

FUN AND GAMES*

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1 ENGLISH HOME LANGUAGE

2 Grade 7

3 Module 8

4 FUN AND GAMES

Toys and games have been around as long as people have. Archaeologists are no longer surprised when they find paintings of ancient Egyptians bowling or the remains of 3 000 year old Norwegian ice skates. They've come to expect surprises.

HOW GOLF BEGAN (OR SO THEY SAY)

Read the story below and fill in the missing words as you go along.

Golf is one of the most popular games in the _____. It is played in almost _____ countries. It is said to have _____ in Scotland and that _____ golfer was a shepherd. He was watching his _____ in a field near St Andrews. After a while he became bored. To pass the _____ he struck at pebbles with his shepherd's _____. He held the staff at the bottom and hit the stones with the _____. After a little practice, he could hit the stones quite a _____ way. One stone flew high in the air and _____ in a rabbit hole. The man tried to repeat this shot, but _____ it very difficult.

His friend, who had been _____, challenged him.

So started the first golf ever as each player tried to sink his pebble down the hole.

Now how about YOU inventing a new BALL GAME! Work as a group and think of some fun way you could play with a ball (small/big/rubber/knitted/round or not) and some other equipment. Keep it simple and fun. Remember to write a short explanation of how the game works and how many players there are, the rules, scoring, etc. Give your game a name too. ORIGINALITY is what you need to strive for.

LO 2.4.3	
LO 4.1.2	

Table 1

*Version 1.1: May 13, 2009 9:23 am +0000

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Find out from your parents and grandparents about simple games they played as children. Take a deeper look into history and find out what children did to entertain themselves without TV and PLAYSTATION!! Report back to class and maybe you could demonstrate the game(s) or get Gran or Granddad to come and demonstrate.

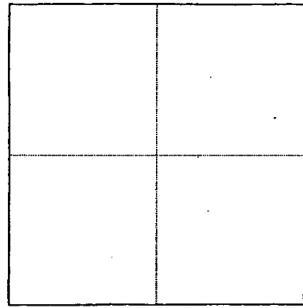
PLAYING WITH PAPER

Japanese children enjoy folding paper to make attractive shapes and objects. The art of paper-folding is called *origami*. Children in Japan can learn how to make over a hundred figures including a frog, a mouse, and a rabbit.

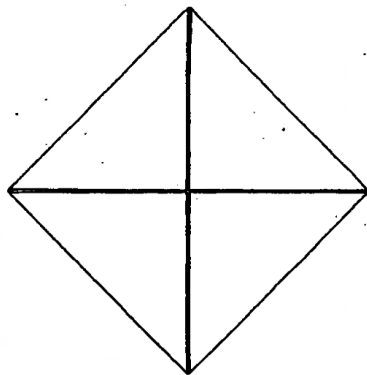
I am quite sure that each of you knows how to make an origami paper game. You have probably even been reprimanded at school for not putting the game away until playtime!

Read the instructions carefully and try to make a magic beak and a paper cup of your own. Once you have finished, make up a game to play with your magic beak.

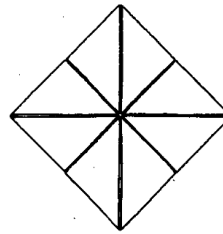
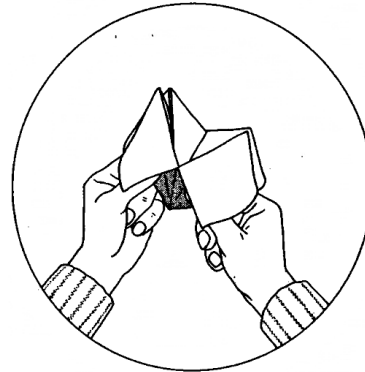
How to make a magic beak



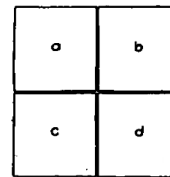
1. Take a square piece of paper (about 15cm square). Fold it in half in both directions, then open the sheet and lay it flat.



2. Now fold the four corners into the middle.



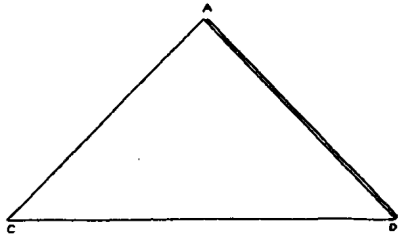
3. Turn the whole thing over and fold the four corners to the middle once more.



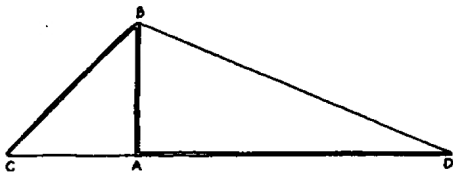
4. Turn it back over and fold it in half in both directions, opening it each time.
5. Push thumb and finger of each hand under a-c and b-d. The beak will open two ways.

Figure 1

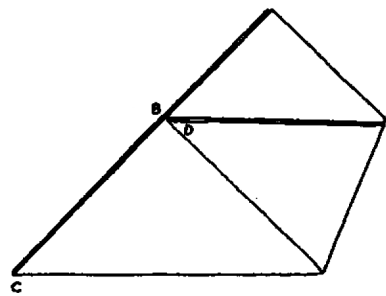
How to make a paper cup



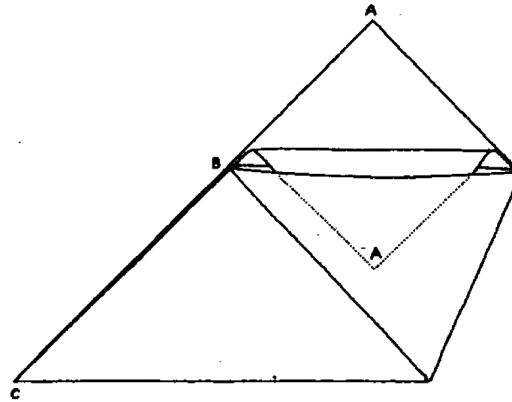
1. Take a piece of paper about 15cm square and fold it diagonally.



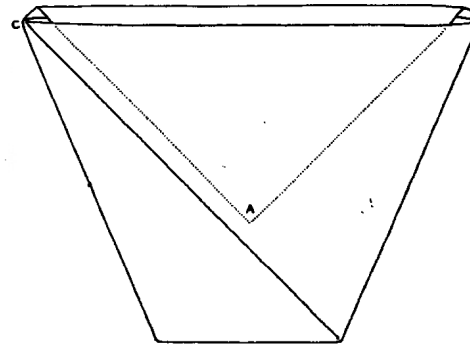
2. Find point B by bringing point A down to the fold-line C-D. Press the edge at B to mark position.



3. Return to stage 1 and bring point D to point B. Crease firmly.



4. Tuck the nearest flap with point A into the pocket that is formed.



5. Turn over and fold point C to the diagonally opposite corner. Tuck the remaining flap into this pocket.

Figure 2

LO 3.7.2	
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Table 2

Now fold some ‘magic’ of your own. Try a water lily (the magic beak is a beginning) or paper hat. Or be brave and try some REAL origami.

NOW FOR SOME POETRY! Read each poem and then answer the questions that follow.

TELEPHONES

Grownups

Never stop complaining about the telephone.

‘It’s been ringing all day’

they say,

but never leave it alone.

They moan all the time

‘I can’t get any work done’

‘Wouldn’t it be fun

without one?’ So why

don’t they try?

‘I’ll just call Mother’

‘Better give George a ring’

Can’t they call another

day? No wonder they’re too busy

to do anything.

The new one

sits in the hall

chirrup away

like an electric mouse,

busy all day,

ruling the house.

Grownups moan

about the telephone

upstairs, downstairs,

out of beds and armchairs,

never see a programme through:

what can they do?

‘Not that phone again’ they shout.

Why don’t they have it taken out?

QUESTIONS

1. How does the telephone ‘rule’ the house?
2. Discuss the use of the word ‘chirrup.’
3. Why don’t they have it taken out?
4. What is your opinion of cell phones? How do grownups feel about them?

LO 3.6	
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Table 3

Write a letter to a magazine complaining about cell phones being a nuisance in society. Give yourself a witty pseudonym.

LO 5.1.4	
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Table 4**DOMESTIC HELP**

The other day,
 one of our domestic robots went mad,
 kissed my dad,
 poured marmalade over the video wall,
 shampooed the cat,
 sugared my mother's hair,
 and sat on my sister's knee
 (she fell through the chair).
 Dad's frantic fiddling with the control-panel
 only made matters worse.
 It vacuum-cleaned the ceiling,
 put the coffee-table into the garbage disposal unit,
 uncorked a bottle of wine
 and poured it gently over the carpet,
 then carefully unscrewed its head
 and deposited it in Mum's lap.
 Mother says
 that's the way it is these days:
 you can't get the robots you used to.

QUESTIONS

1. List some inventions in this poem that you do not have in your home.
2. What are some of the 'domestic help' duties of the robot in the poem?
3. Discuss Mother's comment about 'modern' robots.

LO 3.1	
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Table 5

TAKE ANOTHER LOOK AT THE MIND MAP. WE HAVE DISCUSSED, WRITTEN ABOUT, READ ABOUT THINGS TO EAT AND THINGS TO WEAR AND GAMES PEOPLE PLAY. NOW IT IS UP TO YOU. FIND OUT ABOUT THE WHEEL, CARS AND THAT MOST FAMOUS OF DOLLS – BARBIE!

4.1 What to consider

- What need did the invention address?
- Apart from transport, how does the invention of the wheel affect your daily life?
- Find out about some firsts to do with the motorcar:

First four-wheeled car

First petrol-driven car

First mass-produced car

First car tyres that contained air

- How Barbie moved with the times.

AHEAD OF HIS TIME

One inventor who was hundreds of years ahead of his time was Leonardo da Vinci.

Today he is best known as an artist. His most famous painting is probably the Mona Lisa. Another well-known masterpiece is The Last Supper. It is said that one of the disciples is painted in his likeness.

Leonardo da Vinci also left behind many drawings of the human anatomy, which were detailed and precise.

Yet he also invented everything from flying machines and parachutes to horseless wagons. He drew pictures of his inventions and recorded his ideas in backwards writing to keep others from stealing them.

His inventions are startlingly like the machines we have today. However, few of them made it past the idea stage, usually because they were so far ahead of their time that it would have been impossible to build them with the materials then available! Drawings of a machine very much like a modern day helicopter were found amongst his work. He believed in and was very interested in time travel and was ahead of his time by thinking that the world was round and not flat as most people of his generation believed.

Truly a man ahead of his time!

What to do:

Who do you consider to be a truly worthwhile inventor and why? Tell us about your choice and present your speech in such a way as to convince us too.

LO 2.5.1 – 2.5.7	
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Table 6

4.1.1 Consider this

Take something as beautifully simple as a paper clip or ear bud and think up new uses for them. I'm sure you have put them to other uses than originally designed for already! Brainstorm within your group.

LO 2.4.3	LO 2.4.4	
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Table 7

SIMPLICITY - see a need, identify a problem, think 'What if?' and become an inventor. Think of a nappy pin - you know, to hold the baby's nappy firmly on. Did your mom use them for you? Or are you a modern baby who only wore disposable nappies? How are these modern nappies kept on the baby? I'm sure modern moms are thrilled to bits about the new invention. (Probably baby too – who wants to be pricked in the tummy with a nappy pin!!)

I am sure that you have all wished someone would invent a **HOMEWORK ROBOT**.

HERE IS THE CHALLENGE

Invent a wacky invention of your own.

- What **NEED/PROBLEM** will it address?
- How will it make life easier and for whom?
- Explain how it works.
- Draw it.
- Design a label for your invention.
- Name it.

LO 4.1.2	
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Table 8

Wow! I am sure you are a whole lot more **clued up** about inventions and inventors now. So, just to end off, let us take a look at these clues and see if you can match them with the invention. Should be a piece of cake for you now!!

INVENTIONS

satellite projector stethoscope computer magnet
 telephone meter thermometer cable
 microscope dynamo radio speedometer telescope

CLUES	ANSWERS
1. measures heat or cold	
1. makes faraway objects look bigger	
1. throws filmed images on to a screen	
1. stores information electronically	
1. attracts iron	
1. sends messages to earth from orbit in space	
1. doctors listen to our bodies with this	
1. carries sound with no wires	
1. makes electricity	
<i>continued on next page</i>	

1. carries messages by wire under the sea	
1. magnifies small objects	
1. measures the speed of a vehicle	
1. carries messages by wire	
1. measures amounts of electricity used	

Table 9

LO 5.3.1	
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Table 10

And a final laugh about wacky inventions. . . .
 Heard about the ejector seat invented for helicopters?
 It gets you out chop-chop!

5 Assessment

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:
2.2 communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments);
2.4 demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing:
<i>continued on next page</i>

2.4.1 tackles important issues (e.g. social and ethical issues related to the environment and human rights);
2.4.3 acknowledges other opinions;
2.4.4 explains own point of view;
2.5 gives oral presentations with some degree of accuracy and creativity, paying attention to:
2.5.1 clear and audible enunciation;
2.5.2 pausing;
2.5.3 variation in tempo and volume;
2.5.4 purpose and audience;
2.5.5 posture and body language;
2.5.6 different social and cultural conventions;
2.5.7 appropriate figurative devices such as climax and anti-climax.
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 spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed;
3.2 reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences);
3.4 shows understanding of information texts:
3.4.1 identifies main ideas and explains how details support the main idea
3.6 demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting;
3.7 identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts, such as:
3.7.2 design elements (e.g. choice and positioning of pictures or photograph, use of print size and font, use of colour);
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.1 writes a selected range of imaginative texts:
4.1.1 to express imagination, ideas and feelings about self and others;
4.1.2 to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs;
4.4 uses the writing process with assistance and collaboratively to generate texts:
4.4.4 organises ideas coherently in simple, logical order to produce first drafts.
LO 5
5.1 uses language to think and reason:
5.1.1 infers and deduces meaning and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
5.1.4 expresses and develops a clear personal viewpoint;
5.3 processes information:
5.3.1 records information in an accessible format (e.g. lists, mind maps, notes, summaries);
5.3.2 organises information appropriately (e.g. by time, importance);
5.3.3 changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
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:
6.1 works with words:
6.1.2 creates personal spelling list and dictionary of words across the curriculum;
6.2 works with sentences:
6.2.1 identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles.
6.4 develops awareness and use of style:
6.4.3 uses idioms and idiomatic expressions of the language appropriately.

Table 11

6 Memorandum

- world
- all
- originated
- the first
- flock
- time
- staff / crook
- crook
- long

- landed
- found
- watching
- match
- rabbit
-

1. It rings often and one can't ignore it.
 2. It imitates the sound the telephone makes.
 3. Because they can't do without it.
 2. vacuum cleaning
 - uncorking wine
 - putting garbage in the garbage disposal unit

1. It is amusing because robots are relatively new inventions – so they should improve with time – It is based on the saying “Domestic workers aren't what they used to be.” – implying that they have deteriorated.

1. thermometer
2. telescope
3. projector
4. computer
5. magnet
6. satellite
7. stethoscope
8. radio
9. dynamo
10. cable
11. microscope
12. speedometer
13. telephone
14. meter