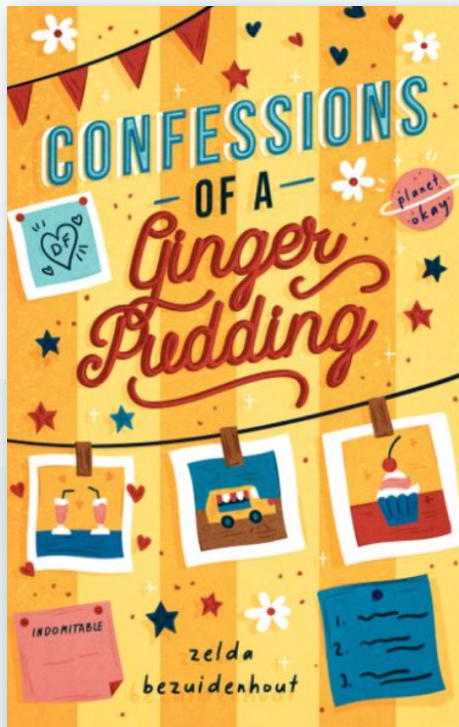
The background features a light blue grid pattern. On the left and right sides, there are stacks of colorful books in shades of red, orange, yellow, green, blue, and purple. Two spotlights at the top center cast a yellow glow towards the text. The text is centered and reads: 

**BOOK WEBiNAR**  
**SHOWSTOPPERS**  
**FOR YOUR**  
**GRADE 8 TO 11**  
**CLASSROOM**

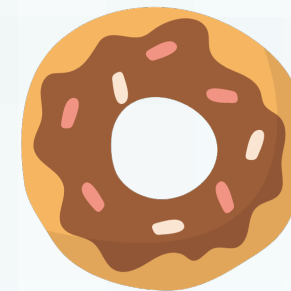




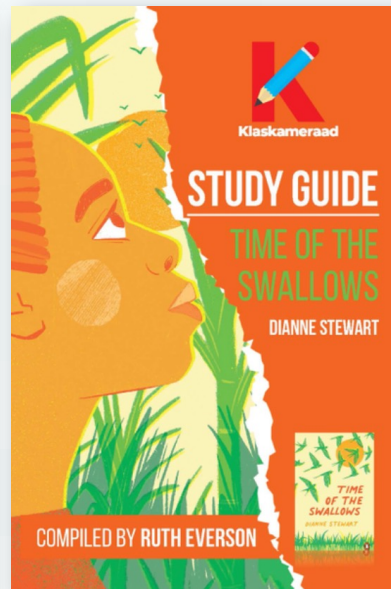
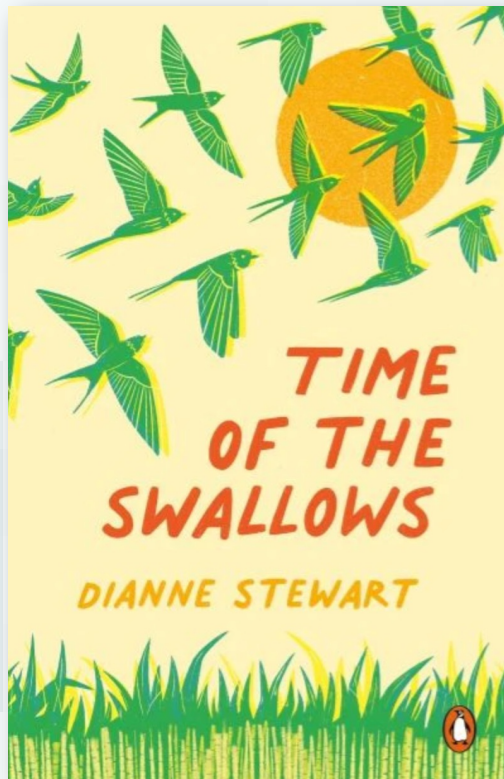
## GRADE 8



- The writing style is **simple, humorous**, and **easy to follow**, making it suitable for both Home Language and FAL learners.
- The book reflects **local culture, food, language**, and **school life**, which resonates strongly with SA learners.
- It tackles important, **age-appropriate** topics



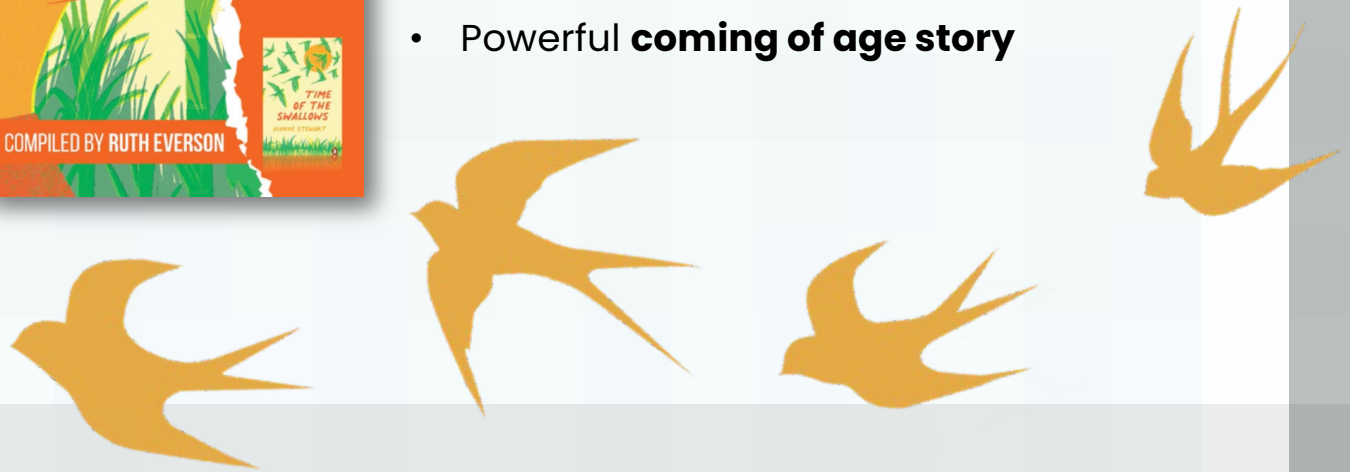
## GRADE 8-9 HL



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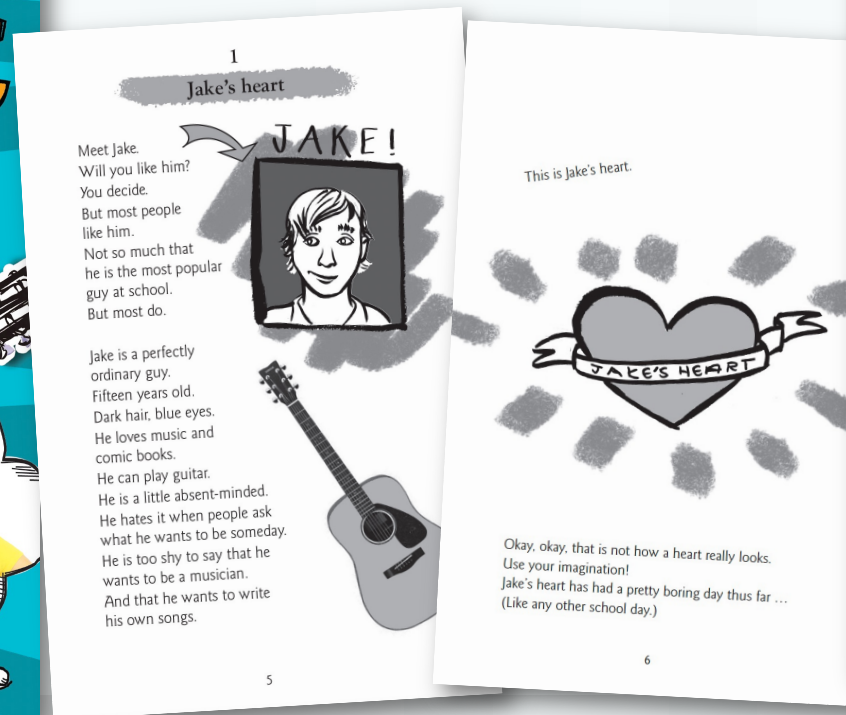


- Explores more mature themes like **grief**, **relationships**, and **family struggles**
- Even though it deals with serious issues, the story includes **hope** and moments of humour
- Powerful **coming of age story**

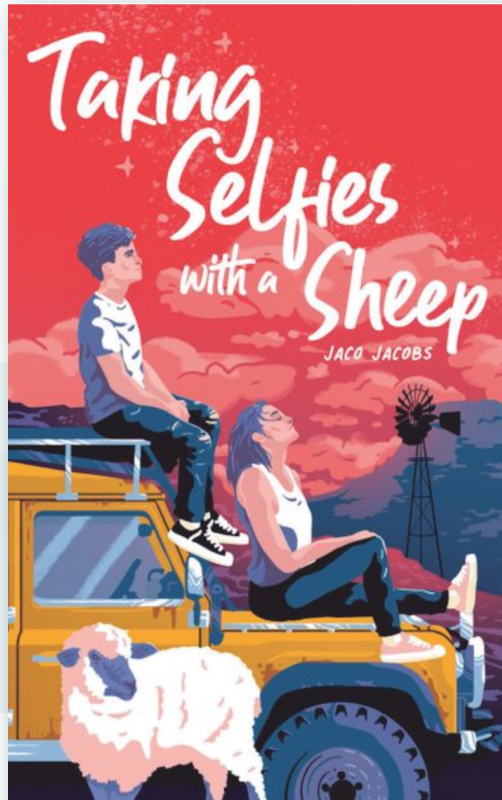


**GRADE 8 HL**

- **Nationally prescribed** in Afrikaans
- Local settings, humour, and language make it instantly **engaging** and easy to connect with.



## GRADE 8-9 HL & GRADE 10 FAL



Scan for more



- Translation of top-seller, ***Dinge wat ek nie van skape gewee het nie***
- Full of **funny situations** and quirky characters, keeping students engaged



## GRADE 8-9 HL & 10 FAL

- **Age-appropriate** but meaningful. Tackles deeper issues in an accessible, sensitive way
- **Engaging** main character – flawed but likeable, making learners root for her growth
- Strong **themes**: friendship, belonging, second chances, and resilience



and never coming back. I thought he'd be happy. They were always telling me that they'd had enough of my car. Well, they didn't know that I'd had enough too. My first detention during the first week of school, record for a Year Seven. Turns out I'm good at school records the bad ones, at least. I arrived late topped in the corridor for not having the correct shoes. It was three weeks since I'd been taken into for the first time and Lauren, my social worker, a replacement for the blazer still hanging in my back at home. It hadn't arrived in time, so she asked to let them know and told me that I didn't know about it. Nobody told the teacher who stopped in the corridor to give me a detention slip. The teacher that I didn't care. That was my answer and every time I got sent out of a lesson. If I pretended nothing mattered, then maybe it was much better. The reason I had a smile on my face every day wasn't because I found it funny. It was because I stung. I saved my crying for later. When I was alone in the corridor or when I made the trip to the isolation room. That's when my tears

6

Mr Simpson used to joke that the isolation room should have a revolving door just for me. I was always going in and out. Once my science teacher sent me within the first five minutes of the lesson. It was added to my ever-growing list of behaviour records.

Then, after Christmas last year, I started making my way straight to isolation every morning. I thought it made sense because it would be where I would end up anyway.

Despite having to trudge to the far end of the muddy field to sit in a portable cabin with only one rickety heater, there were no shouty teachers to deal with and I preferred it to being in class.

I learned how to play my teachers. I asked to stay in the isolation room for form time, explaining that it would give me a calm start to the day. Then I asked for an extra five minutes. Those five minutes turned into missing all of period one. I stayed out of trouble by being as quiet as a mouse and leaving other students to kick up a fuss. I started to go unnoticed. Teachers must have enjoyed the break from me, because I was soon getting away with staying all day. Nobody questioned why I wasn't in lessons.

Until Mr Simpson got involved. He didn't like the arrangement I had made for myself, and became concerned that I was spending all my time in a room meant for

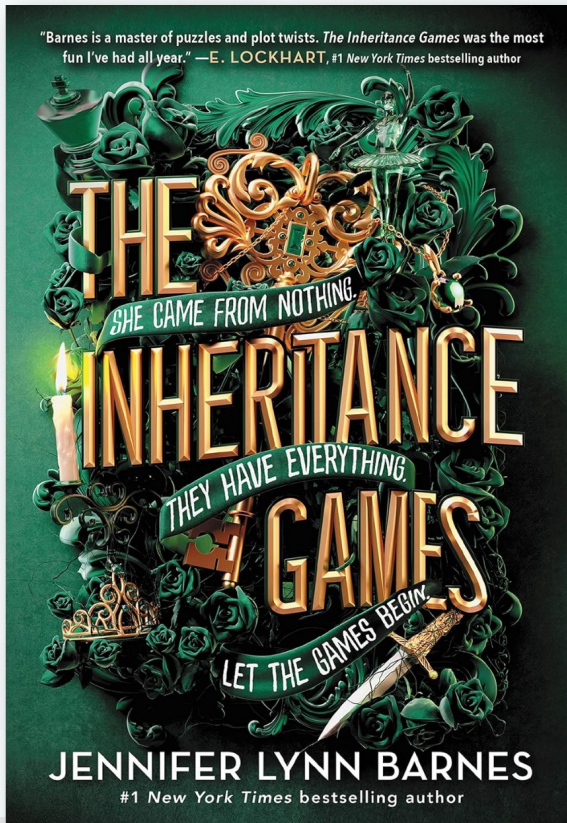
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Scan for more



GRADE 8-9 HL & 10 FAL

Scan for more



## CHAPTER 1

When I was a kid, my mom constantly invented games. The Quiet Game. The Who Can Make Their Cookie Last Longer? Game. A perennial favorite, The Marshmallow Game involved eating marshmallows while wearing puffy Goodwill jackets indoors, to avoid turning on the heat. The Flashlight Game was what we played when the electricity went out. We never walked anywhere—we raced. The floor was nearly always lava. The primary purpose of pillows was building forts.

Our longest-lasting game was called I Have A Secret, because my mom said that everyone should always have at least one. Some days she guessed mine. Some days she didn't. We played every week, right up until I was fifteen and one of her secrets landed her in the hospital.

The next thing I knew, she was gone.

"Your move, princess." A gravelly voice dragged me back to the present. "I don't have all day."

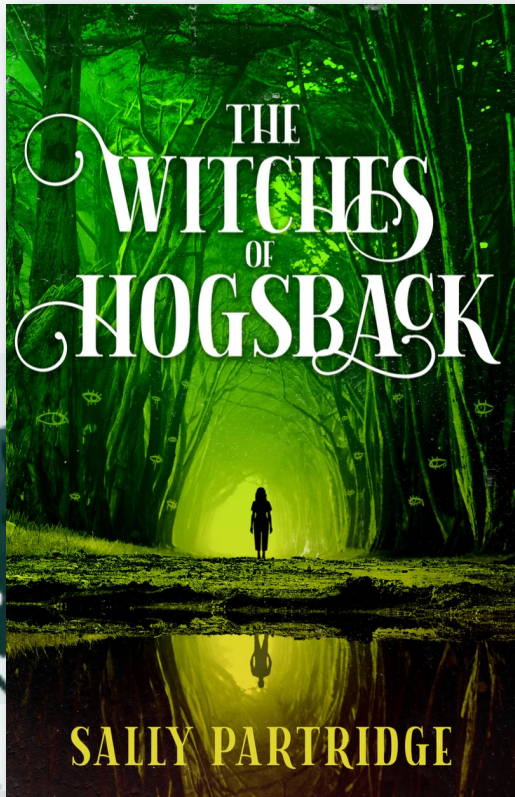
"Not a princess," I retorted, sliding one of my knights into place. "Your move, *old man*."

Harry scowled at me. I didn't know how old he was, really, and

- **Fast-paced**, full of twists, and written in short chapters
- The riddles, puzzles, and clues invite students to **solve problems** alongside the characters.
- Themes like wealth, identity, trust, and family dynamics spark **meaningful** classroom conversations.



**GRADE 8-10 HL**

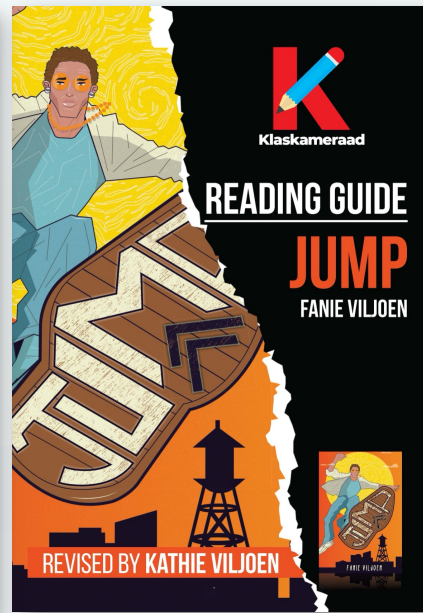


- South African youth **murder mystery**
- Learners can **analyse clues**, motives, and plot twists
- Two books in the series

Scan for more



## GRADE 8-9 HL & 10 FAL



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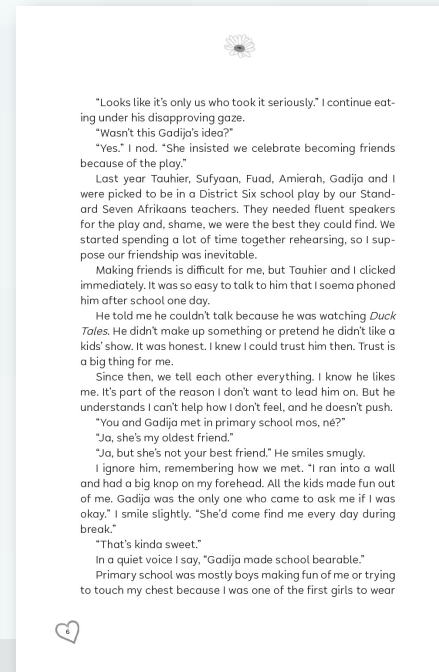
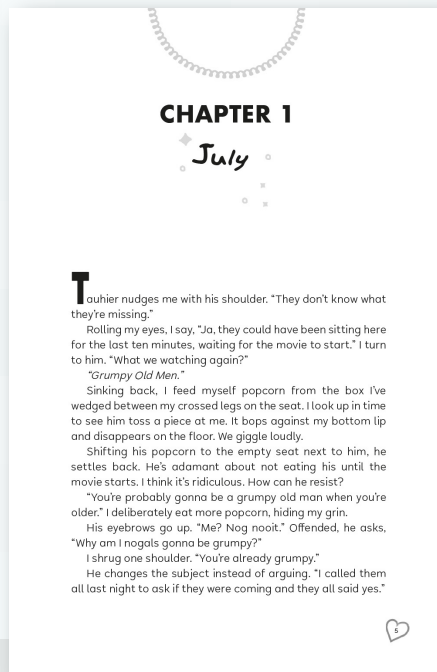


- **Nationally prescribed** in Afrikaans
- **Teen protagonists** facing realistic challenge
- Supports **curriculum goals** and cultural relevance

# GRADE 10 HL & 11 FAL



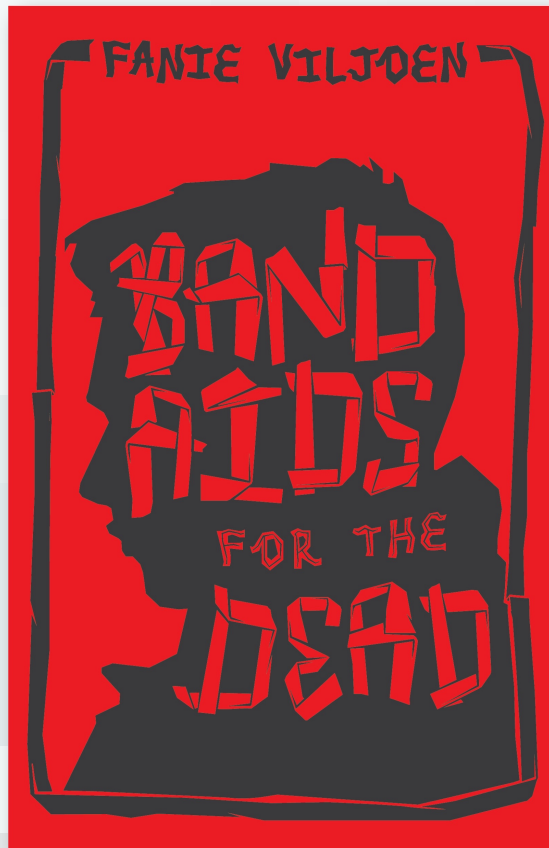
- Reflects **local culture** and lived experiences
- Makes literature **feel relevant and relatable**
- Muslim main character



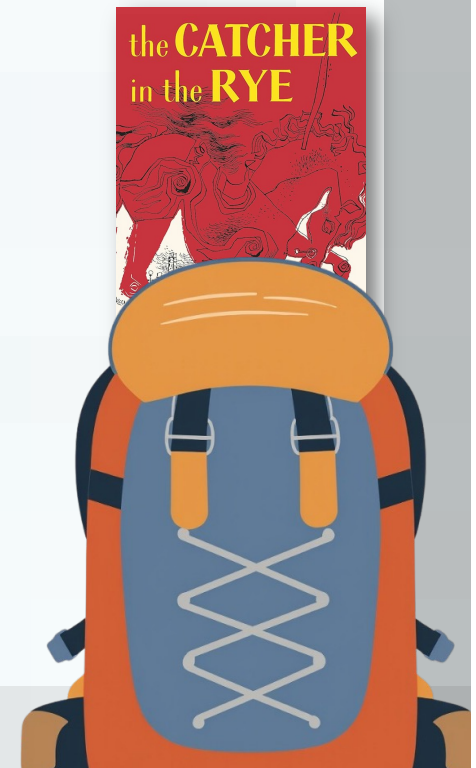
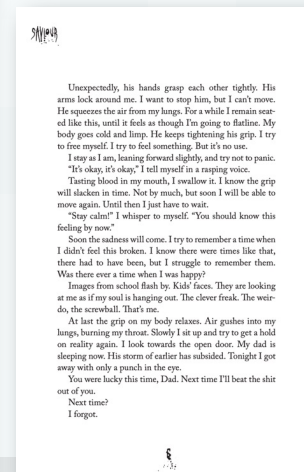
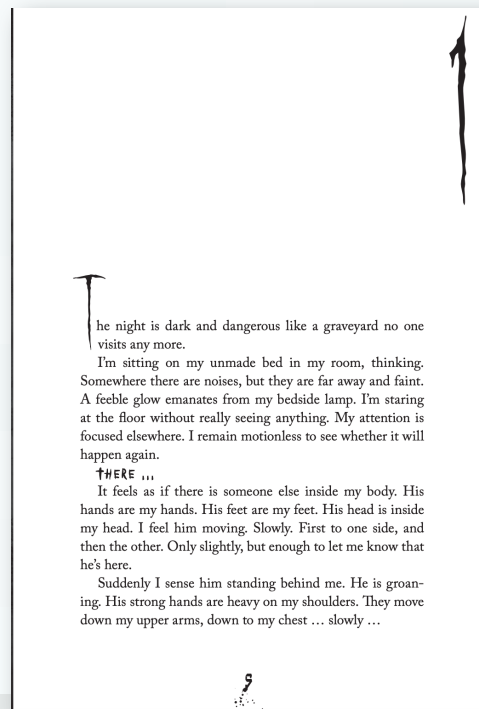
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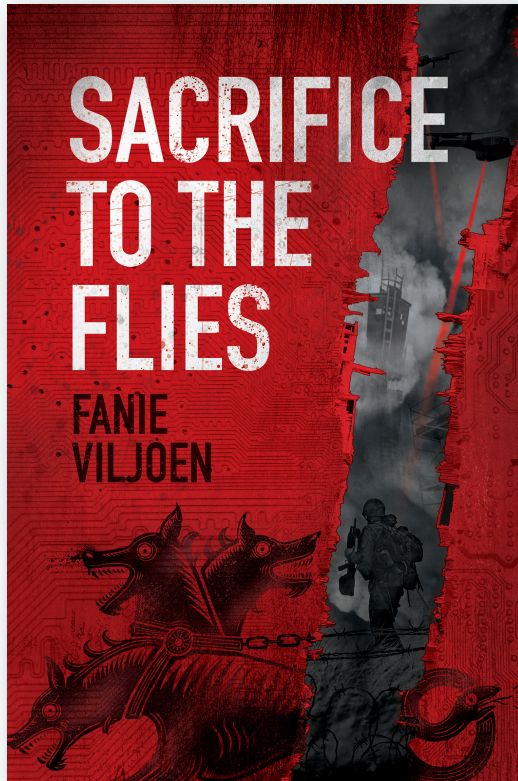
## GRADE 10-11 HL



- Fast-paced, full of **drama**
- Keeps learners hooked without being **too complex**
- Offers opportunities to **analyse symbolism** and themes



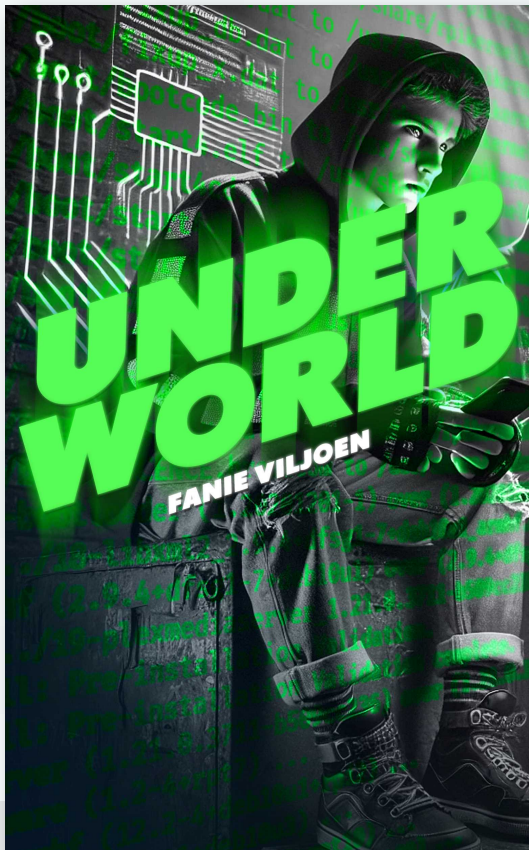
## GRADE 10 & 11 HL



- Translation of ***Offers vir die vlieë***, winner of LAPA's Youth Novel competition
- Explores identity, belonging and **tough moral choices**
- Raises questions about power, **right VS wrong**, and influence



## GRADE 10-11 HL



- Translation of Nationally prescribed, ***Onderwêreld***
- **Cyberbullying**, hacking, identity and peer pressure
- Builds **digital awareness**



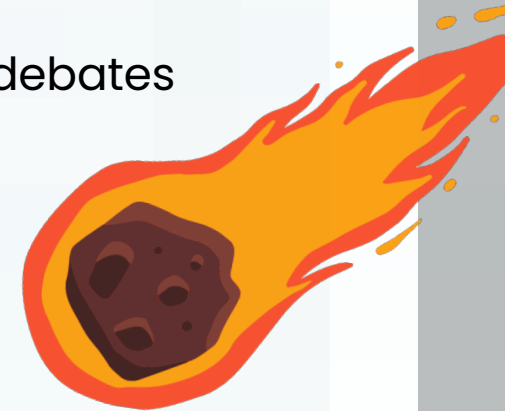
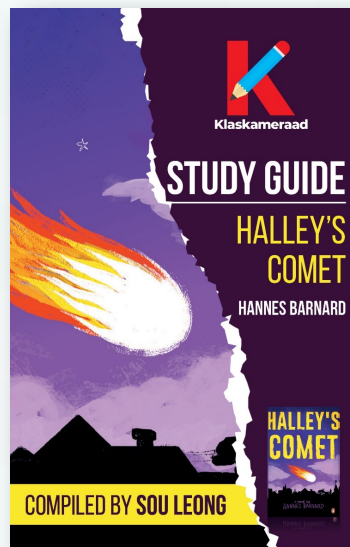
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## GRADE 10-11 HL



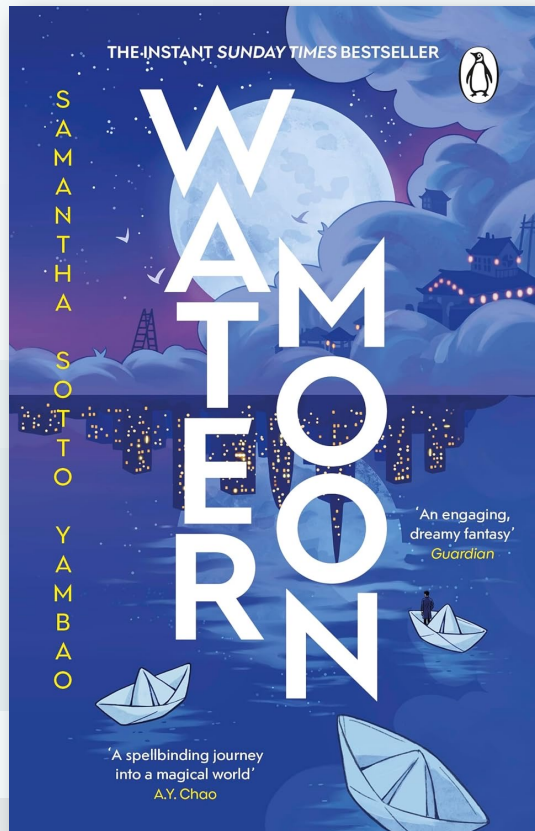
- **Cross-curricular use**
- The idea of Halley's Comet adds a **symbolic layer** about time, change, and life moments
- Themes lend themselves to class debates and **group discussions**



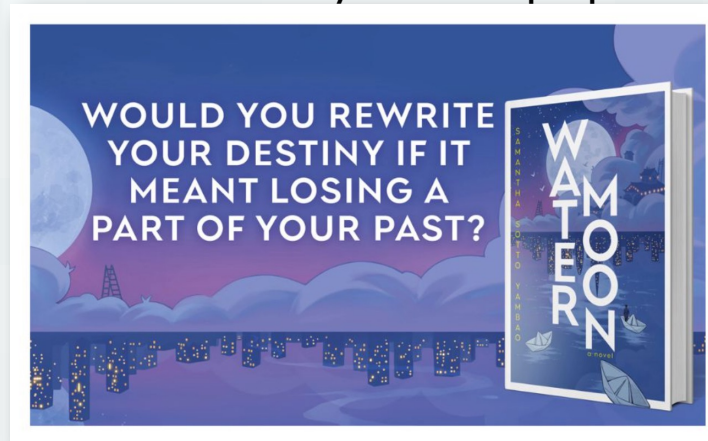
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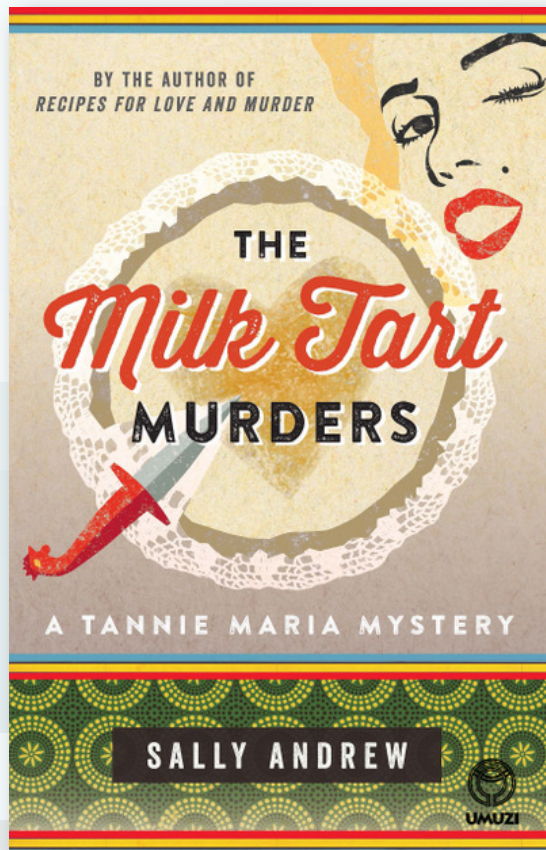
GRADE 10-11 HL



- Combines **adventure**, mystery and elements of fantasy
- Sense of wonder and surprise of pawn items and their stories
- Class activity: Fold a paper boat

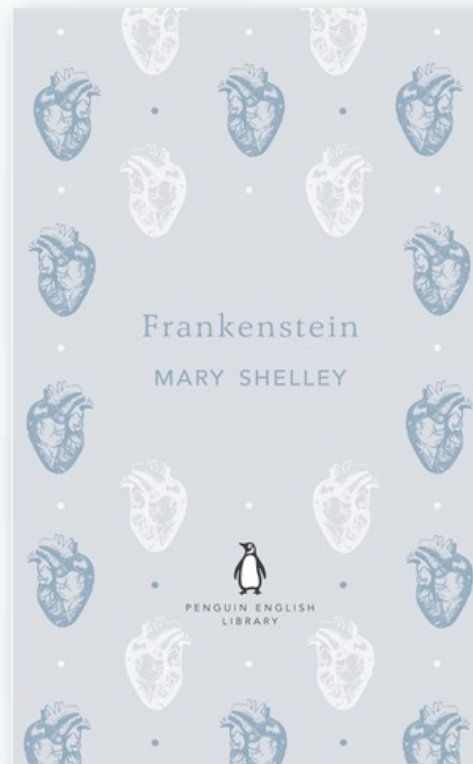
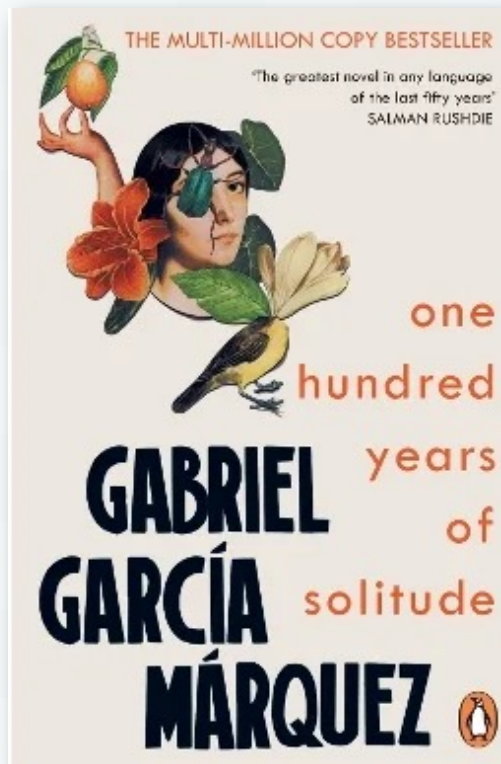


GRADE 11-12 HL

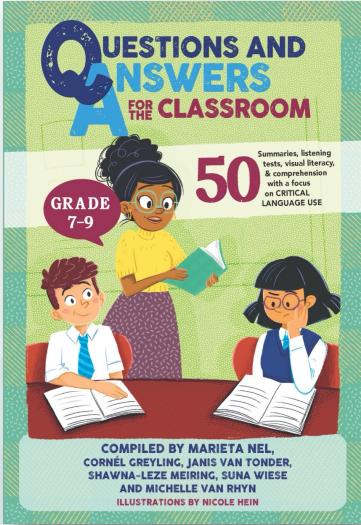


- Proudly South African
- The book mixes **crime** with local South African culture, romance, food, and **humor**.
- Includes a recipe

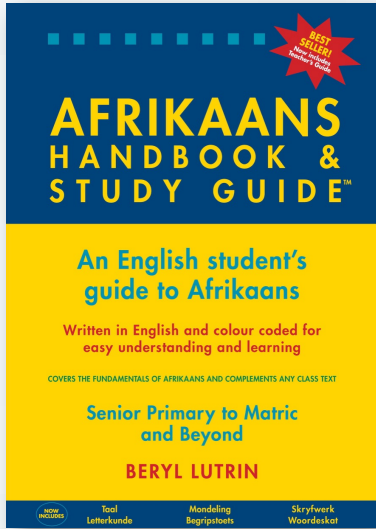
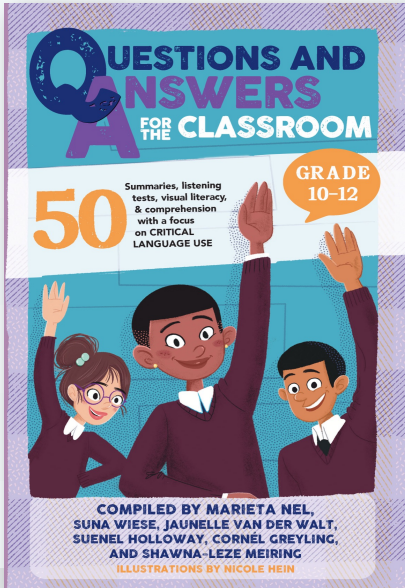
## IEB GRADE 12



**LTSM**



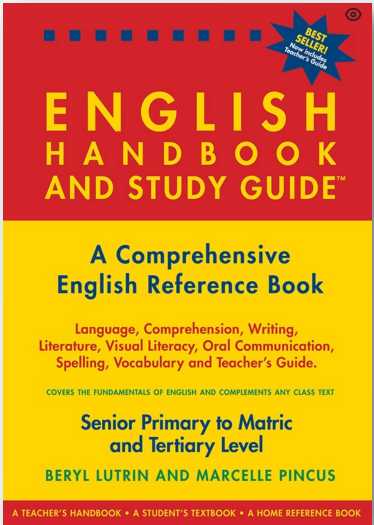
SCAN FOR MORE!



SCAN FOR MORE!



SCAN FOR MORE!





# Thank you!

**FOR ANY ENQUIRIES PLEASE SEND AN EMAIL TO**  
**[info@klaskameraad.co.za](mailto:info@klaskameraad.co.za)**

