



SUMMER READING ACTIVITIES

CLASS: 1ST YEAR 2018 – LITERATURE

TEACHER: GABRIELA PASTOR

BOOK: KENSUKE'S KINGDOM BY MICHAEL MORPURGO

STUDENT'S NAME: _____

After reading the book, do the activities in this page. All the work must be completed individually and handed in the first school day. Enjoy the story!

Kensuuke's Kingdom – An Island

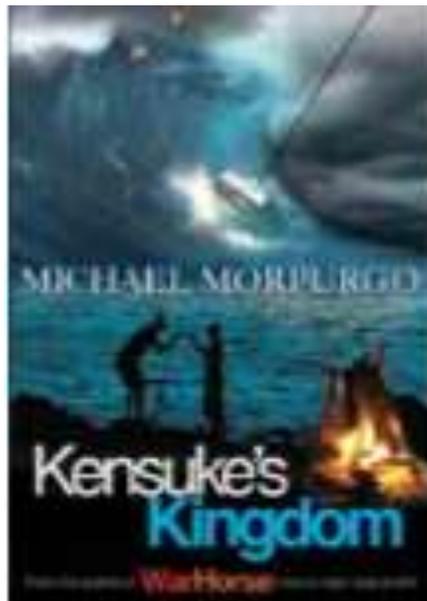
“We were going and nothing and no one could stop us. We were doing what people do in fairytales. We were going off to seek adventure”

(Kensuke's Kingdom, chapter 1, page 12)

Kensuke's Kingdom is more than an island. It is the whole world. The creatures that live there are his friends and the cave he sleeps in has become his home. The island provides him with plenty to eat and drink and he uses the materials he finds to make life as comfortable for him as possible.

Draw a map of your own desert island which provides for all your needs.

Write a story about your life on the island.



SUMMER READING ACTIVITIES



CLASS: 2ND YEAR 2018 – LITERATURE

TEACHER: GABRIELA PASTOR

BOOK: IN THE SHADOW OF THE MOUNTAIN BY HELEN NAYLOR

STUDENT'S NAME: _____

After reading the book, do the following activities. All the work must be completed individually and handed in the first school day. Enjoy the story!

ACTIVITY 1: What happens to Clare and Bruno after the end of the story? Write another chapter.

ACTIVITY 2: Do you think "In the Shadow of the Mountain" is a good title? Invent a new one and draw a new book cover.

ACTIVITY 3: Either: write the article that Clare wrote for the Daily News. Or: write the article that actually appeared in the Daily News.

ACTIVITY 4: Imagine Bruno wrote to Clare instead of phoning (pages 95–96). Write Clare's reply





3RD Year Students 2018

Teacher: Aldana Spinozzi

Summer reading assignment: The Giver by Lois Lowry

ASSIGNMENT 1: Provide an alternate title and explain why this title is better. (around 80 wds)

ASSIGNMENT 2: Complete the Character Analysis. Answer ALL the questions in full sentences using a wide range of vocabulary as well as connectors and MINDING your grammar.

Paragraph One (5-15 sentences)

1. Who is your favorite character in the book and why? Give details from the book to explain why this character is your favorite.
2. In what ways are you similar to this character?
3. In what ways are you different from this character?

Paragraph Two (5-15 sentences)

1. The main character in a story always faces some kind of conflict or problem. What is the main character's conflict or problem? How is it resolved; in other words, how does it turn out in the end?
2. Have you ever faced a similar problem or do you know someone who faced a similar problem? Describe the situation. How was it resolved?

Paragraph Three (5-15 sentences)

1. Does the main character change during the course of the story? Does he/she learn a lesson or grow emotionally in some way? Explain using details from the story.
2. Looking back at your life, how have you changed the most in the last few years? What important lessons have you learned?

ASSIGNMENT 3: – Project – Choose one

- Draw and color a professional-looking **comic strip** representing a scene or the basic plot from your book. Write dialogue for your characters. It must be (6-8 squares).
- Create a timeline **POSTER** of the major events in your book. Use drawings or magazine cutouts to show the events along the timeline. Label each event.

ASSIGNMENT 4

- Develop a daily journal which might be written by a main character in your book. Include thoughts and incidents that took place in the life of that character. Write a minimum of **five days** of entries. Design it to look like an actual diary/doodle journal.

SUMMER READING

FIELA'S CHILD (4th year)

1. Provide a brief biography of Fiela's Child author Dalene Matthee.
2. Complete:

Setting: (where and when)

Point of view:

Protagonist

Antagonist

Themes:

Conflict:

3. Read up to Chapter 27 and do these activities while reading.

CHAPTER 1

- 1) What do we learn about the personalities and attitudes of Elias and Barta Van Rooyen in this chapter?
- 2) What impressions do you gain of the forest, the forest community and the ways of earning a living there at this time?

CHAPTER 4

- 1) What do you learn about the personalities and attitudes of Fiela and Selling Komoetie in these chapters?
- 2) What impressions do you gain of the Long Kloof, the people who live there and the ways of earning a living at this time?
- 3) How would you describe Benjamin's position within the Komoetie family?
- 4) '*What we have here is wrong*'. Why does the stranger say this about Benjamin's life with the Komoetie family? How would you describe the men's attitudes towards black people? Write down notes about the attitudes to racial difference you find in the book.

CHAPTER 5

- 1)What do you find out about Elias attitude towards Barta and his children?
- 2)How are elephants viewed by the people of Barnard's Island?
- 3)What are your first impressions of Nina?

CHAPTER 6

- 1)Who dominates the Komoetie household?
- 2)Describe Benjamin's relationship with Fiela and with Selling.

CHAPTER 7

- 1)What are your views about the theory that, as a three-year-old, Lukas Van Rooyen had travelled this way alone?
- 2)What is the men's attitude to the way Benjamin talks?

CHAPTER 9

- 1)From what you have read so far, how would you describe Elias and Barta's attitude towards authority?
- 2)How is Benjamin's case decided?
- 3)How does he feel?

CHAPTER 10

- 1)In this chapter two characters' perspectives are shown, first Fiela's and then Benjamin's. What effect does this have?
- 2)How do Barta and Elias treat Benjamin? How does he respond?

CHAPTER 11

Describe the relationship between Fiela and Selling with Petrus Zondagh and his influence on their lives.

CHAPTER 12

- 1)What is Nina like? How does Benjamin view her?
- 2)Note any turning points in this friendship in the rest of the novel.

CHAPTER 13

What obstacles does Fiela come across on her journey to find Benjamin?

CHAPTER 14

- 1)We learn from Elias about Lukas flight through the forest. How do you think Benjamin/Lukas felt?
- 2)How does Elias treat Nina and Lukas?

CHAPTER 15

How is Fiela treated by the magistrate?

CHAPTER 20

- 1) In what ways has Lukas' attitude to the Van Rooyen home changed?
- 2) How does Nina's life change and how does she cope with leaving home?

CHAPTER 23

These two chapters mark major turning points in Lukas' life.

- 1) Look closely at the way this third main setting in the book, the coast, is described. Look especially at pages 244-245. What was it that appealed so much to Lukas?
- 2) What has happened to Nina?

CHAPTER 26

- 1) What does Lukas learn while he is at the coast?
- 2) What anxieties does he have about Nina? How does he feel about her?

CHAPTER 27

What has happened in the Long Kloof since Benjamin left? How is Fiela's position unusual?

4. Provide an ending for the story in 200-250 words.



Summer Reading Activities for 5th Year 2018

Student's Name.....

You have to read two short stories from *Modern Short Stories 2* (Faber):-

1. *Maria* by Elizabeth Bowen, pages 50 - 63
2. *The Writer in the Family* by E. L. Doctorow, pages 66 - 80

There are three themes:

- a. Man power, Women power
- b. Manipulation
- c. Deception

Then do the activities on the following pages.

Your work must be given in on the first Literature lesson in 2018.

Teacher:- Sue Mathew.

After Reading.

Read both short stories and then do the following activities:-

Except for activity 1 all answers must be written on A4 lined paper.

Activity 1: You have 2 copies of "Story Elements" fill in a copy for each story.

Activity 2: From the story Maria. Maria writes a letter to Mr. Hammond and also sends a copy to Aunt Ena. Maria receives a telegram in reply which says

"YOUR LETTER BLOWN FROM MY HAND OVERBOARD: AFTER HAD READ FIRST SENTENCE WILD WITH ANXIETY PLEASE REPEAT CONTENTS BY TELEGRAM
(page 63)

Write the original letter that Aunt Ena received from Maria. (160 - 200 words)

Activity 3: From the story A Writer in the Family. Write a short account of Jack's real life as it had been in New York and compare it with the fictitious life that Jonathan was portraying in his letters to Jack's mother. (160 - 200 words)

Activity 4: In both stories there is manipulation. Who is manipulating whom and why? (100 words)

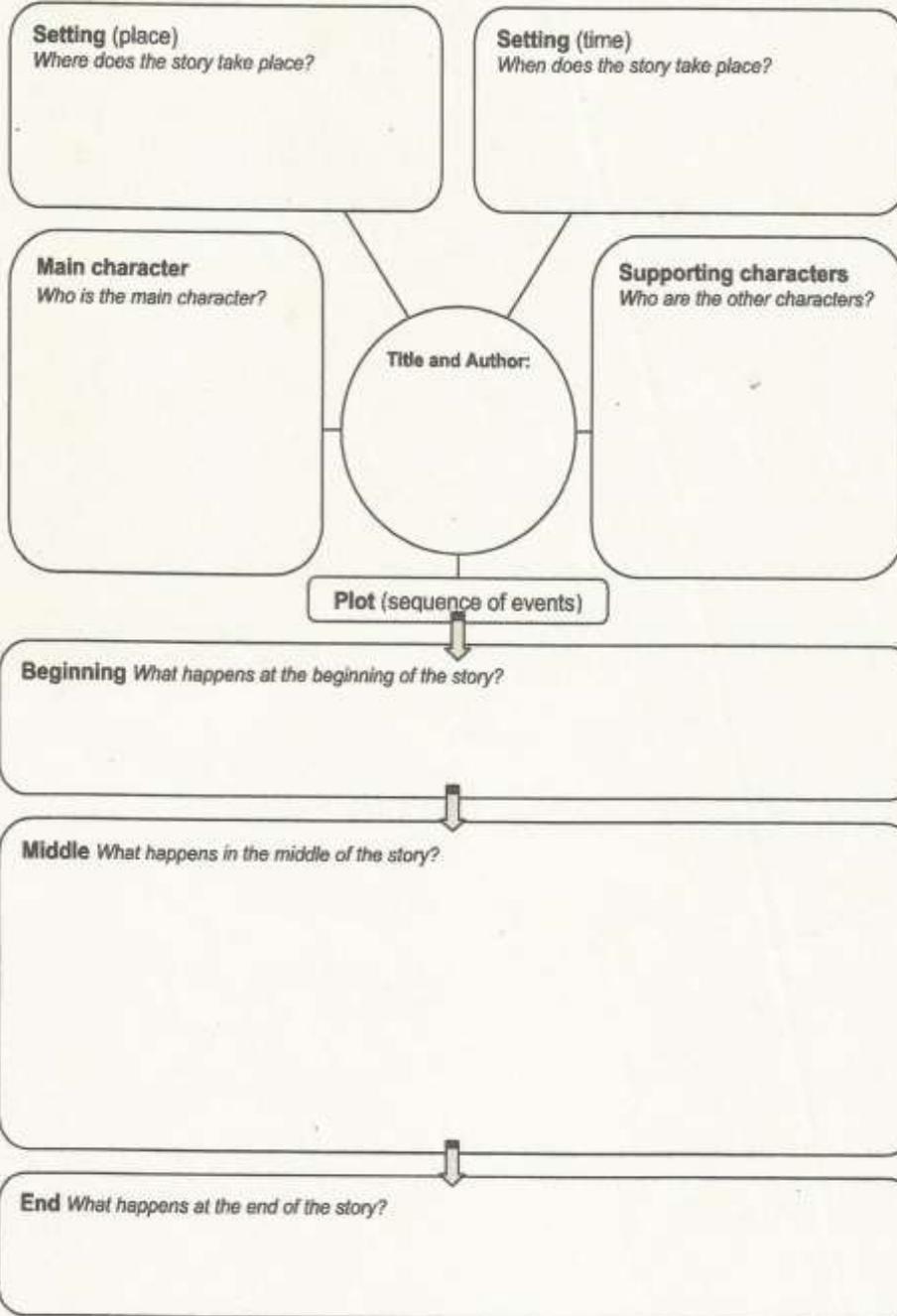
Activity 5: In 'A Writer in the Family' who is deceiving whom and why? Is he/she happy with this situation, why/why not? How is the situation resolved? (150 words approx)

Activity 6: Who represents 'man power' and 'woman power' in each story? Over whom do they have this power? From what you learn about these characters explain how they show their power? (160 - 200 words)

Name _____

Class ____ ()

Story Elements



Name _____

Class ____ ()

Story Elements

Setting (place)
Where does the story take place?

Setting (time)
When does the story take place?

Main character
Who is the main character?

Supporting characters
Who are the other characters?

Title and Author:

Plot (sequence of events)

Beginning *What happens at the beginning of the story?*

Middle *What happens in the middle of the story?*

End *What happens at the end of the story?*