

At the base of the statue, there is a plaque with these words:

**A TRIBUTE
TO THE AFFECTIONATE FIDELITY OF
GREYFRIARS BOBBY
IN 1858 THIS FAITHFUL DOG FOLLOWED
THE REMAINS OF HIS MASTER TO GREYFRIARS
CHURCHYARD AND LINGERED NEAR THE SPOT
UNTIL HIS DEATH IN 1872
WITH PERMISSION
ERECTED BY THE
BARONESS BURDETT-COUTTS**



It is now more than a hundred years since Bobby died, but he is still remembered today. This is the story of Greyfriars Bobby, how he got his name and how he became one of the most famous dogs in the world.

Bobby belonged to a man called John Gray. In about 1850, John, with his wife, Jess, went to live in Edinburgh. John joined the Edinburgh Police Force as a night watchman. It was his job to patrol the cobbled streets of Edinburgh every night, guarding the sleeping citizens and protecting them from danger.

Bobby, John's watchdog and faithful companion, went with him on his rounds. The man and his dog soon became a familiar sight as they walked the streets of the city every night. People looked out for them, and felt safe knowing that they were on duty.

Night after night, week after week, month after month, year after year, the pair watched over the people of Edinburgh, sometimes walking together in the cold, rain and snow. They did it without complaining because it was their job. But being outside in all kinds of weather soon began to affect John's health. He became ill. When he went to

the police doctor, it was found that he was suffering from tuberculosis. In those days, many diseases, such as tuberculosis, could not be cured, and John soon became very ill. Sadly, in 1858, he died and was buried in the cemetery next to Greyfriars church, a place known as Greyfriars Kirkyard.

But Bobby's story does not end there. Just as he had always been at his beloved master's side as they walked through the streets at night, so he wanted to remain with him now. Bobby refused to leave his master's grave, even in the worst weather. In the beginning, the caretaker tried to evict him because dogs were not allowed in the kirkyard. But the faithful little dog kept coming back, returning to the grave and sitting there, shivering on the cold wet ground. In the end, the caretaker took pity on him and allowed him to stay. He even provided Bobby with a comfortable place to sleep by putting some sacks under a shelter near John's grave. This would be Bobby's home for the rest of his life.

Bobby only left the kirkyard when he went to have his midday meal at the same coffee house that his master had always gone to. Every day, when a gun was fired at Edinburgh Castle nearby to signal that it was one o'clock, Bobby could be seen

making his way to the coffee house, where the kind owners would feed him. As soon as he was finished, he would return to his place next to the grave.

Many people had known Bobby when John was alive, but now his fame spread even further. People would gather outside Greyfriars Kirkyard to watch him make his daily journey to the coffee house and back. He became known as Greyfriars Bobby.

In 1867 a law was passed in Edinburgh that all dogs had to be licensed. Any dog found without a licence would be destroyed. The question was: who would buy Bobby's licence, since he had no master? Everyone knew him but no one owned him. Poor Bobby's life was in serious danger. But, by that time, he had become so well known that the most important person in Edinburgh, the Lord Provost, offered to pay for his licence. Bobby was given a collar. On it, written in brass letters, were the words:

GREYFRIARS BOBBY FROM
THE LORD PROVOST 1867
LICENSED



Greyfriars Bobby remained loyal to the memory of his dead master until his own death in 1872. In all that time, he was cared for by the generous people of

Edinburgh, who admired him for his loyalty and devotion. They also remembered how he had served them in the past. After he was buried, a headstone was placed on his grave. On it were these words:

GREYFRIARS BOBBY
DIED 14TH JANUARY 1872
AGED 16 YEARS
LET HIS LOYALTY AND
DEVOTION BE
A LESSON TO US ALL



The statue of Bobby was also erected opposite the Greyfriars Kirkyard by Baroness Burdett-Coutts, a member of the Royal Society for the Prevention of Cruelty to Animals (RSPCA).

Today, so many years later, visitors to Edinburgh can still see Bobby's grave and statue, and marvel at the loyalty of the little dog who never forgot his master, even in death.

2. Explain the meanings of the following words from the text. If you are not sure of the meanings of the words, try to guess them from the context or look them up in your dictionary.

*loyalty; devotion; capital; ruled; tourist; plaque; tribute; lingered; patrol;
cobbled; generous; headstone*

3. Explain, in your own words, why Greyfriars Bobby is still remembered today. You can discuss this with your partner first, but then write your own answer out.
4. Write out a list of all the adjectives used to describe Bobby. Then discuss with your partner what these words tell us about the writer's feelings about Bobby, and write your answer in a sentence.

5. 'Kirkyard' is a Scottish word meaning 'churchyard'. This was the area next to a church in which there were graves. 'Kirk' therefore means 'church'. Can you think of a word in a South African language that sounds almost the same and has the same meaning?
6. What kinds of danger do you think John and Bobby protected the people of Edinburgh from? Discuss this with your partner and then write out your own list.
7. If you had lived in Edinburgh at the time of the story, would you have helped to look after Bobby? Explain your answer in writing.

★ Do some research and make a speech

Here you are going to make a speech about your pets. You will need to do some research perhaps, to add to what you already know about them. You could find out about breeds, care, history, purposes or anything else about them.

Activity 1.2

Give a speech (individual)

1. Prepare a speech that you will give to the rest of your class, about your pets. If you do not have a pet of your own, talk about any other animal that you know about or would like to have as a pet.

Your speech should have the following parts:

- Tell your listeners which pet or animal you are going to talk about.
- Describe your pet's appearance in detail.
- Describe your pet's typical behaviour and habits.
- Mention an interesting incident or story involving your pet.
- Describe your feelings for your pet.
- Say whether you would encourage anyone to get a pet like yours and why.

★ Read and write a poem

You know what a poem is, but do you know that it does not always have to rhyme? In the following activity you will read a poem about a dog and then write a similar one of your own.

Activity 1.3

Describe animals in poetry (individual)

1. Read the following five-line 'grammar' poem describing an animal:

A grammar poem

dogs hairy
playful barking
running jumping
always devoted and loyal
friends

It has the following pattern:

- Line 1: Noun (name of the animal you are describing)
Line 2: Two adjectives
Line 3: Three present participles (verbs ending in -ing)
Line 4: Four-word phrase describing the animal
Line 5: Synonym for the noun in line 1 or a closely related noun

2. See how many animals you can describe in this way! Show your poems to your partner to comment on and check for correct grammar.
3. Now look at these two 'contrast' poems about an animal:

Dogs can bark
Dogs can jump
Dogs can even swim
But dogs can't sing!

Cats are black
Cats are white
Cats are sometimes black and white
But cats are never blue!

4. Discuss with your partner why they are called contrast poems and work out their pattern.
5. Now write a few contrast poems yourself. Again give them to your partner to check.

★ Using commas to give extra information

Look at the following sentences:

- My friend, Peter, lives in that house.
- The principal of the school, Mr Ross, spoke to the pupils in assembly.
- John, the boy next door, married my sister, Daphne.

In each of these sentences, there are two words or phrases referring to the same person. For example, in the first sentence, 'Peter' and 'my friend' refer to the same person. The commas on either side of the word 'Peter' show that I am still talking about 'my friend' and not another person. I am just giving the reader more information about him.

Activity 1.4

Language work (individual)

1. Find the words or phrases that give more information in the second and third example sentences.
2. Find examples of words or phrases that give more information in the story about Greyfriars Bobby.
3. Combine the following sentences, using commas so that words or phrases are used to give more information about someone or something. The first one has been done for you as an example:
 - a) **Mrs Hlatshwayo teaches History. Mrs Hlatshwayo is my aunt.**

Answer:

 - a) My aunt, Mrs Hlatshwayo, teaches History.
 - b) I ride my horse every Friday morning. My horse's name is Paddington.
 - c) My cat catches mice and locusts. My cat's name is Tom.
 - d) Sipho and his best friends are going to swim in the gala. John and Themba are Sipho's best friends.
 - e) My friend has a donkey. My friend's name is Antony. The donkey is called Daisy.
4. Try making more sentences like this on your own.

★ People and things from countries: nouns and adjectives

We can form nouns and adjectives from the names of countries. Look at these examples from the story of Greyfriars Bobby:

- Scotland (proper noun): the name of the country
- Scots (proper noun): the name for the people who live in or come from Scotland
- Scottish (adjective): to describe people and things from Scotland

You can see that it is the suffix that changes: land becomes 's' or 'tish'.



Map of Scotland



A Scot in national dress, playing the bagpipes

Activity 1.5**Form nouns and adjectives (individual)**

1. Copy out the table below. Fill in the missing words. You can use your dictionary if you need to.

<i>Country</i>	<i>People (noun)</i>	<i>People and things (adjective)</i>
Scotland	Scots	Scottish
South Africa		
America (USA)		
France		
Italy		
Namibia		
China		
Japan		
India		
Finland		
Turkey		
Israel		
Greece		
Egypt		
Denmark		
Nigeria		
Angola		
Brazil		
Sweden		
The Netherlands		

Can you think of any more examples?

★ **Corresponding with friends**

A friendly letter and an e-mail are ways in which you can correspond with friends and family. You don't have to write formally, but your spelling and grammar must be correct.

Activity 1.6

Write a letter or an e-mail (individual)

- Imagine that your parents have taken you on a holiday to Edinburgh and that you have been to see the statue of Greyfriars Bobby. Write a letter or an e-mail to a friend in South Africa, describing what you have seen. Use the information in the story you read in Activity 2.1, but remember to write the letter or e-mail in your own words.

Here is a checklist to help you:

Checklist	
My letter or e-mail:	✓
▶ uses information from the story	
▶ is written in my own words	
▶ has correct punctuation and grammar	
▶ is written in friendly, informal language	
▶ is written out neatly	

- Check your e-mail or letter before handing it in to your teacher to evaluate.

Rubric for letter or e-mail

Letter/e-mail (20/2 = 10 marks)	Achieved with dis- tinction	Achieved	Nearly achieved	Not achieved
▶ Selection of appropriate information from source text				
▶ Use of own words				
▶ General use of language: vocabulary, sentence structure, spelling, punctuation				
▶ Appropriate colloquial or informal style				

★ More research

Doing research and using the information that you find is a skill. Like any other skill, the more you practise, the better you will get. You are going to do research in the next two activities.

Activity 1.7

Do your own research (group)

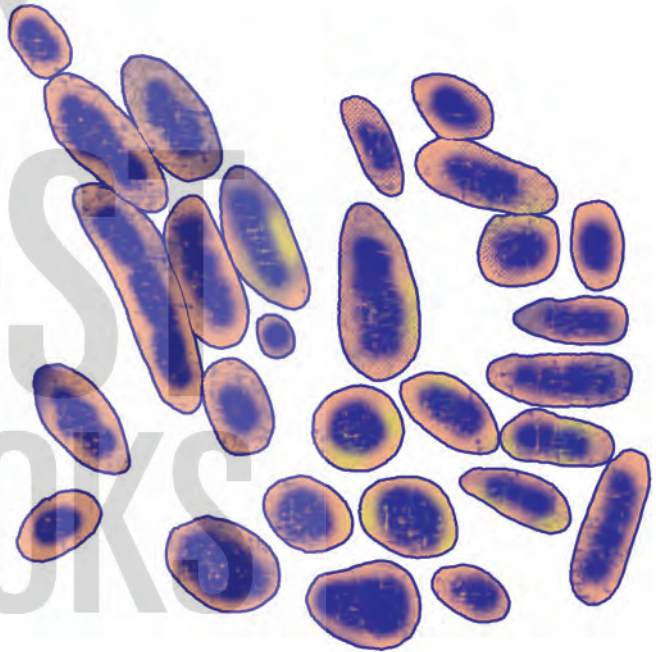
1. Find Scotland and Edinburgh on a map of the world. Look up the pronunciation of the word 'Edinburgh' in a dictionary. Try to find pictures of some of the statues and buildings in Edinburgh.
2. Can you name any statues of famous people in South Africa? Where can we find them? For example, whose statue is this? Where is it?
3. Share your findings with another group.



Activity 1.8

More research: tuberculosis (group and individual)

1. Bobby's master, John, died of a disease called tuberculosis (often shortened to TB). In some parts of the world, such as South Africa, this is still a serious disease. Find out more about this disease:
 - a) How do we know when someone has TB?
 - b) What should people who think they have TB do?
 - c) How do doctors and nurses treat people who have TB?
2. Write notes about what you have found.
3. Use your notes to prepare a pamphlet that you would give to other learners your own age who do not know anything about TB. Give them advice on what they should do if they or anyone they know has TB. You will hand in your written pamphlet to your teacher for evaluation, but before you do this, let one of your group members read and comment on it. Change it if you think it necessary to do so.



TB virus

★ Caring for animals

The story of Greyfriars Bobby shows us that people think that it is important to care for the animals that depend on us. One way of looking after our pets is to make sure that they do not stray from home or get lost. Sometimes pets do wander away and can't find their way back. You might have seen posters like the one below in shop windows or on street lights:



LOST: NINA

Small white Maltese poodle lost on Monday 15 June in the vicinity of Alcade Road, Lynnwood Glen

Wearing a red collar with the name Nina

If found, please contact Mrs Jessica Theale
012 3470591 or 082 2007034

Reward offered

Newspapers also often have advertisements with information about animals that have been lost or found. These are usually in the **Classified** section. Here are some examples:

Sometimes newspapers also have advertisements for pets looking for a new home, like the one below.

ANIMALS FOUND

- Black and tan terrier: male, medium size, good condition. Found near Beaconsfield post office.
- Border collie, quite nervous, sore ear. Found in George Street.

The SPCA has animals looking for a good home:

- My name is Jude. I am a good-looking Alsatian, anxious to be part of a loving family.
- I am a small Maltese and I need someone to care for me.
- I am a Dachshund male. I will be loyal and loving to my new owner.
- We are three Siamese kittens looking for new homes. Take your pick!

Activity 1.9

Advertisements: research and writing (group)

1. Find more examples of newspaper advertisements for pets that have been lost or found, or need new homes. Share them with your group.
2. Study the advertisements carefully. What information do most of the advertisements include? Discuss this with your group.
3. Write your own classified pet advertisement. Show it to your group for them to comment on.
4. Make a poster advertisement, like the one on the previous page, using the same information as in your advertisement in question 3. Show your group. The best poster from each group can be displayed in the classroom.