



## EXTRA PRACTICE

## EXTRA PRACTICE 1

1. Write four simple sentences in the simple present tense about something you can do to make a difference in your home or community.

Rewrite these sentences into the simple past tense.

(Remember: a simple sentence consists of a subject, a verb and an object.)

2. Write four factual sentences about people you know who make a difference in their communities.

Change your factual statements into opinions about those people.

(Remember: a fact states something that is actually true; an opinion is not based on any solid evidence, and therefore it is merely what somebody thinks about the situation.)

3. Now write a short paragraph called *My hero / heroine*. Remember to plan, draft, write, edit, rewrite and proofread your paragraph. Assess your paragraph according to the rubric below.

**WATERKLOOF PRIMARY SCHOOL**

**ENGLISH GRADE 7**

**WRITING:** Narrative Paragraph

## SELF ASSESSMENT

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
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## EXTRA PRACTICE 2

1. Match the idioms in Column A with their meanings in Column B.

Column A	Column B
1. over the moon	a) feeling very happy and excited about something
2. under the weather	b) overcoming a difficulty
3. in the soup	c) feeling awful
4. on the spot	d) in a very difficult situation
5. over the hurdle	e) feeling wonderful
6. on top of the world	f) right there

2. Choose one idiom from those listed in the table. Write a short story in which you clearly show the meaning of the idiom. You will have to create a plot with at least two characters in your story, and include some conflict. Remember that your story should have a message or a theme. You must know why you are writing the story. Plan your story, then draft it, edit it, rewrite it and proofread it.

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

### Memorandum – Extra Practice 2

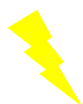
#### Idioms

- |      |      |
|------|------|
| 1. a | 4. f |
| 2. c | 5. b |
| 3. d | 6. e |

Checklist – short story	Yes	No
The content of the story is interesting.		
The paragraph is planned carefully and the sentences flow logically into each other.		
The learner has used a topic sentence and a clear concluding sentence.		
There are supporting ideas to illustrate main points.		
The diction (use of words) is appropriate.		

### EXTRA PRACTICE 3

1. Write your own fable about two different animals. Use your imagination and have fun. Remember to plot what happens and think up a good story. Each of your animals must have a particular character. Try to build up to a climax or a dramatic point in your story. Remember all the steps of the writing process: plan, draft, edit, rewrite and proofread.
2. Write a short drama in which you use at least four animals as your characters. Use your imagination and have fun. Remember to plot what happens and use dialogue in your drama. Each of your animals must have a particular character. There must be a climax (dramatic high point) in your drama. Remember all the steps of the writing process: plan, draft, edit, rewrite and proofread.



(Remember that a drama is written in dialogue form and uses stage directions)

Checklist – fable	Yes	No
The fable has a good plot: the story line is interesting.		
The fable has characters or animals that are believable: their actions are convincing.		
The fable has a strong message.		
I can visualise (imagine) the place where the story takes place.		
The fable has used a variety of words.		
The diction (use of words) is appropriate.		

Checklist – drama	Yes	No
The drama has a good plot: the story line is interesting.		
The drama has characters or animals that are believable: their actions are convincing.		
The drama has a strong message.		
The drama has good dialogue.		
The diction (use of words) in the drama is varied and effective.		

#### EXTRA PRACTICE 4

Write your own poem about school life.

Give your poem a title. Remember to choose a theme. What message do you want to communicate to your audience? Write your poem in stanzas (verses). Remember the key features of poems that you have learnt about, for example rhythm, rhyme and imagery. Try to use some of these poetic techniques in your own poem. Remember to draft, write, edit and proofread your poem.

Checklist – poem	Yes	No
The content of the poem is interesting and contains a variety of ideas.		
The title is effective and the structure of the poem (line length and stanzas) is logical.		
The poet has used a variety of poetic techniques such as rhyme, rhythm and imagery.		
There is a clear and convincing theme or message in the poem.		
The overall effect of the poem is striking.		

#### EXTRA PRACTICE 5

1. Write a short paragraph about country life. Underline all the finite verbs that you have used in your paragraph. Remember to plan your paragraph and use interesting words. Use a thesaurus to help you find the best words.

**(Remember:** finite verbs have their own subjects; they can change tense and they can be either singular or plural.)


2. Write down five adjectives. Then write down synonyms and antonyms for each of the adjectives. Use a dictionary and thesaurus to help you. Write sentences using each of the synonyms and antonyms.

**(Remember:** an adjective describes a noun.)

#### EXTRA PRACTICE 6

1. Practice using literal and figurative language.  
Write down four sentences which contain literal language, and four sentences which have examples of figurative language.

**(Remember:** literal language is the plain, ordinary use of language. Figurative language contains images such as word pictures, similes and metaphors.)

2. Write an emotive paragraph about a friend who has let you down. Use emotive words such as adjectives, rhetorical questions (questions which do not need an answer but which are intended to arouse emotions), repetition and change your sentence lengths. Also use personal pronouns, such as *you*, to involve your reader. Remember all the steps of the writing process: plan, draft, edit, rewrite and proofread.
-  (Remember: emotive language arouses strong feelings.)