, their teacher, in on the secret. He sponsored the envelope and stamp. He also assisted them in using the correct format for the recipe. He, however, was not allowed to see any part of the final version.

19 Then the girls waited and waited. And waited. After several weeks had passed, they gave up hope and continued their monotonous lives. Mila had stopped reading her notebook. The competition had flared up in her dreams, but now it was dwindling as fast and sure as the setting sun. Even Sara noticed Mila's subdued spirit, but with her scathing tongue, ascribed it to inherent evil in the poor girl!

Now answer the questions about the last few paragraphs

Paragraph 14

1. What is evidence that Mila really regarded Frieda as her true friend?  
2. If Mila wins the prize, which mode of transport would she use? Quote a word from the story to support your answer.

3. What was Bashir's Family Travel Agency celebrating?

Paragraph 17

4. Why did Mila and Frieda let Mr Smith in on their secret? Explain fully.

Paragraph 18

5. The girls' attitude towards the competition changed as time passed. Describe how it changed.

6. What was Sara's explanation for Mila's change in mood? (Use your own words)

To complete the following exercise you have to consider the entire story.

7. Say whether the following statements are true or false. Provide a reason from the story for each of your answers.

- a. Mila was an orphan.
- b. Spot was an expensive, thoroughbred dog.
- c. Gram made the best curry in the world.
- d. Gram kept her own recipe book.
- e. Gram shared her knowledge of natural medicines.
- f. Gram liked to share her recipes.
- g. Sara rudely told Mila that she was an evil person.
8. Let's summarize the story by answering the following questions in short sentences. Do not use more than three sentences per answer.
  - A. **Who** are the main characters in the story?
  - B. **Where** do the characters find themselves?
  - C. **When** does the story happen?
  - D. **What** happens to the main characters?
  - E. **Why** does it happen?
  - F. **How** does it happen?

### 5.7 Activity 3:

### 5.8 To read a text (fiction)To read for information

### 5.9 [LO 3.1, 3.4]

Let us make Mila's life easy for her by writing the competition entry for her special curry, in its proper format.

Go back to the part of the story where Mila assists Gram in making curry. Read this section again.

- List all the things Mila added to her curry.
- Complete the recipe card below.
- Use your own knowledge of how to make curry to complete the recipe for *Mila's Special Competition Curry*

## Mila's Special Competition Curry

- Ingredients:
- Serving suggestions:

**5.10 ACTIVITY 4:****5.11 To use language to talk about language****5.12 [LO 6.9]**

Spot the Similarity:

- Mila's magic
- The villagers' shopping baskets
- I can't exactly say what it is
- Bashir's Family Travel Business
- Gram's mince pies
- I've never noticed it
- What's this?
- There's never enough money
- Mr Smith's in on the secret

What do the underlined words have in common?

- When do we use an apostrophe?
- To show that something belongs to somebody/something.
- e.g. Mila's Magic (the magic belongs to Mila)
- The villagers' shopping baskets (the shopping baskets belonging to the villagers.)

Try yourself:

Bashir's Family Travel: \_\_\_\_\_ belongs to \_\_\_\_\_

Gram's mince pies: \_\_\_\_\_ belong to \_\_\_\_\_

*To join two words into shorter one :*

- e.g. I can't go.
- Can't = can + not (the apostrophe substitutes the NO of "Not")
- I've never noticed it. I've = I + have (the apostrophe substitutes the HA of "have")

Try yourself :

There's never enough money.

- There's = \_\_\_\_\_ + \_\_\_\_\_ (the apostrophe substitutes the \_\_\_\_\_ of . \_\_\_\_\_)

To indicate possession with the use of the apostrophe in the following sentences, apply the following:

Word showing possession is singular	Add 's	1. the book of the teacher = the teacher's book 2. the children of Jos = Jos's children
Word showing possession is plural (more than one) and does not end in '-s'	Add 's	1. the toys of the children = children's toys
Word showing possession is plural (more than one) and ends in '-s'	Add only '	The hair of the girls = the girls' hair.

Table 2

Now try the following:

1. the jackets of the boys
2. the ears of the mongrel
3. the smell of the herbs
4. the recipe of Gram
5. the destination of the families
6. the swift motion of her apron
7. the stings of the bees
8. the peels of the potatoes
9. the presence of Shamila
10. the secret of the naartjie

## 6 Assessment

Learning outcomes(LOs)
LO 1
ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations
Assessment standards(ASs)
We know this when the learner:
1.3 listens for specific information;
1.4 listens actively in discussion.
<i>continued on next page</i>

LO 2
SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations
We know this when the learner:
2.1 translates and interprets;
2.2 interacts in additional language;
2.4 debates social and ethical issues.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts
We know this when the learner:
3.1 reads a text (fiction or non-fiction);
3.4 reads for information;
3.6 uses reading strategies;
3.8 demonstrates an ability to use reference books.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes
We know this when the learner:
4.3 writes for personal reflection;
4.4 writes creatively;
4.6 treats writing as a process.
LO 6
Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.9 expands vocabulary (e.g. by mind-mapping related words, such as words about war).

Table 3

## 7 Memorandum

### ACTIVITY 1

Perhaps do the same exercise with other pages in the dictionary. Again, the aim is to make learners familiar and comfortable with using a dictionary or any other reference book. Introduce them to as many as possible.

WORD	On the page	Not on the page
Culture	II	
Curve		II
Cupful	II	
Curry	II	
Culinary		II
currency	II	

Table 4

- (a) Culinary (b) Culture (c) Cupful  
(d) Currency (e) Curve (f) Curry
- (a) Spice (b) Spike (c) Spine  
(d) Spiral (e) Spit
- (a) parallel (b) paralyse (c) paraphrase  
(d) paratroops
- (a) buttermilk (b) cardomon seeds (c) chillies  
(d) cinnamon (e) coriander (f) dennepitjies  
(g) gharum masala (h) paprika (i) turmeric

## 7.1 MY OWN DICTIONARY

Suggested assessment

Spelling 5 (5 words)

Alphabetical order 5 1 for each word in the correct place

Meanings 5 These must be completely correct as they may be copied from the dictionary

Presentation 3 3/2/1

Guide words 2 The first and last word in their list will be the guide words

### ACTIVITY 2

Again, allow the learners to do some reading silently or aloud – such a good skill to learn!

The Competition

- Mila shared her curry secret with Frieda.
- She would be on a ship. “Cruise” shows this.
- They celebrated 100 years of business.
- Frieda had torn the competition from Mr Smith’s magazine. He must have found out that she had done it.

She trusted him to keep their secret and they knew he would be able to help them with the formalities.

5. They were very excited at first. They lost hope of winning. Mila became depressed.

6. She thought Mila was born evil and naughty.

7. (a) True: “parents enjoyed their eternal rest.”

(b) False: “the family mutt”; “the spotty mongrel”

(c) False: “Southern Hemisphere”

(d) False: “Gram never used notes or measures”

(e) True: ”Mila would assist . . . inherited pearls of herb-wisdom”

(f) False: ”cast the warning eye/”

(g) True: ”Scorching tongue . . . inherent evil”

8. Who? Mila, Frieda, Sara and Gram

Where? Cape Coast

**ACTIVITY 3**

Learners do need to know how to read a recipe. This is cooking literacy!

IMPERIAL	METRIC
1 dessertspoon cooking oil	10ml cooking oil
3 dessertspoons flour	4,8g flour
1 tablespoon hot curry powder	7,2g hot curry powder
teaspoon salt	2,4g salt
1 teaspoon ground ginger	2,4g ground ginger
1 teaspoon tumeric	2,4g tumeric
1 cup milk	250ml milk
2 teaspoons of lemon juice	10ml lemon juice
1 lbs stewing mutton	480g stewing mutton
2 onions	2 onions
Oven temperature 375F	Oven temperature 190 [U+0652] C

**Table 5**

**ACTIVITY 4**

Go over the notes with the class and make sure they all understand the rule.

Possession Exercise

1. boys' jackets
2. mongrel's ears
3. herbs' smell
4. Gram's recipe
5. families' destination
6. apron's swift motion
7. bees' sting
8. potatoes' colours
9. Shamila's presence
10. naartjie's secret