OXFORD

SCHOOL Improvement

CAPS

PLANNER & TRACKER

English First Additional Language
Grade 7

- *Progress tracker*
- *Intervention strategies*
- *Assessment support*
- *Photocopiable worksheets*
- *Extra activities*

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Note: The formal assessments in this workbook have been taken from the *Oxford Successful English Grade 7 Learner's Book*.

Note: The worksheets in this workbook have been adapted from *Let's Practise English First Additional Language Grade 7* (9780199043859) and *Let's Practise English Home Language Grade 7* (9780199054701).

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Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 1							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 1 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 1–2	**Our stories** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Simple present tense (p. 11) Activity 2: Simple past tense (p. 12) Activity 3: Countable and uncountable nouns (p. 14)	**7** 8, 11–13, 22 13–15, 17–20 20 10, 15, 16, 23, 24	72	2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 3–4	**The languages of feelings** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 4: Idioms and proverbs (p. 16) Activity 5: Finite verbs (p. 17) Activity 6: Articles (p. 18)	**25** 27, 28, 35, 36 26, 31, 32, 34, 35 37–39 29, 30, 32, 33, 36, 37,	44	2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 5–6	**Speak about it!** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 7: Subject–verb agreement (p. 19) Activity 8: Prefixes and suffixes (p. 21) Activity 9: Auxiliary verbs (p. 22)	**41** 42–44 44–47, 50–53 55–57 42, 48, 49, 53, 54, 58	47	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 55	

Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 1							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 1 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 7–8	**Voices from Africa** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 10: Simple sentences (p. 23)	**59** 60, 63–65, 73, 74 61–63, 71, 72 69, 70 65–68, 74	77	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 73	
Weeks 9–10	**Friends and relationships matter** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 11: Figurative language (p. 24)	**75** 76, 77, 89, 90 80–83, 85–89 90–92 77–79, 84, 85, 87, 88	50, 81	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 80 LB p. 90	
Teacher reflection							

**Note:* *Some activities can be done elsewhere in the term or year where the same Language skills and content are taught, as per the ATPs.*

Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 2							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 2 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 1–2	**Laughter is the best medicine** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 1: Language of advertising (p. 25) Activity 2: Writing simple sentences (p. 26) Activity 3: Demonstratives (p. 28) Activity 4: Direct and indirect speech (p. 29)	**95** 96–98, 106, 107 104–106 102–104 96, 100, 101, 108–112		 2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 3–4	**What's new in the news** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 5: Adjectives (p. 30) Activity 6: Active and passive voice (p. 32) Activity 7: Prepositions (p. 33)	**113** 118, 119, 122, 123 116–118, 124–126 120, 121 114, 115, 124, 127–130		 2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 118	

Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 2							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 2 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 5–6	**Instructions for life** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 8: Comparative and superlative adjectives (p. 34) Activity 9: Emotive language (p. 35)	**131** 137–140 132–135, 144–146 142–143 136 139, 141–144,	53	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 144	
Weeks 7–8	**Dramatically speaking** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 10: Main and dependent clauses (p. 36) Activity 11: Compound sentences (p. 37) Activity 12: Abbreviations (p. 38)	**149** 157, 159 150 161 154, 156, 158, 163, 164		2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 9–10	**June controlled test**	**Formal Assessment: Page 39 of this Teacher's Resource Book**					
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 3							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 3 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 1–2	**Collecting information** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**179** 185, 186, 190–192 180–183 187–189 183–186, 189, 190		2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 3–4	**Sport and leisure in literature** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Denotation and connotation (p. 46) Activity 2: Word meanings (p. 47)	**193** 194, 195, 200, 201 196–199, 204, 205 202, 203 199–201, 205–208	56	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 196	
Weeks 5–6	**Let's hold a meeting** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**209** 210, 211, 222, 223 211–213, 215–217 219–221, 222 214, 215, 217–219, 223–224		2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB pp. 219, 221	

Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 3							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 3 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 7–8	**News!** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 3: Sentence level work (p. 48)	**225** 226–229 230–233 236–238 228, 233–236		 2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 229	
Weeks 9–10	**Dancing through literature** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 4: Dictionary work (p. 49)	**239** 244, 245, 248, 249 240–243, 246–248 251–253 243–256, 249–251, 253	 59 	 2 hours 3 hours 30 min 3 hours 30 min 1 hour	 LB p. 251	
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 4							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 4 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 1–2	**The power of words** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Compound sentences (p. 50) Activity 2: Adverbs (p. 51) Activity 3: Adverbial clauses (p. 53) Activity 4: Features of poetry (p. 54)	**257** 258, 259, 273, 274 262–265, 269–272 267-269 259, 261, 265, 266, 272, 273	85	2 hours 3 hours 30 min 3 hours 30 min 1 hour		
Weeks 3–4	**Technology at its best and worst** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**275** 279, 280, 290–292 276–279, 285–288 282–284 281, 282, 288, 289	62	2 hours 3 hours 30 min 3 hours 30 min 1 hour		

Progress Tracker for Oxford Successful English Grade 7							
First Additional Language Term 4							
Planned timeline	**Content and concepts (as per CAPS and 2023/24 ATP)**	**Worksheet 4 activity name and page (in this Resource Book)***	**Learner's Book page**	**Anthology page**	**Time allocated (as per CAPS)**	**Formal Assessment**	**Date of completion**
Weeks 5–6	**The art of communicating** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 5: Rhetorical questions (p. 55) Activity 6: Questions and prompts (p. 56)	**293** 294, 295, 309, 310 295–298, 306–308 301–304 298, 300, 301, 304–306	65	2 hours 3 hours 30 min 3 hours 30 min 1 hour	LB p. 309	
Weeks 7–8	**Look back, look ahead** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**311** 319, 320 312–315, 318, 319 320–322 316, 317, 323–326		2 hours 3 hours 30 min 3 hours 30 min 1 hour		
	Revision and assessment						
Weeks 9–10	**End-of-the-year examination**	**Formal Assessment: Page 57 of this Teacher's Resource Book**					
Teacher reflection							

Note: *Some activities can be done elsewhere in the term or year where the same Language skills and content are taught, as per the ATPs.*

Worksheet: English Term 1

Name: _____

Class: _____

Activity 1: Simple present tense

1. Underline the verbs in these sentences and write them correctly in the simple present tense. The first one been done for you.

a) She <u>brush</u> her hair. <u>brushes</u>

b) I normally listens to rap music. _____

c) The wind blow all day. _____

d) Do your mother work? _____

2. Rewrite these sentences with the subject given in brackets and the correct form of the verb. The first one has been done for you.

a) We often wash up. (My father) <u>My father often washes up.</u>

b) I watch sport. (Peter) _____

c) I see the birds. (Jenni) _____

d) I love Zizipho. (Lee) _____

e) I sing well. (The teenager) _____

3. Circle the correct form of the verbs in this narrative paragraph.

My name (is/am) Leah. I (lives/live) in Empangeni and (go/goes) to school close by. My brother and I (get up/gets up) at 6 a.m. It (is/are) always a rush in the morning. I can never (find/finds) my homework. The school bus (leaves/leave) at 7 a.m.

Name: _____

Class: _____

Activity 2: Simple past tense

1. Underline the present tense verbs in the sentences and write them in the past tense. The first one has been done for you.

a) I walk to the shops. I save my taxi fare. walked, saved

b) The teacher talks and the girls listen. _____

c) I watch Grandpa while he speaks. _____

d) Thandi uses a brush and paints. _____

e) The hadedas crow and screech. _____

2. Write the correct past tense form of the irregular verbs in brackets.

a) I (catch) caught a big fish. _____

b) We (think) we were going to town. _____

c) The old lady (stands) under the tree. _____

d) My sister (breaks) three eggs. _____

e) I (make) a card for my friend. _____

3. Circle the irregular past tense verbs that are incorrect. Write out the correct irregular past tense verbs.

a) The cheese we buyed was mouldy. We taked it back to the shop.

_____

b) I waked late because my alarm clock goed off. _____

c) I singed in the choir and forgetted my words. _____

d) My mom teached me how to cook and the family eated my food hungrily. _____

e) I beed very cross when my little brother drawed on my project with a black pen. _____

4. Rewrite the paragraph below in the simple past tense.

My mom has a baby. She only eats, sleeps and cries. I dislike her because she is so noisy! My parents think she is wonderful. They make me so cross when they fuss and sing over her. However, when she smiles and grabs my finger and makes cute noises I think she is not so bad.

_____

_____

_____

_____

_____

_____

Name: _____

Class: _____

Activity 3: Countable and uncountable nouns

1. Circle the singular nouns and underline the plural nouns in the list below.

2. Sort the singular nouns in the list below into the correct plural rule column in the table. Rewrite each noun in its plural form. The first one has been done for you.

-s	-es	-ies	-ves
pictures			

3. Rewrite the bold nouns in the sentences below in the correct plural forms. The first one has been done for you.

a) I go to dance **class** (classes) on Monday **night** (nights).

b) Please wipe your muddy **foot** (_____) before you enter the **classroom** (_____).

c) Our tuckshop sells **sandwich** (_____), **hamburger** (_____) and **cooldrink** (_____).

d) I helped put up the **shelf** (_____) in the **library** (_____).

4. Write the nouns in the list below in the correct column in the table.

Countable nouns	Uncountable nouns

5. Underline the uncountable noun in each sentence. Tick the sentences where the uncountable noun is correct and put a cross next to the sentences where the uncountable noun is incorrect. Write out the incorrect sentences correctly.

a) The bread is fresh today. ( ) _____

b) Our teacher gave us lots of informations for our project. ( )

_____

c) Waters is precious, we must save it. ( )

_____

d) Many families eat rice everyday. ( )

_____

Name: _____

Class: _____

Activity 4: Idioms and proverbs

1. Match each animal idiom with its meaning. Fill in the correct letter of the idiom in the box. The first one has been done for you.

Idiom	Meaning		Idiom	Meaning	
a) crocodile tears		get two things done at once	d) sick as a dog		to tell someone something that should be a secret
b) let the cat out of the bag		to do something that may cause trouble or a problem	e) kill two birds with one stone		a rushed and competitive way of living
c) rat race		very sick	f) open a can of worms	**a**	**tears that are not really real**

2. Match each proverb in Column A with its meaning in Column B. Draw a line between the proverb and the correct meaning.

A: Proverb	B: Meaning
a) Let sleeping dogs lie.	Don't count on something before it happens.
b) Every dog has his day.	Don't interfere with something that is peaceful.
c) The early bird catches the worm.	There is a limit to what people can handle.
d) The last straw breaks the camel's back.	Every person will have a time to shine or be in the spotlight.
e) Don't count your chickens before they hatch.	Success comes to those who are ready and prepared.

Name: _____

Class: _____

Activity 5: Finite verbs

1. Draw a line to match each person or animal (Column A) with the most suitable finite verb (Column B).

Column A: People and animals	Column B: Finite verbs
a) A hairdresser	snaps
b) The farmer	slithers
c) A rabbit	cuts
d) The crocodile	ploughs
e) A snake	hops

2. Read the following paragraph and underline all the finite verbs. The first one has been done for you.

My family prepares supper together. My mom buys the ingredients. My little sister peels the potatoes. My dad boils the water on the stove. He pours the rice into the boiling water. My aunt chops the vegetables. My older brother, Lebu, fries the chicken. We eat at the table. My dad or uncle says a prayer.

3. Underline the verb in the following sentences and indicate which verbs are finite.

a) We visited a construction site. _____

b) The bulldozer moved piles of rock and dirt. _____

c) A huge crane lifting heavy objects. _____

d) The builders wore hard hats for safety. _____

Name: _____

Class: _____

Activity 6: Articles

1. Fill in the correct definite or indefinite article in these sentences.

a) Percy reads _____book every week.

b) In the morning Joanna eats _____egg.

c) Mrs Sikele likes _____umbrella I gave her.

d) My aunt asked me to chop up _____carrots.

e) I think he is _____honest man.

f) I bought _____loaf of bread and _____apple.

2. Use definite or indefinite articles to complete this paragraph.

A t-shirt was hanging on the line. _____t-shirt was still wet from _____rain that fell. There was _____extremely heavy thunderstorm in _____area and all _____gardens were soaked. It is _____good idea to capture rainwater to use in _____summer.

3. Find the countable and uncountable nouns in the box.
   Write a sentence with each word using the correct article.

rain	emergency	weather	flood

a) _____

b) _____

c) _____

d) _____

Name: _____

Class: _____

Activity 7: Subject–verb agreement

1. Place the verbs in the list below into the correct rectangles. Make sure that the verbs you choose match the subjects in the boxes.

buy dance sees dances write screams study bites
laughs walk buys studies throw scream

I	Pieter	We
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Circle the correct verb in each sentence below.

a) Mosquitoes (is/are) irritating insects.

b) We (study/studies) well together.

c) My father never (watch/watches) TV.

d) It (has/have) been raining all day.

e) The rain (fall/falls) over the crops.

3. Make sure the subjects and verbs in the sentences below agree. Circle the correct subject in each sentence and underline the verbs. Note that some sentences include auxiliary verbs.

a) (I /He) washes all the cars in the garage.

b) (My sister/My sisters) goes to the shop.

c) (Sibusiso/They) is catching the taxi to town.

d) (The children/He) drink juice.

e) (The hairdresser/The hairdressers) braids my hair.

f) (The old lady/The old ladies) go to the clinic.

g) (The family/All the families) watches the news at night.

4. Some of the sentences below are incorrect because the subjects and verbs do not agree. Tick the sentences that are correct and put a cross next to those that are incorrect. If a sentence is incorrect, rewrite it so the subject and verb agree.

a) Monkeys lives in treetops. (✗) Monkeys live in treetops.

b) Leandra say goodbye to her friend. ( )

_____

c) She brush her hair. ( )

_____

d) The policeman catch the thief. ( )

_____

e) The teenager does his homework well. ( )

_____

Name: _____

Class: _____

Activity 8: Prefixes and suffixes

1. Use the prefixes to form antonyms: *im–*, *anti–*, *ir–*, *dis–*.

a) approve _____ c) proper _____

b) clockwise _____ d) relevant _____

2. Circle the root word in each of these words. Underline the prefix and draw brackets around the suffix. Some words have a prefix or a suffix and other words have both a prefix and a suffix.

a) bicycle d) environmental g) disliked

b) kindness e) subdividing h) recyclable

c) antibiotic f) unfriendly i) softly

3. Use the suffixes to make three new words from the root words in bold in the table below. The first one has been done for you.
Suffixes: *–less*, *–ly*, *–ed*, *–ful*, *–ship*, *–ous*.

colour	**friend**	**help**	**pain**	**wonder**
colourless				
colourful				
coloured				

Name: _____

Class: _____

Activity 9: Auxiliary verbs

1. Circle the auxiliary verbs and underline the complete finite verbs in the following sentences.

a) We are watching the new series of *Idols*.

b) He is playing the guitar.

c) I am doing my homework.

d) We are voting in the elections.

e) It is raining hard.

2. Circle the finite verbs, underline the auxiliary verbs and place brackets around the modals in this poem.

My hands

Think of everything that your hands can do.

Your hands may clap, your hands may shake.

They may bake a chocolate cake.

My hands are playing the piano.

My hands are pulling a thread.

I use my hands when I pray before I go to bed.

Name: _____

Class: _____

Activity 10: Simple sentences

1. Underline the subject, circle the verb and put brackets around the object in the sentences below.

a) Maria sings beautiful songs.

b) The family eats chicken.

c) I chase the dog.

d) Karel catches fish.

e) My sister drives a car.

f) The children play a game.

2. Rewrite each sentence so that the subject, verb and object make sense together.

a) taxi driver a the drives _____

b) children soccer play the _____

c) sews dress Lindiwe a _____

d) the stage the are actors on _____

e) waters the crops his farmer _____

f) lamb Khumalo stew cooks Khosi _____

Name: _____

Class: _____

Activity 11: Figurative language

1. Match the figurative expression in Column A with the correct meanings in Column B. Write the correct number in the box.

A: Figurative expression		B: Meaning of expression
a) To burn a hole in your pocket		1. Raining very hard
b) To put your foot in your mouth		2. To make someone very irritated
c) To drive someone up the wall		3. To become nervous about doing something
d) Raining cats and dogs		4. To have a bad attitude because you don't get your way.
e) Sour grapes		5. To say or do the wrong thing
f) To get cold feet		6. To spend money as soon as you get it

2. Complete each simile by choosing and writing the correct ending.

bee	tomato	gold	church mouse	rake
owl	cucumber	bat	pancake	ghost

a) As flat as a _____

b) As blind as a _____

c) As thin as a _____

d) As good as _____

e) As busy as a _____

f) As white as a _____

g) As red as a _____

h) As cool as a _____

i) As wise as an _____

j) As quiet as a _____

Worksheet: English Term 2

Name: _____

Class: _____

Activity 1: Language of advertising

1. Follow these easy steps to create your own advertisement. Do not copy an existing one. Your advert will appear on a poster.

Step 1: Choose a product. Decide on who your target market is. Draw a picture of the product. Choose colours that match your product.

Step 2: Write a slogan. It should be easy to remember and should stick in people's minds. You can use rhyme, alliteration or assonance.

Step 3: Add a picture that shows who your product is for (target market).

Step 4: Think of a word that will grab the readers' attention. You can put it in a flash/bubble. Decide where to put it. Sound words sometimes work well.

Step 5: Convince people that they should buy your product. You can use a simile/metaphor for impact. Choose a font that is striking but easy to read.

Step 6: Add a "call-to-action" slogan, e.g. "Order now!" or "Buy 1, get 1 free!"

Name: _____

Class: _____

Activity 2: Writing simple sentences

1. Create a simple sentence by writing nouns or verbs in the spaces provided. Choose words from the box below.

My brother	the ball	visits	bakes	writes	patients

a) Themba kicks _____.

b) My mother _____cakes.

c) Maisie _____stories.

d) _____loves pizza.

e) The doctor _____ _____.

2. Match the following subjects with a suitable verb and object.

Subject	**Verb + Object**
a) My cat	catches fish.
b) The fisherman	eats fish.
c) The doctor	paints a picture.
d) The singer	visits the hospital.
e) The artist	sings a lullaby.

3. Rewrite the sentences in the correct order (subject, verb, object).

a) reads my sister books

_____

b) buries the bone the dog

_____

c) tractor the farmer drives a

_____

4. Choose the best adjective from the boxes below to describe the noun in each sentence.

warm	angry	old	funny	brave

a) The _____granny knits a _____jersey.

b) The _____man saved the drowning kitten.

c) The _____movie makes me laugh.

d) The _____child breaks his toys.

5. Choose the best adverb from the list to place in each of the following sentences: *bravely*, *yesterday*, *slowly*.

a) The child saw the doctor _____.

b) The disabled man walks _____.

c) The young girl _____saved the kitten.

6. The words in the sentences below are in the wrong order. Place them in the correct order so that the sentences make sense.

a) delicious biscuits my grandmother every week bakes

_____

b) teacher funny our jokes tells often

_____

c) dog eats quickly feed the greedy his

_____

Name: _____

Class: _____

Activity 3: Demonstratives

1. Choose a noun from the box to complete each sentence below. The first one has been done for you.

mountains	volcano	relief map	lines	weather map

a) This relief map is useful.

b) This _____ is still active.

c) That _____ shows minimum and maximum temperatures.

d) Those _____ are the highest in Africa.

e) These _____ show the distance from the Equator.

2. Complete the sentences below using *this*, *that*, *these* or *those*.

a) _____ map here does not have a legend, but _____ one there does.

b) _____ cities listed here are in South Africa, and _____ there are in Zambia.

c) Put _____ instruments that Mpande is holding in _____ cupboard next to me.

d) _____ thermometers in my hand can be put into _____ Stevenson screen over there.

Name: _____

Class: _____

Activity 4: Direct and indirect speech

1. Punctuate the following direct speech using the correct quotation marks (inverted commas), punctuation marks and capital letters.

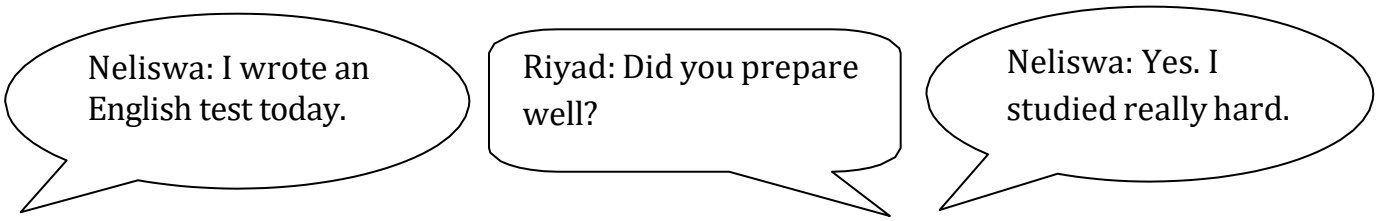
a) go to your room and study said Neliswa's mother

_____

b) can you help me asked Neliswa

_____

2. Write what Neliswa and Riyad said in direct speech.



a) _____

b) _____

c) _____

3. Rewrite the sentences below in indirect speech.

a) "What are you going to give us, Mr Mills?" Zane asked.

_____

b) "You will not get homework for a week!" Mr Mills shouted at Zane.

_____

_____

Name: _____

Class: _____

Activity 5: Adjectives

1. Complete the table by writing the most suitable adjectives from the list to describe each noun. The first one has been done for you.

red wrinkly soft yellow slimy grey curved round smooth brown enormous long

Noun	What size/shape?	What texture/touch?	What colour?
tomato	round	smooth	red
banana			
elephant			
snake			

2. Underline the adjectives in each of the following sentences. Circle the noun that each adjective is describing.

a) In breezy autumn the golden leaves fall off those two trees.

b) I hate the icy temperatures we have in wet winter.

c) Beautiful flowers shoot up from the deep ground in the warm spring.

d) The lazy cat sleeps peacefully on the soft pillow.

3. Use the numerical adjectives in this list to complete the sentences: *nine, first, twelve, zero*.

a) It is said that a cat has _____lives.

b) I came _____in my running race.

c) There are _____eggs in a dozen.

d) Our school has a _____tolerance drugs policy.

4. Write the adjectives in the correct columns.

green, rectangular, newborn, dark red, big, huge, nervous, pale blue, relaxed, young, tiny, oval, diamond, ancient, sticky, cold

Colour	Touch	Feelings	Size	Shapes	Age

5. Write out the adjectives from this paragraph in the correct categories in the table below.

In our Life Orientation classes I have learnt that it's important to match a career with interests and abilities. A nurse or teacher needs to be patient and helpful, so this is not a job for someone who is fussy or irritable. I need to select three interests that I would like in a career. Then I need to identify my abilities. My teacher thinks I am a hard-working learner, a creative person and a careful worker. She thinks there are several career options that would suit me.

Qualities	Numerical

Name: _____

Class: _____

Activity 6: Active and passive voice

1. Decide if the sentences below are active (A) or passive (P). Write A or P on the lines provided.

a) The learner wrote an essay. ____

b) The cellphone was owned by Nohle. ____

c) Nelson Mandela wrote the book *Long Walk to Freedom*. ____

2. Rewrite the active voice sentences above in the passive. Rewrite the passive voice sentences in the active voice.

a) _____

b) _____

c) _____

3. Sometimes scientific text is written in the passive voice. Change the following paragraph from passive voice to the active voice.

An ancient tomb was found by explorers in Mali. Interest was shown around the world by scientists. The tomb is protected by the Mali government.

_____

_____

_____

Name: _____

Class: _____

Activity 7: Prepositions

1. Use the prepositions in the boxes below to explain where certain items are. Use each preposition only once.

underneath	on	against	in	next to

a) The kettle is _____the counter.

b) The cups are _____the cupboard.

c) The chair is pulled up _____the counter.

d) The tea is _____the sugar.

e) The cat is sleeping _____the chair.

2. Complete the sentences below with prepositions that explain when something happens. Use each preposition only once.

during	at	after	before

a) My friend told me she would phone me _____school.

b) He went away _____the weekend.

c) We ate so much fruit _____the holidays.

d) The phone rang just _____midnight.

3. Underline the prepositions in the paragraph below.

After school we picked bunches of flowers along the road. We put some flowers in a vase on the table. My mother loves flowers next to her bedside so later we put some there too. I noticed a small insect under one of the blooms. It flew past me and towards the window.

Name: _____

Class: _____

Activity 8: Comparative and superlative adjectives

1. Complete the sentences by filling in the correct form of the adjective in brackets.

a) This tower is _____than that one. (tall)

b) Sudan used to be the _____country in Africa. (large)

c) I had the _____holiday in Malawi. (good)

d) It is _____to surf at Muizenberg than at Noordhoek. (easy)

2. Underline the correct form of the adjectives between brackets in the paragraph below.

Mandy loved looking at the lions. They were (bigger/biggest) than the leopard, and the (fiercer/fiercest) animals in the jungle. But her favourite of all the big cats was the cheetahs – they had the (lovelier/loveliest) faces! Lions are beautiful, and cheetahs (more/most) beautiful, but to her, the cheetahs with their distinctive "tear stripe" markings were the (more/most) beautiful cats ever.

Name: _____

Class: _____

Activity 9: Emotive language

1. Read each sentence and underline the feeling it evokes.

a) Call now and win an all-expenses-paid, luxury trip to the exotic destination of Bali. (excitement/panic/fear)

b) Can you afford to lose everything while you're on holiday? (anger/excitement/anxiety)

2. Underline the more emotive words in brackets.

a) Explorers have discovered (a new/an untouched) island.

b) Violent protests (shut down/closed) the airport.

c) Sun exposure can be (dangerous/deadly)!

d) Tourists have run away with an (ancient/old) treasure.

3. These newspaper headlines are meant to attract attention. Rewrite the facts in a neutral way. The first one has been done for you.

a)	*Reckless driver kills puppy*	Driver runs over dog.
b)	*Tsunami tears apart newlyweds*	
c)	*Hollywood stars tie the knot in Drakensberg*	

Name: _____

Class: _____

Activity 10: Main and dependent clauses

1. Circle the verbs in the sentences and write down the number of clauses in each sentence.

a) The grumpy teacher shouted at the boys. _____

b) Sara ate the cheeseburger and she enjoyed it. _____

c) I love my sister but she is very annoying. _____

d) The cat listened to the sound of the mice. _____

e) The weather was beautiful although it rained. _____

2. Underline the main clauses in the following sentences. Place brackets around the dependent clauses.

a) The farmer wanted a drink because it was very hot.

b) The girl was pleased after she won the competition.

c) Bafana Bafana won the game when they scored a goal.

d) The audience clapped after the performance ended.

e) When the animals rushed forward they made a great noise.

Name: _____

Class: _____

Activity 11: Compound sentences

1. Underline the two simple sentences in each compound sentence.

a) Most people love jam but I love peanut butter.

b) The recipe is difficult but I cooked the meal anyway.

c) I like cooking but I don't enjoy cleaning up afterwards.

2. Use the conjunctions *and* or *but* to join the simple sentences and write one compound sentence.

a) We went to the movies. There were no tickets.

_____

b) My mom dropped the pot of porridge. We all started laughing.

_____

_____

c) The meat was very tasty. I ate it.

_____

d) I was tired. I finished my book.

_____

e) Sejo likes hotdogs. She loves hamburgers. She dislikes fish.

_____

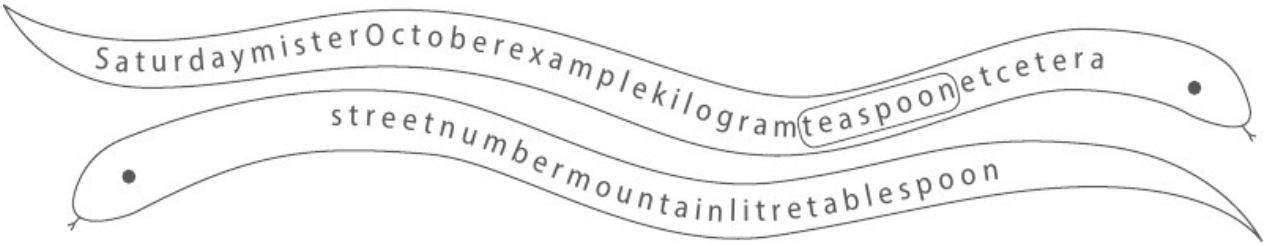
_____

Name: _____

Class: _____

Activity 12: Abbreviations

1. The word snakes below are made up of 12 words. Each word has a matching abbreviation below. Circle each word in the word snake and then write the full word alongside the correct abbreviation.



a) tsp. – _____ e) Oct. – _____ i) tbsp. – _____

b) kg – _____ f) St – _____ j) Mt. – _____

c) Mr – _____ g) l – _____ k) etc. – _____

d) Sat. – _____ h) e.g. – _____ l) no. – _____

2. Write down the abbreviations for the following days of the week.

a) Monday _____ c) Wednesday _____ e) Friday _____

b) Tuesday _____ d) Thursday _____

3. Write out the abbreviation (in bold) in full.

a) Strand **St** is long. _____

b) Turn left after **no.** 20. _____

c) After about 10 **m** cross the street. _____

d) Go to Michelle **Ave** at lunchtime. _____

Name: _____

Class: _____

Sample mid-year examination paper

Paper 1: Oral **[Total: 30 marks]**

Listening and speaking (15)

Reading aloud (15)

The mark for Paper 1 will be based on the summative assessment of the learner's progress up to the time of this mid-year examination.

Paper 2: Written [Total: 40 marks]

Instructions to learners:

1 Answer ALL the questions.

2 Start EACH section on a NEW page.

3 Number the answers correctly according to the numbering system used in the question paper

4 Pay special attention to spelling and sentence construction.

Section A: Reading comprehension

Question 1

Read the passage on pages 166–167 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

Look at paragraph 1 and answer the questions that follow.

1.1. Which prefix is used to make the opposite of "lucky"? (1)

1.2. Choose a quote which gives an example of a person choosing certain numbers. (2)

Look at paragraph 2 and answer the questions that follow.

1.3. Give an example of business people not using the number 13. (1)

1.4. Give two examples of how some people do not use the number 13 in their homes. (2)

Look at paragraph 3 and answer the questions that follow.

1.5. Why do some people believe the number 13 is unlucky? (Choose one.)

A Jesus died on Friday the 13th.

B There were more than 14 guests at the last supper.

C There were exactly 13 people at the last supper. (1)

1.6. Use your own words to retell why some people dislike odd numbers. (1)

Look at paragraph 4 and answer the questions that follow.

1.7. What is the main idea of paragraph 4? (1)

1.8. How do you know that not all cultures thought that death was an unlucky thing? (1)

1.9. For which Americans was the 13th section of the American constitution a very good thing? Why? (2)

Look at paragraph 5 and the whole passage and answer the questions that follow.

1.10. Write True (T) or False (F). "Whatever you believe" means "You do not believe in lucky or unlucky numbers". (1)

1.11. How has the writer proved that the belief in lucky or unlucky numbers is a fact? Give two examples. (2)

[15]

Total Section A: 15

Section B: Language in context

Question 2

Read the cartoon strip on page 168 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

1.1. Frame 1: How do we know the father thinks the child is clever? (1)

1.2. Frame 2: The father does not expect that the child can answer his question. Why not? (1)

1.3. Frame 4: Why is the child "cleverer" than the father thought? (1) [3]

Question 3

Find four mistakes in the following sentence. Correct each mistake by rewriting the word correctly. (Do not rewrite the whole sentence.)

On last wednesday, I come to my freind's house because she is inviting me to a party. [4]

Question 4

Read the short dialogue on page 169 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

4.1. Change the mother's first sentence into indirect speech. Begin with: *The mother said that …* (2)

4.2. Use a conjunction to make these two sentences into one compound sentence. Write the compound sentence. *"But the soccer match is only on at this time. I can't watch it later."* (1)

4.3. Change the mother's question into a statement. (1)

4.4. Copy an example of the imperative form from the dialogue. (2)

4.5. *"I want to see how the teams play the game"*. Change this sentence into the passive form. Begin with: *I want to see how …* (2) [8]

Total Section B: 15

Section C: Response to literature

Question 5

Read the poem on page 170 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

5.1. How many stanzas are there in this poem? (1)

5.2. Why are "Sun" and "Moon" written with capital letters? (1)

5.3. The poet says the sun has "eaten" her children.

What do we call this figure of speech? (Choose one.)

A simile

B personification

C metaphor (1)

5.4. Who are Moon's "children"? (1)

5.5. Give a synonym for "As" in line 3. (1)

5.6. Why do lines 4 and 5 begin with small letters? (1)

5.7. This poem does not use rhyme but it creates rhythm by using a lot of repetition. Copy one word which is repeated three times. (1)

5.8. What can Sun never succeed in doing? (1)

5.9. What does the poet advise Sun to do? (1)

5.10. The poet is using figurative language to describe the difference between the sun and the moon. Rewrite this difference in literal language. (1) [10]

Total Section C: 10

GRAND TOTAL: 40 marks

Paper 3: Written [Total: 30 marks]

Section A: Extended writing (Essay)

Instructions to learners:

- Respond to only ONE of the following questions.
- Number the question exactly as it appears on the question paper.
- Your essay should be 130 to 180 words in length (3-5 paragraphs).
- Your essay must have a title. You should supply one if no title has been given.

Question 1

Write a DESCRIPTIVE essay with the title "A Storm".

OR

Question 2

Write a DESCRIPTIVE essay about the place where you live. Begin your first sentence like this: *You would love to visit my place …* Continue your essay with a description.

OR

Question 3

Write a NARRATIVE essay. Your title is: "The best story my grandmother (or any other relative) ever told me". Retell the story.

OR

Question 4

Write a NARRATIVE essay. Begin your story like this: *One day I was digging in the forest and I dug up a very big metal box*. Continue the story.

Total Section A: 20

Section B: Transactional texts

Note: Your teacher will let you know whether to answer Section B or C.

Begin this section on a NEW page.

Instructions to learners:

- Choose ONE of the following topics.
- Number the question exactly as it appears on the question paper.
- Your answer should be 110 to 120 words in length.
- If you choose the letter, the address, salutation and ending must NOT be included in the required number of words.

Question 5

You go to a boarding school. Write a THREE-paragraph FRIENDLY (INFORMAL) letter inviting a school friend to visit you at home during the holidays.

OR

Question 6

See the dialogue on pages 174-175 of *Oxford Successful English* Grade 7 FAL. This is one side of the dialogue. Copy the whole dialogue and complete it by writing what Mr Malgas says. Number Mr Malgas's lines as shown on the relevant pages in the Learner's Book.

OR

Question 7

Read the recipe on page 175 of *Oxford Successful English* Grade 7 FAL. It is written as a paragraph. Use the information in the paragraph and rewrite the recipe in the format shown on page 176 of *Oxford Successful English* Grade 7 FAL.

Total Section B: 10

Section C: Shorter transactional texts

Note: Your teacher will let you know whether to answer Section B or C.

Begin this section on a NEW page.

Instructions to learners:

- In this section there are TWO questions.
- Choose ONE question.
- Number the question exactly as it appears on the question paper.
- Follow the instructions carefully in each question.

Question 8

Look at the map on page 177 of *Oxford Successful English* Grade 7 FAL. Write a set of instructions to tell someone how to find the planned site of a new dam. Start your directions at Grootboom.

OR

Question 9: Review

Look at the photograph on page 178 of *Oxford Successful English* Grade 7 FAL. It shows two learners working in a library. Write a set of instructions about how to prepare a good study space.

Total Section C: 10

GRAND TOTAL: 30 marks

Worksheet: English Term 3

Name: _____

Class: _____

Activity 1: Denotation and connotation

1. The five phrases below have either a positive or a negative connotation. Draw a plus sign (+) next to the phrase with a positive feeling and a minus sign (−) next to the phrase that is more negative in meaning. The first one has been done for you.

a) cheap perfume __−__

b) inexpensive shoes ____

c) a sick joke ____

d) a funny picture ____

e) a ridiculous idea ____

2. Read the list of words in the first column in the table below and select similar words for each word from the list that have positive connotations and negative connotations. The first one has been done for you.

Words	Positive connotation	Negative connotation
a) talked	chatted	gossiped
b) thin		
c) servant		
d) smell		
e) smile		
f) short		
g) slowly		

Name: _____

Class: _____

Activity 2: Word meanings

1. Underline the correct meaning of the bold word in each sentence.

a) Piet and Erika are happy because their business is **booming**.

(moving overseas/growing very fast/not doing well)

b) We'll need to **recruit** people for the busy holiday season.

(search for new workers/dismiss workers/buy more stock)

c) Return the rotten chicken and ask for a **refund**.

(money returned to a customer/a list of products/a new product)

d) The partners need more **capital** to buy the shoe shop.

(money/qualifications/experience)

2. Guess the meanings of the words in bold. Write down your guesses. Check your answers in a dictionary.

a) The TV came with a two-year **warranty**. _____

_____

b) The **wholesale** price is a lot cheaper. _____

_____

c) The company will **break even** at the end of the month.

_____

_____

Name: _____

Class: _____

Activity 3: Sentence level work

1. Read the paragraph and complete the planning notes in the table.

I love going to the beach in summer. I enjoy the feeling of the hot sun on my skin. I can't wait to jump into the cool waves. I feel as free as the seagulls flying in the blue sky.

Topic sentence	Gives the topic: _____
Supporting sentences	Idea and details 1: _____ Idea and details 2: _____
Concluding sentence	Last idea about topic: _____

2. Write down examples from the paragraph in question 1 that match the following descriptions.

a) An adjective describing colour. _____

b) An adjective that is opposite to cool. _____

c) Words that compare the writer with something. _____

3. Complete the following sentences in a paragraph that describes you. Underline the word in brackets that best describes you and fill in the empty spaces with your own words.

I am _____years old. I have (straight/wavy), (short/long) hair. I have (blue/brown/green) eyes. I am a (shy/friendly) person. Most of the time I am (happy/sad). The season that best describes me is (spring/ summer/autumn/winter), because _____

_____.

Name: _____

Class: _____

Activity 4: Dictionary work

1. Put the words from the list in the table below. Then use your dictionary to complete the table: *model*, *lever*, *evaluate*, *three-dimensional*, *conductor*.

Words (placed in alphabetical order)	Dictionary definition (related to technology)	Part of speech

2. Use a dictionary to find out if these sentences are True or False.

a) The word *investigate* is a noun. _____

b) You do not pronounce the **g** in the word *design*. _____

c) An *electromagnet* is a magnet that works when an electric current passes through it. _____

d) The plural form of the word *mechanical* is *mechanicals*. _____

e) There is only one meaning for the word *crane*. _____

Worksheet: English Term 4

Name: _____

Class: _____

Activity 1: Compound sentences

1. Place a tick ✓ next to the compound sentence. Place a cross ✗ next to the simple sentence.

a) My favourite cake is chocolate. _____

b) I love cake and my favourite is chocolate cake. _____

2. Which sentence best completes the compound sentence below? Circle your choice. Write out the complete compound sentences.

a) I wanted to go to Durban but (I went. / I had no money. / I had money.)

_____

b) Sam loves his pet cat and (he doesn't. / he looks after her. / he does.)

_____

3. Join the simple sentences to make a compound sentence. Choose from the conjunctions *and*, *but* and *or*. Write them on the lines.

a) My mother went to the supermarket. She took a list with her.

_____

b) I can visit Hlubi first. I can visit my aunt first.

_____

c) Sizwe plays soccer. Unathi prefers playing rugby.

_____

Name: _____

Class: _____

Activity 2: Adverbs

1. Decide whether the adverbs in the first column are adverbs of manner, time or place. Circle the correct answer.

Adverb	Adverb of ...	Adverb of ...	Adverb of ...
a) later	manner	time	place
b) greedily	manner	time	place
c) everywhere	manner	time	place
d) suddenly	manner	time	place
e) easily	manner	time	place
f) today	manner	time	place
g) proudly	manner	time	place
h) near	manner	time	place

2. Underline the adverbs in the sentences below. Then circle the verb that the adverb is describing.

a) Yesterday I ate a huge meal at lunchtime.

b) Tshepo spoke excitedly about our new book.

c) We will read it tomorrow.

d) The car raced loudly down the road.

e) Suddenly they bumped into each other.

3. Choose the correct adverbs in the box to give more detail about the verbs in each sentence. The first one has been done for you.

late	inside	seriously	recently	hard	noisily	everywhere

a) The taxi arrived late at school.

b) The child cried _____.

c) The old man looked _____for his reading glasses.

d) The bride and groom stood _____ the church. They took their wedding vows _____.

e) I am working _____ to achieve my goals. The test I wrote _____ shows my hard work.

4. Cross out the adverbs that cannot be used in each sentence. The first one has been done for you.

a) The soccer team played (brilliantly, unexpectedly, well, ~~good~~, ~~hardly~~).

b) The new doctor spoke (honestly, hungrily, nervously, fast, yesterday).

c) The plane flew (directly, once, quickly, tomorrow) over the stadium.

d) The family moved next door (yesterday, recently, tomorrow).

e) Jerome walked (upstairs, inside, here, really, most).

5. Write down the names of the different adverbs in the table. Choose the correct type for each: manner, time, place, degree, frequency.

Adverb	Type of adverb
a) tomorrow	
b) always	
c) peacefully	
d) inside	
e) almost	

Name: _____

Class: _____

Activity 3: Adverbial clauses

1. Underline the main clauses in the following sentences and place brackets around the adverbial clauses.

a) I missed the first lesson when I arrived late.

b) The boys play soccer anywhere there is some space.

c) We store grain in the barn after it has been harvested.

d) Our teacher marks our homework as quickly as she can.

e) I get nervous whenever I write exams.

2. Underline the adverbial clauses in the sentences and identify the type of adverbial clause used. The first one has been done for you.

a) We sweep the floors <u>before they are washed</u>. <u>Adverbial clause of time</u>

b) Everyone goes out after the work is done. _____

c) My parents do the shopping as fast as they can. _____

d) Everyone has to be home before we can eat. _____

e) We eat outside whenever the weather is good. _____

Name: _____

Class: _____

Activity 4: Features of poetry

1. Poems that have rhyme and rhythm are fun to read aloud. Choose rhyming words from the boxes to complete this poem.

wind/wing	back/by

Spring springs and the birds sing
Safe in their nests their eggs lie.
Out in the sky on the _____
Birds fly by and _____

2. Choose metaphors to complete this stanza from a poem. Circle the best options.

A tree is (green in summer/a green umbrella/full of green leaves)
It shelters me from rain
Rain puddles are (wet and dirty/my mirrors/left after rain)
I see myself again.

3. Complete the simile in these lines from a poem by circling the best words to describe the underlined word.

<u>Worms</u> are like bendy brown (bent sticks/ribbons/rubber bands)
That wriggle pinkly in my hands.

4. Read the lines in the box and notice that extra words have been added to the lines of the poem above.

Worms are like bendy, *brown rubber bands* *That wriggle pinkly and* *squiggly in my hands*

a) Circle the consonants in the lines that show alliteration.

b) Underline vowels in the lines which show assonance.

Name: _____

Class: _____

Activity 5: Rhetorical questions

1. Match these common rhetorical questions with their meanings.

Column A: Rhetorical question	Column B: Meaning
Who knows?	You are not as important as you think you are.
Haven't you done enough already?	No one knows the answer to that question.
Who do you think you are?	You are saying something senseless.
Why do I bother?	If you do anything else you will make things worse.
Are you serious?	No one appreciates what I do.

2. Write your own rhetorical question in the speech bubble.

Name: _____

Class: _____

Activity 6: Questions and prompts

1. Use the correct question words from the list to complete the questions below: *How, When, What, Do, Who*.

a) _____you like cheese and ham sandwiches?

b) _____makes your sandwiches?

c) _____do you put on your sandwiches?

d) _____often do you make sandwiches for lunch?

e) _____do you make your sandwiches?

2. Fill in the correct question words from the list to complete the paragraph below: *why, what, where, which, when*.

The thing I want to know is _____must we leave so early? _____does the library actually open? _____will we do if we get there too early? That reminds me, _____is the entrance? _____street do we have to go to?

3. The words in each question are jumbled. Write the words in the correct order. The first one has been done for you.

a) your uniform is blue <u>Is your uniform blue?</u>

b) you do go how to school _____

c) do you go to school where _____

d) your teacher who is _____

e) your favourite subject what is _____

Name: _____

Class: _____

Sample end of year examination paper

Paper 1: Oral [Total: 30 marks]

Paper 2: Written [Total: 40 marks]

Instructions to learners:

1 Answer ALL the questions.

2 Start EACH section on a NEW page.

3 Number the answers correctly according to the numbering system used in the question paper

4 Pay special attention to spelling and sentence construction.

Section A: Reading comprehension

Question 1

Read the passage on pages 328–329 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

1.1. For how many years is someone considered a teenager? (1)

1.2. Explain the meaning of the expression "your world is turning upside down" in paragraph 2. (1)

1.3. True or false? *Your body goes through many changes as you become a teenager.* Quote from the passage to support your answer. (2)

1.4. Explain what you understand by the phrase "stay true to yourself". (2)

1.5. Describe an example where it might be difficult "to stay true to yourself". (2)

1.6. List four examples of issues mentioned in the passage that teenagers might have to deal with. (2)

1.7. In your own words explain why the author says that speaking to someone can help you. (2)

1.8. Find three synonyms (words that mean the same thing) for the word "problem" in the final paragraph. (2)

1.9. Give the opposite of the phrase "stronger and smarter" as it is used in the final paragraph. (1)

1.10. Why do you think many people consider the teenager years to be both the best and the most difficult? (1) [15]

Total Section A: 15

Section B: Language in context

Question 2

Read the cartoon on page 331 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

2.1. Rewrite Charlie Brown's words in the first frame. Start with: *Charlie Brown said that …* (2)

2.2. Choose the correct form of the words in brackets. Rewrite the whole sentence correctly.

2.2.1. Charlie Brown is one of those people who always (think/thinks) negatively. (1)

2.2.2. Charlie Brown and (I/me) have been friends for a long time. (1)

2.2.3. (Charlie Brown's friends/Charlie Browns' friends) didn't call him to come and play. (1) [5]

Question 3

Read the passage on page 332 of *Oxford Successful English* Grade 7 FAL.

Give the correct form of the words in the brackets or fill in the missing words. Write only the answer next to the question number (3.1–3.5). [6]

Question 4

4.1. Find four errors in the sentence below. Then rewrite the whole sentence correctly.

When your'e confused and have a difficult desision to make the best thing to do is sit down and thought everything threw. [4]

Total Section B: 15

Section C: Response to literature

Answer EITHER question 5 OR question 6 for this section.

Question 5

Read the poem on page 333 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

5.1. Does the poem use free verse or rhyme? Give an example from the poem to support your answer. (2)

5.2. The writer makes use of a number of different figures of speech throughout the poem. Identify and write down examples of the following figures of speech from the poem:

5.2.1. simile

5.2.2. a metaphor

5.2.3. alliteration (3)

5.3. The writer says that he thinks the baby resembles (looks like) a prune. Is this a positive or negative image? Do you think that this image is effective or not? Give a reason for your answer. (2)

5.4. By comparing the baby to a treasure, what does the poet tell us about his parents' feelings and attitude towards the baby? (1)

5.5. Is the poet describing the baby's screams at night literally or figuratively? Give a reason for your answer. (2)

5.6. Comment on the tone of the poem by choosing the two best adjectives from those listed below and using them in a sentence to describe the tone:
jealous, friendly, thankful, disgusted, supportive, irritated. (3)

5.7. What does the word "scarcely" mean in stanza 1? (1)

5.8. What does the use of the word "exclaim" show in stanza 3? (1)

5.9. Why do you think the poet says, "I wish she'd stop being a baby and start being older than me"? (2)

5.10. What message is the poet trying to give you about how he feels towards the new baby? Use a quote from the poem if necessary. (2)

5.11. Write down another title that could be used for this poem. (1)

[20 ÷ 2 = 10]

Question 6

Read the folktale on pages 334–335 of *Oxford Successful English* Grade 7 FAL and answer the following questions.

6.1. Why was the farmer's brother famous? (2)

6.2. Quote the sentence from the folktale that tells us that the farmer's brother was a generous man. (1)

6.3. Do you think this story was set in long ago times or recently? Give a reason for your answer using an example from the story as well as commenting on the language used in the story. (2)

6.4. Summarise, in your own words, why the farmer didn't plant the tree in the first three places mentioned. (3)

6.5. The farmer decided to plant the tree behind his barn for a specific reason. What was his reason and what does this tell us about him as a person? (2)

6.6. How does his decision affect the plot (or storyline) of the folktale? (1)

6.7. Describe the two different types of conflict or struggle that happen in the story. (Hint: there is one conflict between characters and another conflict between an individual and nature.) (2)

6.8. What kind of temper did the farmer have? Quote from the story to support your answer. (2)

6.9. What do you think the moral or message of this folktale is? (1)

6.10. Compare the personalities of the farmer and his brother the gardener. Quote from the story if you want to. (3)

6.11. Do you think this is a good title for the folktale? Why or why not? (1)

[20 ÷ 2 = 10]

Total Section C: 10

GRAND TOTAL: 40 marks

Paper 3: Written [Total: 30 marks]

Section A: Extended writing (Essay)

Instructions to learners:

- There are THREE questions in this section.
- Choose and answer only ONE of the questions.
- Number the question exactly as it appears on the question paper.
- Your essay should be 130 to 180 words long (3–5 paragraphs).
- Your essay must have a title. Supply your own if none has been given.

Question 1: Descriptive essay

What's right with the world/country?

People are quick to point out the problems with our world/country and focus on the negative/bad aspects of daily life. BUT if you stop and think about it, there is so much more that is right/good about where we live. Write a descriptive essay about what's right with the world/country. Think about some of the beautiful, good and positive things about where we live.

Question 2: Narrative essay

"I was sitting at my desk, working on the Maths problems we had been given. All the thinking was making my head hurt, when suddenly …"

Write an exciting story about what happens next to the learners in the class. Start your story with the words above. Give your story a good title.

Question 3: Narrative/Descriptive essay

There must have been times when you have felt that sometimes life just isn't fair. Write a story about a time when you felt that you were being treated unfairly. Describe the event that made you feel like this and how it ended or what you learnt from it.

Total Section A: 20

Section B: Transactional texts

Note: Your teacher will let you know whether to answer Section B or C.

Begin this section on a NEW page.

Instructions to learners:

- In this section there are THREE questions.
- Choose and answer ONE question.
- Number the question exactly as it appears on the question paper.
- Your answer should be 110 to 120 words long.
- If you choose the letter, the address(es), salutation (or greeting) and ending must NOT be included in the required number of words.

Question 4: Dialogue

Your mom and your best friend's mom have both recently had babies. A new baby normally means big changes in a family as well as different feelings about the baby. Write a dialogue between Jasmine (your friend) and yourself about what it is like having a new baby in the family and how things have changed. Begin your dialogue as follows:

You: Hey Jas, how things going with your new baby?

Jas: Let's just say that since my mom brought Nelson home I am not getting much sleep!

Question 5: Informal letter

There is an alien living in outer space and he is curious about earth. He has written to you asking for information about some of the pets people keep on earth. They don't have pets on his planet and he finds it hard to understand what they are and what they do.

Write a letter to the alien explaining what pets are and why humans keep them. Include a few examples of some of the pets people keep.

Question 6: Review

Write a review about a movie you have seen OR a book that you have read. Remember to include the following in your review: 1) any necessary information (such as the title and type of movie/book); 2) a brief outline of the plot and characters; 3) your personal opinions and thoughts.

Total Section B: 10

Section C: Shorter transactional texts

Begin this section on a NEW page. **Instructions to learners:**

- There are THREE questions in this section. Choose and answer ONE.
- Number the question exactly as it appears on the question paper.
- Your answer should be 70 to 80 words long.

Question 7: Diary

It is your birthday in a week's time. Write a diary entry about what would make your day special. Think about how you'd like to spend your day, who you'd like to spend it with and if there is anything special you want.

Question 8: Instructions

You have decided to have a party to celebrate your birthday. Give a logical set of instructions, outlining how to write an invitation and the important information it should include. Your instructions should be numbered.

Question 9: Directions

You are having a party for your birthday. Write a set of directions that will help guests reach your house. Include: landmarks, such as shops and traffic signs; direction words; distance between two points where necessary.

Total Section C: 10

GRAND TOTAL: 30 marks

How to develop assessment tools: rubrics and checklists

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.
Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate. Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.
Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Step 4: Write descriptions of expected performance at each level of the rating scale.
Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.
For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Exemplar:

Writes paragraphs – descriptions of people using a frame						
	1 mark	**1 mark**	**1 mark**	**1 mark**	**1 mark**	**Total for Criteria 5 marks**
Uses Writing Process	Clear evidence of a plan	Edits to word choice	Edits to sentence structure	First draft has been revised	Neat final copy submitted	
Structure	Sticks to the topic	Provides physical description	Provides personality description	Captures readers' interest	Appropriate tone	
Punctuation and Vocabulary	Displays correct punctuation	Uses a variety of adjectives	Uses a variety of traits	Displays a good range of vocabulary	Minimal spelling errors	
Language Structures & Conventions	Well-structured paragraphs	Correct use of tenses	Some evidence of figurative language	Varied use of linking words	Varied sentence length	
					Total	**_____/ 20**

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, "Yes" or "No", or "Achieved", "Not yet" or "Almost".

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.
This could be specific skills or a general assessment.

Step 2: Identify the criteria.
What specific elements or content will be assessed?

Step 3: Create your checklist.
Check that it contains everything you want to assess.

Exemplar:
Reading aloud:
Reading should assess learners' understanding of what they read, not just their ability to recognise or decode words.

Reads aloud – Prepared Text			
	Yes 2	**Partially 1**	**No 0**
Demonstrates preparation and practice			
Reads with fluency (has the ability to read easily and accurately)			
Pronounces words clearly			
Adjusts reading according to punctuation and language conventions and structures			
Reads with expression and originality			
Total	**_____/ 10**		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
    - *Thumbs up/thumbs down:* Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.

- *Response boards:* These are small chalkboards or whiteboards where learners record their response to a question. When you say "Show your answers" they all hold up the board. This way you can quickly see who is struggling.
- *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner's point of view

- Put yourself in the learner's position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners' understanding and avoid superficial rote learning. The more "real-life" examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt …; I wonder …; I still want to know …; I still don't understand …; I still have a question about ….

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as "**E**at **A**n **A**pple **A**s **A** **N**ice **S**nack" can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them*: A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.

Notes:

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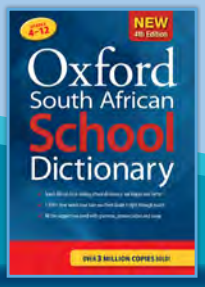

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