Readathon 2012
The more you read the more you know
SECTION 1: READING FOR FUN

The joy of reading

Pleasure is at the very heart and essence of what reading is about. Pleasure is a strong driving force in all of us. Remember that if we find pleasure in reading we will read more and the more we read, the better we will be at it. Reading for pleasure has more impact on our chances in life than anything else we do. Learners want to have fun. If reading is fun they will want to do it. Reading is their key to the world.

Reading for pleasure is more important for educational success than a family’s economic or social status.

(Stephen Krashen, Professor at the University of Southern California)

It is never too late or too early to read for pleasure.

Once learners get pleasure and entertainment from reading they will want to read. Once they want to read they will read more, become better readers and enjoy it more. They will read to find out interesting information, lose themselves in a story and they will never be bored.

Research tells us that if learners read for 30 minutes every day for fun they become better readers at school. This means that they will do better in all their school subjects. Learners who read for fun will read during their spare time and throughout their school holidays because they want to. Research tells us that learners lose reading skills they have learned during the school term if they stop reading during school holidays.
Making reading fun

We all want our learners to read. Reading is the most important thing we learn in our lives. It affects everything we do and can change our destiny. So teaching reading is vital. There are so many aspects to teaching reading that the focus of this handbook is simply to make reading fun. When we enjoy something we want to do it, make time to do it and we will do it often for fun, relaxation and entertainment. With this in mind we have provided:

- exciting things for you to make and do to promote reading and writing and make it fun
- new ideas for book clubs and journals
- top ten tips to help you read aloud so learners really enjoy it
- stories and non-fiction articles for you to read aloud to make learners want to read
- independent reading cards for learners to read themselves with ideas for discussion with friends
- lists of popular books, some with extracts for you to read aloud
- top ten tips on starting and organising a Classroom Library Corner
- a story and creative ideas to teach learners to look after and value books
- reading record cards to encourage learners to read more and list the books they have read
- posters to promote reading and make an exciting Classroom Library Corner
- top ten tips for choosing the right books for your learners
Books! Books! Books!

It is not possible to be a reader without books. Learners must have books to read if they are to learn how to read. The only way anyone learns to read is through reading. The first thing we must do is provide books and reading materials. If we get this right our learners will have a good chance of learning to read well and enjoying the enormous life advantage of reading for pleasure.

Read aloud to learners every day. Read exciting stories and interesting non-fiction books and articles from newspapers or magazines. Reading to learners will encourage them to learn to read and then read independently.

For independent reading, provide books and make them accessible to learners. Taking a book home to read every day is a wonderful start to learning to read. Choosing an exciting book from a Classroom Library Corner to read independently is the next stage.

What do the experts say?

Reading achievement is linked to the availability of books in the classroom. (Baird; Krashen; British Schools Council)

Young children exposed to books learn to read faster and with increasing ease. (Warwick B Elley, Professor at the University of Canterbury, New Zealand, 1992)
The power of books

Books can change the way we think and experience the world. By reading stories learners can:

- learn about the world and the many different situations of life
- learn compassion by standing in the shoes of others and feeling their suffering
- be free of their own time and place for a while
- develop a better understanding of their own lives (their own emotions, experiences and problems)
- join in adventure, excitement and achievement
- experience different emotions and have their emotions touched
- re-evaluate their own feelings and ideas
- learn about the past, present and future
- understand relationships between people better and therefore improve their own relationships
- develop an awareness of a deeper meaning to life
- experience the universal wisdom of stories
- feel what it is like to take risks
- develop imagination by picturing the people and events in their own minds and by wondering about the characters and what might happen
Reach for the sun

Reading is a part of life that helps us reach for the sun. A child can be compared to the growing seedling in the following poem by Shepstone Sekeso:

From Give me Words, Book Studio

A Growing Seedling

I feel I should if I can,
Come out of this heavy soil,
Reach for the lively sun,
And enjoy its warmth.
Now I am up, I am green.
I am full of life.
My green hair waves in the wind,
And I sing to the sun.
Top ten tips to make reading fun

1. **Read aloud every day for fun**
   Reading aloud is the best way to motivate learners to want to read and then read independently.
   - Have a regular, special time each day to read something exciting, interesting or funny to your learners for pleasure only. It does not have to take a lot of time. You can decide on perhaps ten to fifteen minutes.
   - Read a few different stories to learners and ask them to vote for the one they like the best. They can rate the stories on a scale from one to ten.
   - Read jokes, riddles and funny stories to make learners laugh. Start with short stories, poetry, and short interesting news items.
   - Read exciting stories and interesting non-fiction books and articles from newspapers and magazines.

2. **Find out what learners want to read**
   Ask learners to help you select the stories or extracts from books to read aloud to the class.

3. **Make silent reading a habit**
   Have a regular special time for learners to read silently in class.

4. **Competitions are fun**
   Have reading competitions to see who can read the most books. Give a few book prizes to learners who win.

5. **Make choosing books fun**
   - Allow learners to choose the books they want to read.
   - Make choosing books fun for learners by having them recommend their best books to each other. Learners are far more likely to read a book recommended by a friend.
   - Make a regular time for learners to tell the class about the books they have enjoyed.
   - Let learners rate books on a scale of one to ten and then tell the class about their ratings.
   - Ask learners to write their own class list of favourite books and display the list in the Classroom Library Corner.
   - Help learners choose the books they want by showing them how to look at the cover, title, blurb and different sections and by reading extracts to them.
6. Make book clubs fun
- Encourage learners to start book clubs where they meet and talk about books, collect materials to read and sometimes have a special tea with cakes and cold drinks.
- Encourage book ownership and lending where possible.

7. Reading partners
- Encourage learners to find reading partners and read with them in their spare time.
- Older learners can partner with younger learners. They can read to them and listen to them read.

8. Creative ways to promote reading
- Ask learners for their ideas to promote reading.
- Ask learners to make posters for the Classroom Library Corner.
- Let learners help to organise the books and displays in the Classroom Library Corner.
- Play games like finding words in some of the texts learners are reading. Use a list of words that learners know and see who can spot them first.
- Make learning new words fun by having learners read dictionaries to find interesting, new, long or unusual words. They can collect their special words in an alphabetical notebook.
- Encourage the different tastes and purposes learners have for reading. Some learners like:
  - reading stories for fun
  - reading books after seeing the movies
  - instructions to make things
  - manuals for learning how things work
  - finding out more information about subjects that interest them like technology, space, sport, animals, transport, discoveries, biographies and true adventures.

9. Finding fun reading materials
- Use what books you have and arrange them in an exciting Classroom Library Corner that is accessible to the learners.
- Take time to read the books you have or exciting extracts from them to the learners.
- Involve learners in finding books or articles for reading cards. Encourage them to source a diverse range of materials, not all of which are print related. Websites, jokes, magazines, articles about TV programmes or sport, movies, emails, fiction, comics and newspapers.
- Encourage learners to talk about their articles and read them to the class.

10. Fun reading events
Organise reading events like:
- reading for charity in old age homes or hospitals
- visits to the school by librarians, authors or avid readers
- reading favourite extracts at assembly
Top ten tips for reading to learners

1. Read all the books in your classroom library yourself
   Choose the ones you want to read to your learners. Display the books you read so that learners can read them when they have finished their work.

2. Make a special time and place for reading aloud every day
   You can have younger learners near to you as you read. Create a calm relaxed atmosphere. Talk, sing and tell oral stories as well as reading.

3. Read stories that you love and enjoy
   Stories should be short and enjoyable with some exciting events. Find stories that reflect the world of the learners, their own culture and ways of living as well as stories about other cultures. Learners will love all kinds of stories including folklore, adventure, fairy tales, magic and fantasy.

4. Practise reading the stories
   This will help you make them come to life by using different voices, dramatic pauses and encouraging younger learners to join in with choruses.

5. Show the learners the pictures
   Talk about the pictures as you read to bring the story to life. Let learners find the details in the pictures.
6 Talk about the books you read and ask questions about them
- What if/what would you do if...
- What do you think will happen next?
- How do you think the story will end?
- Who would you like to be in the story? Why?
- Has anything like this happened to you?
- What did the story make you wonder about?

7 Read interesting non-fiction books
Read books that have information that the learners will enjoy exchanging information about. Find books or articles about famous people, interesting places, current events, animals, cars, real life adventures, sport, music, weather and other news disasters.

8 Surprise the learners by reading and talking about different things
Talk about different things that you find interesting or useful from your daily life like recipes that you have made successfully. Read instructions about how to make exciting things like kites, gliders or cards.

9 Collect interesting things to read
Read articles from magazines or newspapers, funny jokes, information about exciting places to visit like Gold Reef City or amazing facts about sport, animals, movie stars or singers.

10 Continue reading to older learners
They will enjoy interesting articles or stories just as much as younger learners.
Mrs Cat and Mr Rooster lived in a little house near the forest. One day Mrs Cat said, 'I'm going to town, Mr Rooster. Please sweep the floor and don't open the door to anyone.' But Mr Rooster didn't like to sweep the floor. He liked to look at himself in the mirror.

'What a fine fellow I am!' he said.

'You are indeed a fine fellow,' said a voice outside. 'You can be a famous actor. Come with me.'

'I can be a famous actor,' crowed vain Mr Rooster and he started to open the door.

Just then Mrs Cat came back.

'Don't open that door, Mr Rooster!' she shouted. Mr Rooster slammed the door just in time.

The next day Mrs Cat said, 'I'm going to town again, Mr Rooster. Please wash the dishes and remember! Don't open the door to anyone.'

But Mr Rooster didn't like to wash the dishes. He liked to look at himself in the mirror.

'What a fine throat, I have!' he crowed.

'You do indeed have a fine throat,' said a voice outside. 'You can be a famous singer. Come with me.'

'I can be a famous singer,' crowed vain Mr Rooster and he started to open the door.

Just then Mrs Cat came back.

'Don't open that door, Mr Rooster!' she shouted. Mr Rooster slammed the door just in time.

The next day Mrs Cat said, 'I'm going to town again, Mr Rooster. Please cook the supper and remember! Don't open the door to anyone.'

But Mr Rooster didn't like to cook supper. He liked to look at himself in the mirror.

'What fine legs I have!' he crowed.

'You do indeed have fine legs,' said a voice outside. 'You can be a famous soccer player. Come with me.'
'I can be a famous soccer player,' crowed vain Mr Rooster and he opened the door wide and went outside.

'Got you!' cried Mr Jackal as he caught Mr Rooster by his tail feathers! Poor Mr Rooster flew away in fright leaving Mr Jackal with all his beautiful tail feathers.
’I have a fine face,’ says vain Mr Rooster.
’You can be an actor. Come with me,’ says Jackal.
’Don’t open the door!’ cries Mrs Cat.
Vain Mr Rooster slams the door just in time!

’I have a fine throat,’ says vain Mr Rooster.
’You can be a singer. Come with me,’ says Jackal.
’Don’t open the door!’ cries Mrs Cat.
Vain Mr Rooster slams the door just in time!

’I have fine legs,’ says vain Mr Rooster.
’You can be a soccer player. Come with me,’ says Jackal.
’Don’t open the door!’ cries Mrs Cat.
Vain Mr Rooster opens the door!
Mr Jackal catches Mr Rooster’s tail feathers.

Talk to your friend
1. What was Mr Rooster vain about?
2. Are you vain about anything?
3. What are you vain about?
4. Do you know anyone who is vain like Mr Rooster?
5. What are they vain about?
Mpume’s flag

Mpume loved to sing. One day Mpume went to town in a taxi with her Mom and Dad. She sang all the way. The taxi driver turned off his radio. Everybody listened to Mpumi. In town, hawkers tried to sell Mpume some sweets. ‘No sweets, Mpume. I’ll look for something else to buy you,’ said Mom.

Mpume skipped along the busy pavement with her Mom and Dad. She saw rows of flags flying from the roof of a big hotel.

‘Stop! Stop! Our Nkosi Sikelele!’ shouted Mpume.

‘What do you mean, Mpume? What is an Nkosi Sikelele?’ asked Mom.

‘Every time we watch soccer or boxing on TV we see our Nkosi Sikelele,’ said Mpume.

Mom and Dad did not know what Mpume’s Nkosi Sikelele was.

So Mpume started to sing Nkosi Sikelele in her biggest voice. Everybody heard Mpume’s singing and they joined in with her.

When the song was finished, Mpume pointed to the South African flag on the hotel roof.

‘Now do you know what my Nkosi Sikelele is?’ asked Mpume.

‘Mpume, Nkosi Sikelele is not our flag. Nkosi Sikelele is our South African song. When they play our song on TV, they show the South African flag. That’s the flag you see up there,’ said Dad.

‘Look,’ said Mom. ‘There’s a hawker selling some little South African flags.’

And Mom bought a flag for Mpume.

All the way home in the taxi, Mpume sang her Nkosi Sikelele song and waved her flag.
A Smart New Car

This is a story about a woman who wanted to drive a car.

Mrs Mokaba always wanted to learn how to drive a car. She wanted to have her own car. For years she saved money to buy a car. She took driving lessons and passed her driving test. Soon she had her driver’s license.

At last Mrs Mokaba was ready to buy a car. She went to a car dealer. Her brother came with her to help her choose a car. Mrs Mokaba wanted a car that everyone would notice. Most of the cars were white or grey or silver, but there was one smart red car. Mrs Mokaba bought the red car.

Mrs Mokaba was very proud of her new car. She got into her car and began to drive.

‘Driving is fun,’ she said to her brother.

They stopped at her brother’s house to show Mrs Mokaba’s new car to their relatives.

‘This is a smart car!’ said Mrs Mokaba’s sister-in-law.

‘It looks expensive,’ said Mrs Mokaba’s niece.

You must watch out for car hijackers. Many cars get stolen and hijacked every day,’ said Mrs Mokaba’s nephew.

The family had some food and drinks to celebrate Mrs Mokaba’s car. They sat outside because Mrs Mokaba didn’t want her car to get stolen.

While they were busy eating and drinking, a snake slid down from a tree and onto Mrs Mokaba’s car.
The car was warm from the sun and snakes like to lie in warm spots. The snake found an open window and slid into the car. Then it curled up on the back seat.

When Mrs Mokaba got into her car, she didn’t notice the snake. She waved good bye to her relatives and drove off.

When the car began to move, the snake woke up. It raised its head and stuck it out through the open window. Then it began to slither onto the car’s roof. But Mrs Mokaba didn’t see it.

Mrs Mokaba stopped at the red robot. In her mirror she saw a man in an old blue car right behind her. The man was pointing at her car and saying something, but Mrs Mokaba couldn’t hear.

‘I’m sure he’s telling me he likes my smart red car,’ thought Mrs Mokaba.

At the robot Mrs Mokaba turned left. The man in the old blue car turned left too. He was still talking and pointing at Mrs Mokaba’s car. At the next corner Mrs Mokaba turned left again. The blue car followed her. The man now stuck his hand out of the window and was pointing up.

Mrs Mokaba felt uneasy. What did the man want? There was only one valuable thing Mrs Mokaba had and that was her car. It was a mistake to buy a smart red car that everyone would notice. The man probably wanted her car! Maybe he was a hijacker!

Mrs Mokaba went faster. The blue car went faster too. He was very close to Mrs Mokaba’s car.

Mrs Mokaba was afraid. She thought, ‘This man thinks that it will be easy to steal a car from a woman. Men think that women are not good drivers. This man is going to follow me all the way home. And when I get home he is going to take my car.’

Then Mrs Mokaba remembered what she learned in her driving course.
If someone is following you, don’t go home, go to the nearest police station.

Mrs Mokaba turned right. The blue car turned right too. Mrs Mokaba went even faster. The car followed. The man was waving his arm and shouting. But Mrs Mokaba didn’t feel afraid any more. She drove straight to the police station.

Mrs Mokaba stopped right at the entrance to the police station. There was a policeman standing in the doorway. As soon as he saw Mrs Mokaba stop, he ran to her car.

‘Thank heavens that this policeman sees that a hijacker is after me,’ thought Mrs Mokaba.

She got out of her car.

The young policeman said, ‘You’ve been speeding Ma’am. And there is a snake on your roof.’

‘I don’t see any snake,’ said Mrs Mokaba.

‘Well it’s gone now. But you still get a speeding ticket, Ma’am,’ said the policeman.

Mrs Mokaba thought that driving wasn’t so much fun after all. Not with snakes and hijackers and speeding tickets.

‘Perhaps driving is not for me,’ thought Mrs Mokaba aloud. ‘But I’ve always wanted to fly a helicopter…’
A Smart New Car

Mrs Mokaba has always wanted a smart car that everyone will notice. One day she buys herself a smart new red car. She is excited and happy to go for a drive in her brand new car. She thinks driving is fun.

While Mrs Mokaba is busy celebrating her new car with her relatives a snake drops from a tree and slides into her car. She does not notice the snake and drives off in her new car. A man in an old blue car is driving behind her and sees the snake on her car. He keeps trying to get her attention to tell her about the snake. Mrs Mokaba thinks he is a hijacker and tries to get away from him. She feels very scared of him so she drives faster and faster to get to the nearest police station.

A policeman notices that Mrs Mokaba has come speeding down the road to the police station. He tells her that she must give her a speeding ticket. Mrs Mokaba explains that she has been driving fast to get away from a hijacker in an old blue car. The policeman sees the snake on the roof of the car but the man in the old blue car has gone. The policeman does not see the man in the blue car. The snake slithers away. Mrs Mokaba does not see the snake. The policeman gives Mrs Mokaba a speeding ticket and she feels very upset. Mrs Mokaba thinks that driving wasn’t so much fun after all. Not with snakes, hijackers and speeding tickets.

Talk to your friend

1. What kind of car would you like to buy?
2. What would you do if a snake got into your car?
3. Do you think the policeman was doing the right thing to give Mrs Mokaba a speeding ticket?
4. What would you have done if you were the policeman? Why?
Amazing dogs

Dogs are amazingly clever. They can learn to obey commands. They think and solve problems. They can understand about one hundred words which is about the same as a two- to three-year-old child. It has taken many years to breed dogs that can learn quickly, obey commands, work hard and be trained to do important jobs. Dogs are so clever that they can help the police, guide people who have lost their sight, rescue people, herd sheep and guard property.

Police dogs

Training police dogs

Police dogs are the best of the best and so are their handlers. Not every dog can do the kind of work the police need. Police dogs that are suitable for training are pure bred dogs that are under three years of age with the right attitude towards the work they will do. They must be the right breed for the job and they must want to do the work. To be successful, police dogs must have three things: first they must have the right attitude and want to do the work, second they must have excellent physical qualities like a very good sense of smell for sniffer dogs and third they need high energy as some police dogs work for eight hours a day.

Police dogs usually need to be licensed to work which means they have to pass a test every year after their training until they stop working at about eight years old. Trainers work with each dog until the dog knows exactly what his tasks are and how to do them.

How does the training work?

Police dogs are trained to help to track missing people, catch criminals, control crowds, and protect their owners.

The aim of the training is to make sure that the dog will react in the same way each time he hears a command or sees a special sign. The trainer must always be in control of the dog and never get impatient or lose his temper. The training must always be reward based. The most important part of the training is to develop trust between the dog and his trainer. A dog that is badly treated cannot trust the trainer and cannot ever be reliable. Dogs need to respond to
many different commands and happenings. Sometimes they need to be fierce and at other times they must remain calm and obedient. They must know when to attack and when to protect, when to act and when to lie low and let the police do the job.

It is very expensive to train dogs for the police so they have to be carefully selected for the job. The dogs are very valuable. Some police dogs even have their own identity documents and badges while others are given their own special bullet proof vests to wear. The police dog handlers can become very attached to their dogs. Sometimes police dogs that are killed in action are given a police funeral.

A trained police dog needs to be part of a family and lives with his trainer. The dog takes part in family outings and stays close to his trainer. Dogs are pack animals. They do not like to be left on their own. They see their human family as their pack and should be a part of it. They should never be left on their own all day or chained up in a back yard.

**Some different breeds of police dogs**

**German Shepherds** are often used to help police catch criminals, to control crowds and for protection. They learn quickly, obey commands and have a lot of energy.

They can do many jobs better than people can. One police dog can search a building better than ten police officers. They are faster and stronger than police officers at catching fleeing criminals.

German Shepherds are workaholic dogs and cannot lie around doing nothing as this makes them bored and destructive. They have been bred to be working dogs with a strong desire to do things and they are happiest when they have a job to do. They are intelligent, loyal, alert, full of life and so brave that they will not hesitate to give their life to protect their owner.

**Beagles** are one of the most curious dogs and love to play games. They have a very good sense of smell. They can smell up to 40 times better than people. They are taught to sniff drugs by playing a special game of tug-of-war with their trainer. The trainer takes hold of one end of a white towel and lets the dog get hold of the other end. They both pull the towel until either the dog or the trainer lets it go. The trainer lets the dog catch hold of the towel again and again and they enjoy catching and pulling it from each other. The towel soon becomes the dog’s favourite toy.

The trainer then wraps the towel in different kinds of drugs so that it smells like the drug. They play tug-of-war with the towel some more and the dog gets used to the smell.
The Beagles may look as though they are searching for drugs but what they are really doing is searching for their favourite toy. They are working for fun. They love people and people love them. When people see them doing their job at the airport they find them adorable and very friendly. They have no idea of the work the dogs are doing.

**Bloodhounds** have a very good sense of smell. Wherever people go they leave behind their own smell or scent. Each person’s scent is different. It is made of very small bits of their hair and skin and tiny drops of moisture. Bloodhounds are trained to smell something that belongs to a missing person and then find the scent of the person by sniffing the ground and the air.

They are often used to find suspected criminals or missing persons or objects. They are very determined to follow a scent right to the end of the trail and find the person. They have been known to follow a scent for up to 100 kilometers. Bloodhounds are usually kept on a leash by their handlers while they are following a scent because they can follow it so closely that they become unaware of their surroundings and can even fall off places like riverbanks and into deep ditches.
Police dogs are the best of the best. They have to be clever, brave and strong to do difficult and dangerous jobs. They have to be well trained for the jobs they do. It is expensive to train police dogs but they are worth it for the many jobs they can do so well.

There are many different jobs that dogs can do for the police.

- Police dogs have a better sense of smell than people and can find drugs, bombs and missing people.
- They can run faster than people and can catch criminals when they run away.
- They are stronger than people and can knock over a criminal.

- They can jump over walls and fences when they chase criminals.
- They can work very hard for up to eight hours a day.
- They are very obedient when they are trained and will always listen to commands.
- They are very brave and will do anything to protect their owners.
- They can search buildings for criminals that are hiding from the police.
- They can track missing people for up to 100 kilometers.
- They can warn their handlers of danger.

Talk to your friend
1. Do you have a pet dog?
2. What can your dog do?
3. What kind of dog would you like to own if you could choose one?
4. Have you ever seen a police dog?
   - What breed of dog was it?
   - Where was it?
   - What was it doing?
5. If you were a policeman would you like to have a trained dog to help you? Why? Why not?
Drug sniffing dogs

Beagles are often used at airport customs offices because they are able to sniff out drugs and explosives in people’s luggage. All dogs have a strong sense of smell but Beagles are one of the best at finding and following a scent. They are friendly, playful dogs and do not upset people as they go about their work.

Training through play

Beagles are one of the most curious dogs and love to play games. They are taught to sniff drugs by playing a special game of tug-of-war with their trainer. The trainer takes hold of one end of a white towel and lets the dog get hold of the other end. They both pull the towel until either the dog or the trainer lets it go. The trainer lets the dog catch hold of the towel again and again and they enjoy catching and pulling it from each other. The towel soon becomes the dog’s favourite toy.
The trainer then wraps the towel in different kinds of drugs so that it smells like the drug. They play tug of war with the towel some more and the dog gets used to the smell of the drug on the towel. After that the trainer hides the towel from the dog and lets him find it. The dog can smell the drug on the towel and this helps him find it. Each time the dog finds the towel the trainer plays a game of tug-of-war with him as a reward. When the dog is really good at finding the towel, he is taken to the airport customs offices. He sniffs for drugs in the luggage hoping to find his towel and have a game of tug-of-war. When he finds drugs at the airport he is rewarded with a game of tug-of-war with his towel.

The Beagles may look as though they are searching for drugs but what they are really doing is searching for their favourite toy. They are working for fun.

Talk to your friend

1. Do you have a dog for a pet?
2. What games do you play with your dog?
3. How can you tell that your dog is a clever animal?
4. What can your dog do?
5. What does your dog do when you come home from school?
6. Have you ever seen a Beagle of any other breed of dog at the airport?
7. What was the dog doing? Did you know if it was sniffing for drugs?
The Big Five

Lions, elephants, rhinos, buffaloes and leopards are called the Big Five animals of South Africa. People come from all over the world to see the Big Five in our game reserves. They spend a lot of money in our country. They give many people jobs. If people kill these animals and steal them from the game reserves, people will not come and visit our country to see the Big Five. We must protect these animals from poachers who hunt and kill them.

Elephants

An elephant is the world’s biggest animal that lives on land. They eat lots of grass, leaves, roots, tree bark and branches every day. Elephants are very heavy. An elephant weighs about as much as four cars. Elephants are peaceful animals if they are left alone but they can chase you if they are upset. Female elephants are called cows. Mothers and babies live in a herd with other cow elephants. An old cow elephant is in charge of the herd. All the elephants in the herd take care of the babies.

Did you know?

Elephants have a long trunk that is like a long nose. There are many things an elephant can do with its trunk. It can pull down a tree. It can pick up one blade of grass. It can suck up a lot of water and splash it into its mouth. It can smell friends, enemies and places where there is food. An elephant can go under water and breathe through its trunk.
Leopards

Leopards have very beautiful spotted coats. They are not very big but they are very strong. They weigh about 65 kilos, the same as most women. They are so strong that they can kill and eat much bigger animals than themselves. They are very good at hunting. Leopards do not live in families like lions and elephants. They live alone and hide away so it is very difficult to see them.

Leopards love trees. They are the strongest climbers of all big cats. They often kill very heavy animals and carry them up a tree. They love sleeping on the branches of a tree. They often jump down from a tree to surprise and catch an animal on the ground.

Did you know?

- Leopards are strong swimmers and can catch fish.
- Leopards eat mice, insects and small animals as well as big animals like impala and wildebeest.

Rhinos

A rhino is the world’s second biggest animal that lives on land. They eat grass, leaves and bushes. There are two kinds of rhino in South Africa. They are the white and the black rhinos. Black rhinos weigh about 2,000 kilos. This is the same as two cars. White rhinos weigh about 3,000 kilos. This is the same as three cars. There are not many rhinos left in the world. Every year hundreds of rhino are killed in South Africa by poachers. Their horns are cut off and sold for medicine that does not do anyone any good.
**Buffaloes**

One or two hundred buffaloes live together in a big herd. They eat grass, leaves and bushes. They get cross very quickly and can be very dangerous. They are powerful and heavy. They weigh about 750 kilos, nearly as much as a car. A herd of buffalo is so strong that it can fight a pride of lions.

**Did you know?**

- Rhino horn is ground into a powder to make medicine. The medicine does not cure people.
- Rhinos cannot see very well but they can smell and hear very well.
- Rhinos are dangerous animals and even though they are very big they can run as fast as 50 kilometers an hour. This is as fast as a car goes in town.
- Rhinos protect their young from other animals. They make a circle around their babies so that other animals cannot get near them.
**Did you know?**

*The Battle at Kruger* is a famous video of a fight between a pride of lions, a herd of buffalo and a crocodile.

One day a herd of buffalo came to drink at a watering hole. They saw a pride of lions there and ran away. They left behind a young buffalo calf. A lion pounced on the calf and knocked it into the water. A crocodile grabbed one end of the calf and a lion grabbed the other end. Meanwhile the herd of buffalo heard the cries of the calf and came rushing back to rescue it. They surrounded the lions. The crocodile let go of the calf. The lion got a fright when it saw the buffalo and let the calf go. The calf got up unhurt and ran back to join the herd.

**Lions**

The lion is called the King of the Jungle. They are strong, brave and beautiful. They are the biggest meat-eating animals in Africa. A male lion weighs as much as 190 kilos. This is about as much as two men. Lions are the only big cats that live together in big families called prides. The females look after the cubs and do most of the hunting. Male lions fight other lions to keep them off the land where they live and hunt. Lions seem to be quite lazy as they rest for 20 hours of the day and hunt only in the four cooler hours.

**Did you know?**

- Female lions can run faster than male lions.
- Female lions hide their cubs in different places every few days.
- Lion cubs are very playful. They pounce on each other and play with their mother’s tail.
- Simba is the Swahili name for a lion.
- Kings like to have lions on their flags to show their strength, courage and royalty.
The Big Five

The Big Five animals are lions, elephants, rhinos, buffaloes and leopards.

Leopards

A leopard is a cat. Leopards eat meat. They are good hunters. Leopards have very beautiful spotted coats. They are not very big but they are very strong. They love to climb trees. They can swim and catch fish.

Lions

A lion is a cat. The lion is called the King of the Jungle. Lions are strong, brave and beautiful. They eat meat. They live together in big families. The females look after the cubs and do most of the hunting. Male lions fight other lions to keep them off the land where they live and hunt.
Elephants

Elephants are very big. They eat branches, leaves, grass and bark. An elephant has a trunk. Its trunk is really a long nose. It can do lots of things with its trunk:

- It can pull down a tree.
- It can pick up a small stick.
- It can suck up water.
- It can smell.

Buffaloes

Buffaloes live in big herds. They eat grass and leaves. They are dangerous animals. They have a bad temper. They are big and heavy. A herd of buffalo is so strong that it can fight a pride of lions. They protect their young calves.

Rhinos

A rhino is the world’s second biggest animal that lives on land. Rhinos eat grass, leaves and bushes. There are not many rhinos left in the world. Every year hundreds of rhino are killed by poachers for their horns. Rhino horn is ground into a powder to make medicine. The medicine does not cure people.
Stars of Africa Football Academy

Interview with Mr Farouk Khan, director of Stars of Africa

Stars of Africa is a football academy founded by a group of passionate, football-loving entrepreneurs. They were brought together by their desire to develop the potential of young talented people of South Africa to play football.

Is there any hope for soccer in South Africa?

Yes of course. There is huge potential in this country. We need to find it and develop it. This is why we started the academy.

How did you get the idea for the way the academy should work?

I worked on various projects that promoted soccer and realised that the only project that could really make a difference in developing young soccer stars was one with on-going coaching on a daily basis where students live in. We needed to develop a systematic programme that supported students fully over the vital years between the ages of about 13-20.

What motivates you and keeps you going?

The love of the game and the satisfaction of seeing players develop not only their football talents but all their life skills motivates me. Not every student will become a soccer star but many have gone on from the academy to get their matric, become coaches, learn valuable life skills like teamwork, eat a healthy diet, exercise, develop discipline, look after themselves, follow a routine, lead others and become better citizens.

When did you start the academy?

2003

How many years has it been in existence?

Eight years

Where is the Stars of Africa Football Academy?

Our hostel is in Mayfair West, Johannesburg. We bought two houses next to each other and renovated them.
What is the accommodation like?
We have accommodation for 60 players with a kitchen, gym, nine bedrooms, lecture room, laundry room and dining hall.

What staff do you have?
We have coaches, a goalkeeper coach, a physical trainer, a house father, a chef, cleaners and a driver. The students do all their own washing and cleaning.

Do the students stay at the academy full time?
Yes, all their needs are catered for. We provide food, clothing, transport, schooling and coaching. Most students stay with us from the age of about 13 or 14 up to about 20 years of age.

What does it cost?
Students stay free of charge. We provide everything they need. We encourage those who can pay to contribute towards the academy.

How do you choose the students for your academy?
I find them through referrals from people who develop soccer programmes. I have five criteria for selection:

1. Speed
2. Mobility
3. Intelligence
4. Leadership
5. Excellent technique

We consult a sport psychologist from the University of Johannesburg to research norms for African children. The university students and their professors work with our students. We look for talented students who can make the right decisions quickly. We assess how they fare against their counterparts in speed of action, play intelligence and personality.

Which star are you most proud of?
Our most recent star is May Mahlangu who moved directly abroad from the Stars of Africa Football Academy to Sweden. He was named the Swedish Player of the Year for 2011.

What does the academy do for the Premier Soccer League teams?
We cater for professional players as well as youth. We provide specialised training to PSL team players. For example we have given specialised training to:
Digang Mabakani - Orlando Pirates - PSL
Morgan Gould - Super Sport United - PSL
Nhlanhla Kubeka - Ajax CT - PSL
Jabu Pule Mahlangu - Platinum Stars - PSL

Some players from the academy go overseas before playing for the PSL in South Africa.

What is the daily routine for your students?
Here is a summary of their daily programme:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.30</td>
<td>Get up and drink two glasses of water and eat a banana</td>
</tr>
<tr>
<td>5.00-6.00</td>
<td>Training</td>
</tr>
<tr>
<td>6.30-7.30</td>
<td>Have breakfast and get ready for school</td>
</tr>
<tr>
<td>2.00-3.00</td>
<td>Have lunch and get ready for afternoon training</td>
</tr>
<tr>
<td>4.00-6.00</td>
<td>Afternoon training</td>
</tr>
<tr>
<td>6.00-8.00</td>
<td>Supervised homework for one hour and preparation for school</td>
</tr>
<tr>
<td>8.00</td>
<td>Supper time</td>
</tr>
<tr>
<td>8.30-10.00</td>
<td>Free time and lights out at 10.00</td>
</tr>
</tbody>
</table>

What sort of diet do you recommend?
Students need regular balanced meals. Breakfast is very important as it provides the body with the food that is best absorbed during the day. I recommend that the students drink at least ten glasses of water every day.

The academy provides a balanced diet consisting of:

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrates</td>
<td>Brown bread, pasta, rice, potatoes and pap</td>
</tr>
<tr>
<td>Protein</td>
<td>Chicken, eggs, fish and meat</td>
</tr>
<tr>
<td>Fruit and vegetables</td>
<td>Apples, oranges, bananas etc</td>
</tr>
<tr>
<td>Fats</td>
<td>Peanut butter, oil for cooking and butter</td>
</tr>
<tr>
<td>Dairy</td>
<td>Milk</td>
</tr>
<tr>
<td>Sugars</td>
<td>Small quantities of jam and sugar</td>
</tr>
<tr>
<td>Liquids</td>
<td>Water mainly</td>
</tr>
</tbody>
</table>

What is your coaching methodology?
I have five key training concepts. They are:

1. Technique - control, passing, dribbling, shooting, scoring and heading
2. Physical - strength, agility, co-ordination, speed and power
3. Tactical - individual, group and team tactics
4. Psychological - life skills, strategising, interviews etc.
5. Social - Toast Masters, movies, games, stage shows etc.

What are your key beliefs about training?
I believe in training students to be team players. They must play for the team and not only as individuals. I do not believe in early competitive sport. Children should play for fun or they might face burnout by the age of fifteen.

I create exercises where the ball is always in play as children naturally want to play. I do not believe in making children run laps as they are naturally fit and need to develop bursts of speed rather than endurance. Children need to run freely with the ball to develop concentration, learn to play with their heads up and know where the ball is.

I design exercises and activities in line with body strength.
Life skills are just as important as football skills.

I never shout at the students but encourage them to reflect on what they do and teach them how to visualise success in all the situations they encounter in the game.

Do you train students for particular positions like striker or goal keeper?
Yes, we do earmark students for different positions but we train them to play in all the different positions so that they learn the roles of all the different team members. Strikers do the different exercises for defenders as well. We try to find left-footed players for strikers but there are very few of them.

What do you think about children watching soccer games on TV?
They can learn a lot about the game and emulate their role models.

What can parents do to help their children develop ball skills?
The development of the child goes in three phases:

1. Pre School - the mother plays the main role:
I recommend that mothers play ball games with their kids from when they start walking purely for fun. Encourage them to play with balloons, soft balls like beach balls or light plastic balls. A hard, leather pumped soccer ball should be introduced only when they are older as it is too heavy and can hurt them. Their natural reflex action is to close their eyes when they are hit by a heavy ball.
2. Age 6-8 years - here the father plays the main role:
Children learn a lot from playing barefoot as this helps them feel the ball with their feet and develop their sense of touch so that they do not need to look down at what their feet are doing with the ball and learn to run with their heads up and know where the ball is. Skipping games build stamina. Playing games that are fun and not competitive like catching, running and all ball games will help with football skills for when they are older.

3. Age 10 and older - here the coach plays the main role:
The coach will use age appropriate coaching techniques to develop ball skills, teamwork, body strength, good attitude and fitness.

What are the highlights of your life in soccer in South Africa?
I have worked as a coach for Kaiser Chiefs, developed coaching programmes, put theory into coaching practice in Alexandra Township where I found phenomenal talent, worked as a sports commentator, developed soccer programmes for Transnet and produced many players who went professional.

What are your dreams for the future?
I would love to see more coaching programmes that develop soccer in our schools for all the students and encourage young talent as well. Our academy could train coaches to go to schools in the afternoons and set up soccer programmes. Some schools have sports fields, others have the space for them. All it requires is the land for a soccer field, goal posts, balls, soccer boots and trained soccer coaches. Grassed fields are not essential. I feel that this would contribute not only to soccer in this country but also to the quality of life for many young people.

Contact details
You can write to:
Mr Farouk Khan
74 Indra Street
Mayfair West Jhb
011 890 2222
072 102 3131
Soccer Quiz

1. What is the most popular sport in the world?

2. In what country were the first official soccer rules written? England

3. How many players in a soccer team? 11

4. How long is a soccer match? 90 minutes

5. What is the biggest and most important soccer competition and when did it begin? The World Cup began in 1930

6. What organisation is responsible for The World Cup and what do the letters of the name stand for? FIFA - Federation of International Football Associations

7. Name two things that FIFA is responsible for:
   • FIFA is soccer’s official governing body and it oversees all game rules and regulations.
   • FIFA decides which countries host The World Cup.

8. When did South Africa host the World Cup? 2010


10. Which country won the World Cup hosted by South Africa? Spain

11. Which country has won the World Cup the most times? Brazil

12. Who do you think is the greatest soccer star player of all time? Pele: Brazil, Kuyf: Netherlands

13. What player is this?
   I stay on my side of the field. My main job is to assist the goalie by stopping a striker before he gets too close. I am an aggressive player.
   Choose from:
   • Middle fielder
   • Striker
   • Defender
   • Goalie
14. What player is this?
   I have lots of stamina. I can run forever without tiring. I
   cover more of the field than anyone.
   Choose from:
   • Goalie
   • Defender
   • Middle fielder
   • Striker

15. Which of these four players is most likely to score a
    goal?
   Choose from:
   • Goalie
   • Middle fielder
   • Striker
   • Defender

16. Which player has the freedom to handle the ball in
    several ways?
   Choose from
   • Middle fielder
   • Striker
   • Defender
   • Goalie

17. Which of the following tackles is legal?
   Choose from:
   • A two footed tackle
   • A scissor tackle
   • A slide tackle
   • A studs up tackle

18. A defender is most likely to have:
   • Passed
   • Cleared
   • Shot
   • Crossed
   Midfielder-passed; winger-crossed; striker-shot; defender-cleared

19. Which famous cup trophy was once stolen?
   • The World Cup
   • The Football Association (FA) Cup
   • The African Unity Cup

20. What was the most expensive transfer in history?
   Cristiano Ronaldo. 80 million pounds from United to Real
   Madrid in 2009.
The sinking of the troop ship SS Mendi

South Africa played a small but significant role in the Great War of 1914-1917. Men gave their lives in service of the Commonwealth and, in so doing, made South Africa proud. The story of the SS Mendi will always be remembered in the military history of South Africa because of the bravery of the men who sailed on her. The SS Mendi troop ship was bound for France and sailed from Cape Town in January 1917 with 823 soldiers of the South African Native Labour Corps. They had all volunteered to fight. Tragedy struck when another ship, the SS Darro rammed the SS Mendi which sank in icy waters and thick fog in 25 minutes. The story of courage shown by the men in those few minutes in the face of death is something that remains with us once we have heard it.

These words were spoken by the Reverend Isaac Wauchope Dyogha as the ship went down and he and 650 of his countrymen knew they were going to die. He calmed the terrified men by raising his arms and shouting:

‘Be quiet and calm, my countrymen, for what is taking place now is what you came here to do. We are all going to die and that is what we came for. Brothers we are drilling the death drill. I, a Xhosa say you are my brothers. Zulus, Swazis, Pondo, Basotho and all others, let us die like warriors. We are the sons of Africa. Raise your war cries my brothers, for though they made us leave our assegais back in the kraals, our voices are left with our bodies...’

The men sang and stamped the death dance together as the SS Mendi sank taking with her all those still on board and many who leapt into the icy waters. Regardless of clan or tribe, these men faced death together as South Africans.

Like so many other military disasters, the story of the SS Mendi is a story of extreme courage in the face of death and valour shown between brothers toward each other in dire circumstances. The courage displayed by these men has remained a legend in South African military history.

The commemoration of the SS Mendi is held on the third Sunday of February every year.

Sources: SA Legion-Atteridgeville Branch and Navy News
The Mendi tragedy has shown us that the black volunteers showed great discipline and courage in the face of death. The men danced the death dance in a group on the deck of the sinking ship not once giving in to their fear of death. The men supported and encouraged each other with hymns and prayers until they died.

It is difficult to imagine how the men must have felt when they had to fight their way up onto the ship’s deck with water flooding in behind them only to discover that they were surrounded by thick fog when they gathered on deck. In this turmoil they were rallied by the Reverend Isaac Dyobha who gave them courage to face death like warriors.
Many chiefs and important men were lost including the Pondoland chiefs Henry Bekleni, Dokoda Richard Ndumase, Mxonywa Bangani, Mengameli and the Reverend Isaac Wauchope Dyobha who led the men in the death drill. The 200 survivors returned to South Africa and told of the great bravery of their comrades. When the terrible news of the disaster reached South Africa, the South African House of Assembly rose in their seats as a token of respect to their fellow South Africans.

Some of the men aboard the SS Mendi were immediately thrown into the icy water. Others had to leap into the water in an attempt to save themselves from going down with the ship. The men had no experience of the sea. They could not swim and many sank beneath the water and drowned. It was so cold that those in the water could not stay alive for long. There was no option for the men but to leap into the sea or go down with the ship as it suddenly started to sink. It took only 25 minutes to go down.

**The cause of the disaster**

Early in the morning before 5am when the SS Mendi was at Portsmouth in England on the way to France, an icy mist and fog set in. The SS Darro, a much bigger ship than the SS Mendi, was travelling very fast towards the SS Mendi. In the thick fog it did not see the SS Mendi and slammed into it at high speed pushing it over onto its side. This meant that many of the lifeboats on the side of the ship could not be launched as they were underwater. Over 600 men drowned in the icy water and only about 200 men were saved in life boats from another ship the HMS Brisk. The captain of the SS Darro, who had caused the disaster did nothing to help.

**In memory of the SS Mendi**

The wreck of the SS Mendi has lain at the bottom of the English Channel for nearly 100 years. In 2007, to honour the warriors of the SS Mendi, a South African ship, the SAS Amatola sailed to the spot where the SS Mendi sank. The ship halted. Two minutes of silence were observed. The last post was played and a wreath was thrown into the sea.

The grandson of the Reverend Isaac Dyobha who led the men in the death drill attended the ceremonies in England to honour his grandfather.
Inspirational speeches remind us of what is good in ourselves and help us call on our finest values and ideals to face the most terrifying challenges.

Here are some examples:

These words were spoken by Reverend Isaac Dyobha, a black South African who volunteered to fight in World War I, just before the death of almost 650 of his compatriots when their ship, the SS Mendi sank:

‘Be quiet and calm, my compatriots. For what is taking place is exactly what you came to do. You are going to die, but that is what you came to do. Brothers we are drilling the death drill. I, a Xhosa, say you are all my brothers. Zulus, Swazis, Pondos, Basothos and all others, let us die like warriors. We are the sons of Africa. Raise your war cries my brothers, for though they made us leave our assegais back in the kraals, our voices are left with our bodies.’

Nelson Mandela after the Rivonia trial:

‘During my lifetime I have dedicated myself to the struggles of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.’

During the Second World War it often looked as if Britain would be defeated by the overwhelming forces of Hitler’s army. Winston Churchill was the Prime Minister and his brave words were a powerful weapon against panic and gave people courage in dark and desperate times.

Here are some extracts from Winston Churchill’s speeches during the Second World War.
At the beginning of the war when Nazi Germany overran many countries and Britain had to fight alone:

‘Let us therefore brace ourselves to our duties, and so bear ourselves that if the British Empire and the Commonwealth last for a thousand years, men will still say, This was their finest hour.’

On June 18, 1940, during the Battle of France, British and French troops were trapped at Dunkirk and thousands of ships, small boats and fishing boats owned by ordinary people were called upon to rescue them. Miraculously 338,000 soldiers were saved and brought back to Britain.

‘We shall not flag or fail. We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets. We shall fight in the hills. We shall never surrender.’

Talk to your friend
1. When you read these speeches how do you think they:
   - helped people face tragic and desperate circumstances
   - made people feel differently about themselves
   - inspired people to go on and act courageously

2. Do you know any other inspiring speeches?

3. What was it about them that moved your emotions?
SECTION 2: FUN READING AND WRITING ACTIVITIES

Make book clubs fun

The best thing about book clubs is that if you provide books the learners want to read and promote the books enthusiastically, many learners may start to love reading for pleasure.

How to start a book club

All learners can join a book club but on a voluntary basis. The book club is a special club that is separate from class reading and can take place at different levels. The books are different from those in class and some of them can be chosen by learners themselves. A book club could be organised for Intermediate or Senior Phase. Or it could be arranged for different classes or grades. The learners who want to join the book club see themselves as readers who enjoy books.

You, the teacher should introduce the idea of book clubs at assembly or in class by:
- showing some exciting books or other reading materials that are especially chosen for the book club and talking about them
- talking about book club arrangements and how it will work
- helping learners structure their book club
- selecting and buying the books involving the learners in the process where possible

How to support book clubs

Tips for the teacher

1. Make book clubs fun

Readers love to share their reading experiences with like-minded friends. They love to meet in groups and get to know each other better. Book clubs can be big or small. Readers can be divided into groups of about five to ten or twelve members. Book clubs are a great way to promote reading for fun because learners:
- can excite each other about their favourite books
- are far more likely to read books that are recommended by their friends
- take to reading if their friends are reading
- think of their own ways to promote reading and organise the book club
- decide what books or articles they like to read
- can share their resources and collect any free information from the print around them
You can be a source of books or reading materials for the book club

Start your own collection of reading materials. In every class there are learners who have the potential to become avid readers for fun if only they have the right books to read and inspire them. It is very important that book clubs are a source of books and reading materials. Source any reading materials that you know your learners will want to read.

You can collect:
- exciting books, both fiction and non-fiction that can often be bought at second hand book sales at reduced prices
- information and stories cut out from newspapers and magazines, pasted onto cardboard
- jokes, games and puzzles often printed in magazines and newspapers, cut out and pasted onto cardboard
- comics
- free information from travel brochures, non-profit organisations etc.
  pasted onto reading cards

Talk about your collection and explain that you have found the reading materials to help learners start their own book clubs in your class. Read some of the materials to the learners. Learners who join the book club will also collect, donate or lend reading materials that they have enjoyed to the book club. Use whatever the learners are able to collect. It could be books they have read and enjoyed or articles from magazines and newspapers. If you have funds for books you could choose some exciting story books with the help of the learners.

Help to get the book club going

At first you may have to help with the organization of the book club but when you see that the learners can run it, leave them to get on with it. You can organise one or two special events for the book club like an end of the year tea party or a visit to a book shop if they have raised funds to spend on books.
Make journals fun

Learners need to write freely, creatively and for fun. This is best done by writing regularly in a personal journal. The more learners write, the better their writing will become. All the writing must be the learner’s own personal experiences, wishes, feelings and ideas. The focus is on self expression and can include decorations, artwork, special mementoes, favourite sayings or poems, pictures of special people and ideas.

Tips for the teacher

1. Keep a journal yourself

Tell your learners about your journal. Share some of your entries with them. If they see you writing in a special journal notebook every day, they will want to do the same.

2. Decorate a special cover

Show the cover of your journal to the class. Collect stickers, special paper, pictures, special crayons or pens to share with the class.

3. Keep your journal private

Design a cover with a big padlock to show that your journal is private and nobody should look in it without your permission. You can colour it in or decorate the cover of your journal.
4. Collect some fun things
Paste a selection of different things into your journal and talk to the learners about them. Encourage them to do the same. You can collect jokes, funny stories, puzzles, silly pictures, funny birthday cards, tickets to events like movies or soccer matches. Write about:
- where you got them
- what you did with them
- who you showed them to
- what your friends said about them

5. Make a journal lucky dip box
Decorate a shoe box with coloured wrapping paper. Write some fun ideas for learners to write about in their journals. Write these on separate slips of paper and put them into the box. Have a lucky dip for learners to choose different things to write about like:
- The most fun thing I did on my holiday was... Say why it was fun.
- I had a dream about...
- A funny joke is...
- The silliest thing I ever did was... Say what you did, what happened and how you feel about it.
- Five things that make me laugh are...
- Write a list of your favourite things, for example your favourite band, singer, TV programme, movies. Say why it is your favourite and why you like it.

6. Read extracts from books that are written as diaries. Some examples are:
Diary of a Wimpy Kid
by Jeff Kinney
The Secret Diary of Adrian Mole Aged 13 3/4
by Sue Townsend
The Diary of a Young Girl
by Anne Frank
My Story Diaries
A series, for example
The Hunger by C. Drinkwater
(An Irish Girl’s Diary during the Famine 1845-1847)
Rilla of Ingleside
by L.M. Montgomery
The Diary of Iris Vaughan
Blue Train to the Moon
by Dianne Hofmeyr
Pepys’ Diary
Make fun reading cards

Collect materials to make fun reading cards. You can cut out and stick onto cardboard:

- Fiction and non-fiction books selected for interest and excitement that you can also read aloud to the learners.
- Interviews of famous people from magazines and newspapers.
- Interesting articles from magazines and newspapers.
- Fiction and non-fiction books from graded reading schemes.
- Stories from old textbooks that are no longer in use.
- Puzzles, riddles and jokes from children’s magazines or newspapers.
Help Mpume find the flag  (see story on page 13)
Which flag is the South African flag?
Draw the South African flag

Colour in the South African flag. Use the correct colours.

green
red
black
white
gold or yellow
blue
Ten fun things to do with your friend

1. Swap books you have enjoyed with a friend. Say what you felt about what happened in the story and why you want your friend to read it.

2. Read a book with a friend. Talk about things in the book as you read together. Take turns to read aloud to each other.

3. Start a journal with a friend. Take turns to write a page a day.

4. Cut out words from magazines and newspapers. Make them into sentences for a letter to your friend.

5. Make a board game with your friend. Make rules and play the game together.

6. Go for a walk with your friend. Draw pictures of the things you see.

7. Make a joke or riddle book. Collect jokes and riddles from friends and family. Tell the jokes to your friends.

8. Read reviews of different films. Choose one that you both want to see.

9. Follow instructions to make things with your friend. Find easy exciting things that you can make. You can follow recipes to make things like sweets, cakes, milkshakes, ice cream. You can find instructions to make things like paper aeroplanes, greeting cards, kites, decorations.

10. Write a book with your friend. You can write a story or a non-fiction book about animals, cars, computers or anything that interests you.
Read newspapers for fun

What do you want to read about? Choose from:

**Sport:**
- results of matches
- profiles of sportsmen and women
- interviews

**Places to visit:**
- information about tourism
- new hotels
- exciting destinations
- travel adventures

**Entertainment:**
- information about actors, singers, musicians
- reviews of books, movies and plays
- TV programmes

**News about South Africa:**
- what is happening in politics
- crime
- natural disasters
- traffic accidents
- celebrations

**Useful information:**
- routes
- timetables

**News about other countries:**
- what is happening in conflicts
- economics
- politics
- conferences
- achievements

Find the section you want to read and then tell your partner/the class about it. Some suggestions of what you can find out about:

- the weather for the day
- what to cook
- new movies that are showing
- what to wear
- exciting programmes on TV
- what car to buy
Jokes and riddles

Look for jokes in newspapers and magazines and tell them to your learners for fun. Encourage learners to write riddles and tell them to their friends.

What animal needs oil?
- a mouse because it squeaks

Why are cooks unkind?
- because they beat eggs, whip cream and mash potatoes

What jam can never be eaten?
- a traffic jam

What is easy to get into but hard to get out of?
- trouble

What goes up but never comes down?
- your age

What two keys can’t open any doors?
- donkey, monkey

What does a cat have that no other animal has?
- kittens

What gets wetter the more it dries?
- a towel

What goes up and down but never moves?
- a flight of stairs

Why is six afraid of seven?
- because 7 8 9
How many letters are in the alphabet?

**The alphabet**

What is green on the outside, red on the inside, and black when you spit it out?

**Watermelon**

What has a neck, but no head, and wears a cap?

**Bottle**

What is as big as an elephant but weighs nothing at all?

**Shadow of an elephant**

You can roll me, squeeze me and drop me and I am still good to eat. I am the same colour as my name. What am I?

**Orange**

When you eat me you: Throw out my outer. Keep my inner. Eat my outer. Throw out my inner. What am I?

**Mealie**

I have seeds in my red part and my red part is in my white part and my white part is in my green part. What am I?

**Watermelon**
Make a Magic Reading Tree poster

This poster is designed to promote reading in an interactive way. The learners will make the poster with you.

How to use the poster

Tips for the teacher

Introduce the Magic Reading Tree poster to the learners

Draw a basic big tree on a large sheet of paper or cardboard. Explain to the children that this tree is going to give us knowledge because we are going to fill it up with all the books we have read. Show learners the tree. Ask:

- What do they notice about this tree?
- What season do they think it is?
- Why does it have no leaves, flowers, fruit etc.?

Explain that this is their own special magic tree that is going to make them into readers. For each book they read, they will be allowed to glue a special picture on the magic reading tree. By the end of the year the magic tree must be covered with leaves, flowers, fruit, stars, hearts and whatever else they can think of to show how many books they have read.
What you do:

1. Make copies of the templates of the leaves, flowers, fruits, stars, hearts etc. so that you have a supply of them. You can give one to each learner for every book he/she reads.

2. If you prefer you can give learners small pieces of paper to make their own pictures for the magic tree.

3. When learners have read a book they can choose what picture they want to glue on the magic tree.

4. Cut out the picture.

5. Learners write their name and the name of the book on their picture.

6. Learners colour in their picture and glue it on the magic tree.

7. Learners can choose:
   - a green leaf for a book they read in summer, an orange, red or brown leaf for autumn.
   - a blossom for a book they read in spring.
   - a fruit for a book they read in summer.
   - a star for their best book.
   - a heart for a book they love etc.
Make a reading record poster

A reading record poster provides a record of each learner’s reading progress by recording the number and titles of books that they have read during the year. You can make a reading record poster fun by getting learners to participate in constructing the poster with you. They can choose their own symbols to decorate the poster, decide on incentives to encourage reading and help with the organisation of the reading materials.

The idea behind a reading record poster is to encourage learners to read more books. This will:
- increase reading stamina which helps with all school work
- show learners how to encourage each other to read more
- encourage learners to talk about the books they have enjoyed
- encourage learners to read for fun, to read in their spare time and to read books or articles that they enjoy
- encourage learners to share or contribute any books or reading materials that they have read

How to use a reading record poster

Tips for the teacher

1. Have a discussion about the poster

Show learners the poster and ask:
- What do you think this poster is for?
- How could we use it?
- How could it benefit us?
- Where on the poster should we write the names of the learners in our class?
- Where should we write the titles of the books or articles we are going to read this year?
- What books or articles do we already have?
- What books or other reading materials do we need?
2. Ask for volunteers or library monitors to help you use and organise the poster

They can help you:
- enter the names of the learners in the left hand column on the poster
- enter the titles of the books or articles that you have in the top row of the poster
- organise the books and articles learners will read
- organise a system to distribute and get the books returned

3. Talk about how and when you use the poster

Involves the learners in the way you use the poster. Talk about the symbols learners can use to show the number of books they have read. Each learner has his/her row on the poster. Encourage learners to fill their row.

Learners:
- choose their own symbol
- talk about the book they have read and then place their symbol under the title of the book in their row
- decide how to make sure that each learner has actually read the book before he/she puts the symbol under the title of the book
- decide what books to put on the chart
- decide on how the books and articles should be looked after
- decide on how to reward the learner/s who read a specified number of books
- rate the books they read from 1-3. One is for excellent, two for quite good and three for not really interesting
- recommend books to one another
### Reading record poster

<table>
<thead>
<tr>
<th>BOOK TITLES</th>
<th>Yebo, Jamela!</th>
<th>Fly Eagle Fly</th>
<th>Grace and Family</th>
<th>Ouma Ruby’s Secret</th>
<th>Madiba Magic</th>
<th>Stories of Africa</th>
<th>The Day Gogo Went to Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leandra</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Selena</td>
<td></td>
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</tr>
<tr>
<td>Peter</td>
<td></td>
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<tr>
<td>Thando</td>
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</tr>
<tr>
<td>Josiah</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lindiwe</td>
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</tr>
</tbody>
</table>
Make reading record cards fun

A reading record card is a special card that records the number of books a learner reads. Learners can have fun making, designing and decorating their own reading record cards. Learners list the titles of the books they have read on their cards. They can also rate the books using a simple rating system. Making special reading record cards will help to motivate them to read more books.

How to use reading record cards

Tips for the teacher

1. First make a few different examples of reading record cards. Some ideas are illustrated on the next pages. Choose those that will appeal to the age group of your learners.

2. Explain the purpose of keeping a reading record card to your learners.

3. Show learners that the examples of reading record cards you have made include the learner’s name, school, class, space to write a list of books they have read and a rating system for the books where age appropriate.

4. Tell learners to design and make their own reading record cards and start recording the books they have read.

5. Learners can decorate their reading record cards with stickers, pictures, cut-out coloured paper shapes, symbols like stars, suns and moons or any other creative ideas they may have.

6. Celebrate the Reader of the Month.
FOUNDATION PHASE

Reading record cards for young learners

My reading card
My name is ____________________________
I have read _________ books.

The names of my best books are:

1. Jack and the beanstalk
2. Cinderella
3. Jamela's dress
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
Reading record cards for Intermediate Phase

**My reading card**

Name: ____________
Class: ____________
School: ____________

**How to use this card**

- Before you begin to read a new book, write its title on this card.
- When you have finished reading it, give it a mark from 1 - 3. Write the mark in the star next to the title of the book like this:
  
  1. excellent
  2. quite good
  3. boring

```
Example:
Title: Jamela's Dress

When you read a book:

- Read for interest and enjoyment
- Read whenever you have spare time
- Use a dictionary only for important words
- Work out the meaning or message of the story
- Always look after a book
- Remember to return your book so that other learners may also read it
```
## My Reading Card

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Class:</td>
</tr>
</tbody>
</table>

Write the titles of the books you have read in the squares.

Give the book 1 star if you enjoyed it and 2 stars if you loved it.

<table>
<thead>
<tr>
<th>Yvonne’s Granny</th>
<th>★★★</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Gruffalo</td>
<td>★★★</td>
</tr>
<tr>
<td>Hi, Zoleka!</td>
<td>★★★</td>
</tr>
<tr>
<td>The Gift of the Sun</td>
<td>★★★</td>
</tr>
</tbody>
</table>
# Reading record cards for Senior Phase

<table>
<thead>
<tr>
<th>Author and Title</th>
<th>How I rate the book</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the author and title of each book you read.</td>
<td>Rate the book by giving it a mark from 1-10</td>
<td>Write a comment about the book. You can say what you</td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td>enjoyed about it</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
<td>learned from it</td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td>why you would or would not recommend it to your friend</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
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<tr>
<td>Title:</td>
<td></td>
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<tr>
<td>Author:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make novelty little books for fun

Making special little books for fun will inspire your learners to do some writing, drawing and reading. It is also a fun way to teach learners how to follow instructions and understand instruction texts.

First make a few books following the instructions so that you can show them to the learners and inspire them to make their own. There are two types of novelty books to make:
- A little shape book
- A talking book

How to make novelty little books

Tips for the teacher

1. First make a talking book following the instructions below so that you can show it to the learners and inspire them to make their own.

2. Challenge your learners to make their own talking book.


4. You can help younger learners make their own shape books. You can help them cut out the shapes and pages if necessary.

5. Write the instructions on the board as you demonstrate each step.

6. Older learners can do a project where they make, design and write special talking books for younger learners. They can read and then give the books to younger learners in the school.
Book 1: A little shape book

You will need

- 2 A4 sheets of paper (folded)
- a pair of scissors
- a stapler
- a pencil and crayons

What you do

1. Draw the outline of the shape you want for your book. You can photocopy the templates from pages 67 to 69 provided for cutting out.
2. Fold the sheets of paper so that you can cut out the number of pages you want for your little shape book.
3. Place the template on the fold of the folded paper and cut out the shape for your little shape book.
4. Staple the pages together on the left hand side of your little shape book.
5. Learners write in their books. Help them write about the picture they have chosen for the shape of their book. Show learners how to write the title and author on the cover and the contents and information in the little shape book.
Book 2: A talking book

You will need:
- a sheet of A4 paper
- a pair of scissors
- a stapler
- a pencil and crayons

What you do:
1. Fold the sheet of paper in half longways like this:
2. Make a cut in the top half of the paper. Do not cut to the edge of the paper. Look at the picture below to make your cut like this:
3. Fold the paper back from the cut like this:

4. Fold the paper the other way like this:

5. Open the paper and fold it in half the other way like this:

6. Put a pencil into the cut to open it and push it back carefully.

7. Close the sheet of paper and press it down. The cut will open to make a mouth like this:
8. Open the card and put a pencil into the mouth. Draw around the shape inside the mouth:

9. Open the paper right out:

10. Write a message on the inside of the shape you have drawn.

11. Close the paper again. Draw a face around the mouth. Colour in your face.
12. Close the page.

13. You can make as many pages as you want for your talking book in the same way. If you want only one talking page fold some blank pages to make a book. Fold the pages in half and staple them together to make your talking book.

14. Write in your talking book. Write things your face/s say. Write a description or a story about your face/s on the blank pages.

(Idea and illustrations from *Make a Talking Card* by Jane Buxton, Wendy Pye Publishing Ltd, 2001)
Join Reading Starz

READ has encouraged a love for reading, for books and for literacy among communities across South Africa for more than 33 years! We have done this through the Readathon campaign and the numerous literacy projects undertaken in schools.

And always we did this with the support of the teachers, learners, parents and education officials.

Now READ would like to introduce the Reading Starz Book Club Forum to book lovers across South Africa. This is a forum for learners, parents and educators to come together and learn more about the joy of reading.

Members will have access to book reviews, fun games, information and guidance from people that share their love of reading. The forum is a partnership between all its members - it is here where we want to share ideas of what makes a book club work, where we want to inspire each other and where we come to learn from each other.

A Reading Starz Forum meeting takes place every first Saturday of the month at READ’s head office in Gauteng. If you do not live in Gauteng you can still join the Reading Starz Forum and participate on-line in all the activities.

At every gathering there is a guest speaker ranging from authors and street poets to our Readathon Ambassadors and their celebrity friends. Recently Reading Starz Members had the privilege to meet and listen to Hubi Mboya, Gretha Fox, Ntsiki Mazwai, Keketso Semoko and David Krut.

Above all Reading Starz members are encouraged to participate in forum activities by submitting their book reviews, by entering the competitions - where they will be able to win great prizes - by using the special offers available only to Reading Starz members and by encouraging other book clubs to join the forum.

Please register with Thando via email: thandot@read.co.za if you would like to receive a membership form or visit the read website: www.read.org.za and click on the Reading Starz Forum button.
Don’t miss this amazing opportunity!
Become part of the READing STARZ book club forum.
We look forward to seeing you there.

Join the READ family and become part of

**Reading Starz**

**BOOK CLUBS FORUM**

READ Educational Trust has established a forum for all book clubs in Gauteng to come together and experience the love of reading. Once a month we meet at the READ Head office in Johannesburg, where we share ideas and experiences. This is a forum for learners, parents and educators to come together and learn. You will have access to book reviews, fun games, information and guidance from people that share your love of reading.

This month’s guest speakers are

**SIPHO HOTSTIX MABUZA** and **HLUBI MBOYA**

Formals will be taken by Ubuntu Help Portrait.
We look forward to seeing you there.

**Date:** 1 September 2013
**Time:** 11:00 to 13:00
**Place:** 4 Randel Rd, Ormonde, 2091
**RSVP:** Thandile Tenzu / Benkos Jingles
**Phone:** 011 486 3322
**Email:** thandile@read.co.za

**BOOK YOUR PLACE AS SPACE IS LIMITED!**

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**Programme**

**Reading Stars** September 2012 meeting

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-11:00</td>
<td>Welcome and Introduction — Lindine Mbentu</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Reading for enjoyment — Linelle Langford</td>
</tr>
<tr>
<td>11:15-11:20</td>
<td>Speech — Kimberley Mashako</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Puppet show — Binti Amstec</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Games and activities — Lindine Mbentu</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Speech — Rain Edwards</td>
</tr>
<tr>
<td>12:30-12:45</td>
<td>Storytelling — High Mboya</td>
</tr>
<tr>
<td>12:45-13:30</td>
<td>Competitions and workshops — Linelle Langford</td>
</tr>
<tr>
<td>12:45-13:00</td>
<td>Q &amp; A</td>
</tr>
<tr>
<td>13:00-13:45</td>
<td>Conclusion and thanks</td>
</tr>
</tbody>
</table>

**JOIN US FOR REFRESHMENTS AFTERWARDS!**