



Good morning Grade 7s

20 April 2020

Please ensure that the following work has been finalised, according to the letter that you received via the communicator on the 17th of March:

- Descriptive paragraph Classroom Activity 6 p80
- Classroom Activity 5 p77-79
- Homework Activities p 13, 29, 64, 81
- Unit 5 Spelling (20 sentences)

What will follow, firstly, there will be the **memos** for the above work that you have completed. **Please mark your activities and do corrections just as you would normally do in class.**

I am also including some **extra practice activities** for those of you who work fast and are looking for some extra revision before the exams.

1. Descriptive paragraph - Classroom Activity 6 p80

Please make sure that your descriptive paragraph has been assessed (ask Mom, Dad or a sibling to help) according to the rubric you were given in class.

WRITING: Descriptive Paragraph

FAMILY ASSESSMENT

NAME OF FAMILY MEMBER: _____

1.	Topic sentence			___/2
2.	Full sentences			___/2
3.	Varied lengths of sentences			___/2
4.	Spelling and punctuation			___/2
5.	Adjectives and adverbs			___/2
6.	Concluding sentence			___/2
7.	Writing is connected to topic			___/2
8.	Neatness			___/1

TOTAL: ___/15

2. Reading for Comprehension - Classroom Activity 5 p.77

- Just to recap:

Last term you learnt how to skim and scan and how to read intensively to be able to answer questions. You also learnt how to guess what words mean by using word attack skills. We were also looking at the features of texts, such as the plot, the characters and the way the writer uses words (the use of diction). In the language section we were looking at spelling patterns and rules. **(***Please read through the green block on p.76 again, just to refresh your memory.***)**

- Background to the passage:

The novel *The Song of Be* is a story about a young Bushman girl who has always lived in the bush, far away from civilization. Her family and people have always survived by hunting animals and gathering plants for their sustenance, and there is a strong sense of community in the place where she lives. All the people, young and old, cooperate with each other and help with various tasks for the good of everyone. In the story, the family is forced off their land, which is obviously very traumatic for Be, the main protagonist. She is being forced away from the only place she has known, and from the community she has always loved. In this particular extract, Be is content and is enjoying the love of her mother.

***** I hope that you remembered to follow the steps for answering a comprehension as you have been taught to do in class and that you pay particular attention to word choice and how the writer's use of language influenced the mood of the story.*****

Memorandum

Reading Comprehension

Suggested Answers

Scanning: The people in the community are very industrious. The six things the people in this community do on a regular basis are: sing, go to the veld to find food, collect tsama melons, carry bags full of plants, build cooking fires, hunt, tend the vegetable gardens and thatch their huts.

1. The themes and messages in the story all relate to love, the warmth of the community and a sense of belonging. There is also a strong sense that in this small, rural community, everyone is working for the common good, and people care about each other.

(4)

2. The first sentence, "Aia was Be's mother" is a fact, as it states something that is actually true. The second sentence, "Aia neglected Be and therefore she wasn't a good mother", is an opinion. It is not based on any solid evidence, and therefore it is merely what somebody thinks about the situation. (Check your two sentences according to the above, one must be a fact and one must be an opinion.)
(4)
3. a) Be is the narrator of the story.
b) She is a happy, contented child who feels a sense of belonging, as she is surrounded by people who love her. She enjoys nature and the sounds of the community, is happy to help with tasks and she feels the warmth of the community around her even when she is lying in bed and watching the beauty of the stars.
(4)
4. For Be, the smoke represents the "warmth of love". She remembers the smoke so clearly; she describes it as "warm" and "grey". Behind the smoke, there are people who are covered with warm, smoky blankets. She associates the smoke with story-telling and chatter around the fire, and with people being close to her so that she feels secure and comforted.
(3)
5. Even when her mother is not with her, there are a number of other people who love her just as much as her mother, so she always seems to be content in this caring community.
(2)
6. Everyone laughed when the old rooster ran right over Kamha. (Explain why you think it is funny – for example, you can just picture all the chickens and puppies getting underfoot and in each other's way and how funny it must've been when the rooster actually ran right over someone!)
(3)
7. Be is happy with her life because she lives in beautiful, peaceful surroundings and she loves nature. She loves looking up at the stars at night. She also has fun in her community, and she appreciates all the love she receives, not only from her own mother, but from everyone around her.
(5)
8. Open-ended, so no right or wrong answer here, as long as you have justified your answer and explained carefully how you would've felt if you were in a similar situation to Be.
(5)

Total: 30

Language


1. Rising and smoky drop the e; that is why they are spelt like that. (2)
2. Happiness and puppy have short vowel sounds, therefore they must have double consonants. (2)
3. The three suffixes are *-ed*, *-ness* and *-ing*. (3)
4. *en-* means to put into or surround with. (2)
5. The first meaning: 1. surround or close on all sides. (1)

Total: 10

3. Homework Activities (Revision)

Homework Activity p 13 – Writing

Memorandum

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1. You were asked to write a narrative paragraph on *A helping hand*. (**Remember** that a narrative is a story, so make sure that you have written a story with characters and a plot, etc.) Your story must include ways that you can help at home, at school or in your community. You can use the writing rubric below to assess your paragraph.

WATERKLOOF PRIMARY SCHOOL

ENGLISH GRADE 7

WRITING: Narrative Paragraph

FAMILY ASSESSMENT

NAME OF FAMILY MEMBER: _____

1.	Topic sentence			___/2
2.	Full sentences			___/2
3.	Varied lengths of sentences			___/2
4.	Spelling and punctuation			___/2
5.	Adjectives and adverbs			___/2
6.	Concluding sentence			___/2
7.	Writing is connected to topic			___/2
8.	Neatness			___/1

TOTAL: ___/15


2. It was a beautiful summer's day. (Topic sentence.) The sun was shining brightly and there wasn't a cloud in the sky. (1) The children were flitting around the playground like butterflies. (2) Some of the boys were leaping like springbok. (3) It had been raining for a whole week, so all the children were enjoying their freedom. (Concluding sentence.)

3. Remember to use a topic sentence in your paragraph about children enjoying themselves. Also remember to do good planning and to use interesting words. Use a dictionary or a thesaurus to help you find suitable words. Remember to edit your writing. You can use the rubric above again to help you assess your paragraph.

Homework activity p 29 – Idioms & proverbs, synonyms & antonyms


Memorandum

Similes

 (**Remember:** similes compare two things using like / as)

1. He swam like a *fish*.
2. She ran like the *wind*.
3. The shot-putter took aim like a *soldier*.
4. She danced like a *butterfly*.

Antonyms

 (**Remember:** synonyms are words of similar meaning. Antonyms are words of opposite meaning.)

quick – slow

hard – soft


lazy – hard-working

high – low

run – walk

Homework Activity p. 64 – Homophones & homonyms, idioms & proverbs

Memorandum

-  1. (**Remember:** homonyms are words that have the same spelling and the same pronunciation but have different meanings.)

Examples: My older sister bought a new dress for her matric **ball**.

My younger brother loves playing with his soccer **ball**.

It is a very **cold** day.

My mother has a **cold**.

It was a **cool** day.

When I broke her vase, she was very **cool** towards me.


The spare equipment was stored in the ship's **hold**.

Hold on tightly to the rope.

Place the **object** on the shelf.

I **object** to the fees I have been charged.

2. a) keep a person at arm's length – to make sure that you don't get too close to a person, both literally and figuratively
b) the cat is out of the bag – the secret is out
c) it is make or break – we either get this right or things will end badly
d) to make ends meet – to manage with a small amount of money
e) to be on edge – to be tense and extremely nervous about something
f) to strike while the iron is hot – to take your opportunity when it comes

 (**Remember**: idioms are groups of words which have a different meaning from the meaning of the individual words.)


3.

Checklist – story	Yes	No
The content of the story is interesting.		
The story is planned carefully and the sentences flow logically into each other.		
The story has an introduction and a clear conclusion.		
The diction (use of words) is appropriate.		
The story has been edited and proofread.		

Homework Activity p 81 – Prefixes & Suffixes

You would have had to use your dictionary for this activity.

The words and sentences will be your own.

 (**Remember**: Prefixes are the parts of words that come before the root (the main part of the word) to alter its meaning. Suffixes come after the root of the word.)

In this activity you were looking for:

- prefixes and suffixes
- new words
- words which contain roots, suffixes and prefixes
- words which apply each of the spelling rules you have learnt.

One of the important rules of spelling is that a short vowel sound is followed by a double consonant, and a long vowel sound is followed by a single consonant.

(***)Please read through the green block on p.76 again, just to refresh your memory. (***)