

ENGLISH GRADE 7- WORKSHEETS

Please follow the following instructions:

- Make page borders in your workbook.
- All the pages are numbered, follow the same sequence to complete the worksheets and paste them in your workbook.
- Also note that all the notes must be stuck at the front of the book, and activities at the back of the book.

Thank you.

Mrs Lebere

Work sheet: Grade 7 HL – Reading for comprehension

New words: Study the underlined words in the extract. Provide the underlined words with their antonyms. Use each of the antonyms in separate sentences.

Read the extract from *Rolling Stone* on Black Panther and answer the questions set on it.

<p><i>Black Panther</i> finally hits theatres in 2018 and it's one of the <u>most exciting</u> movies to come out, well, ever. Black Panther is the first <u>black</u> superhero in mainstream American comics. Co-created by Stan Lee and Jack Kirby from Marvel, Black Panther was <u>first</u> introduced in 1966 in the "Fantastic Four No. 52," comic book. In a <u>memorable</u> storyline that saw him single-handedly defeat Marvel's "first family" — the stage was set for a new type of action hero.</p>	1 2 3 4 5 6 7
<p>To start with, Black Panther, played by Chadwick Boseman, is not just a superhero. He's also a king and a religious icon named <i>T'Challa</i>, King of Wakanda. This <u>fictional</u> African nation that is the "most technologically advanced nation in the world." is a secret that is kept hidden from the world with cloaking technology. (Fictional technology that can cause objects to <u>disappear</u> from the human eye.)</p>	8 9 10 11 12
<p>Black Panther has different physical abilities — super strength, speed and endurance. In the comics, he also has a few extra abilities, such as ultraviolet vision and the ability to track people by scent. T'Challa becomes the Black Panther, a transformation that is passed down from generation to generation through the Wakandan royal family, which they use, first and foremost, for their country's protection.</p>	13 14 15 16 17 18
<p>Black Panther's powers aren't derived from a serum or science experiment gone wrong. Instead, he and his predecessors gained them thanks to something called the Heart-Shaped Herb, a plant native to Wakanda that was traditionally thought to be a gift from the Panther God, Bast. To anyone not of the royal bloodline, however, the Heart-Shaped Herb is poisonous.</p>	19 20 21 22 23
<p><i>Black Panther</i> is revolutionary: This is a movie produced in Hollywood by African-Americans starring African-Americans — but made for <i>all</i> people. The film's family dynamics and the sense of loss and conflict are things that all people can understand. Children who haven't seen blockbuster movie superheroes will love this new modern twist to our favourite genre, and since excitement is building towards this epic film we cannot wait for the fun to start.</p>	24 25 26 27 28 29 30

Adapted from: Rolling Stone Magazine.

- 1.1 Are the following statements **FACTS** or the author's own **OPINIONS**?
- 1.1.1 Black Panther is one of the most exciting movies to be released, ever. (1)
- 1.1.2 Black Panther was co-created by Stan Lee and Jack Kirby. (1)
- 1.2 By which other name is Black Panther also known in the movie? (1)
- 1.3 What is the name of the actor who plays the role of Black Panther? (1)
- 1.4 Quote one word from line 10 which states that Wakanda is not a **real** African nation. (1)
- 1.5 State whether the following sentences are **TRUE** or **FALSE**. Give a reason for your answer.
- 1.5.1 The Black Panther can only come from the Royal family. (2)
- 1.5.2 The whole world knows that *Wakanda* is the "most technologically advanced nation in the world." (2)
- 1.6 Write down any three special physical abilities of the Black Panther. (3)
- 1.7 Imagine that you were a **superhero**. (2)
- a) Write down what you would be **called** and
- b) what your **super power** would be.
- 1.8 Choose the correct answer and write down only the letter. (1)
- Which animal family does a panther belong to?*
- A) amphibians
- B) mammals
- C) reptiles
- D) fish
- 1.9 In your own words explain how the Black Panther gained his powers? (1)
- 1.10 Write down the correct meaning for the following word in context, *predecessors*. (line 20) (1)
- 1.11 Is the word "poisonous" (line 25) used to evoke a **positive** or **negative** emotion from the reader? (1)
- 1.12. Do you think it is important to have superheroes representing all peoples of the world? Give a reason for your answer. (2)

Total for Section A: 20

Advertisements

The aim of **advertising** is to get people to buy something. Advertisers use the **AIDA** formula when they create an advertisement. AIDA stands for:

Attention	make the readers take notice
Interest	make the readers interested in the product
Desire	make the readers want the product
Action	make the readers buy the product

Advertisers use the **design elements** below to help make an advertisement reach a particular target market (the kind of people they want buying their product) and to show the particular product they are marketing:

- the size and kind of font (print)
- the colours
- the language (formal, informal, figurative, repetitive, and so on.)
- the layout (how things are arranged on the page).

1. Read the advertisement. Match the numbers to the statements below.



- Use a font or writing that attracts attention but is easy to read.
- Have a "call to action" that prompts the reader to buy your product.
- Show who your target market is (who will want to buy your product).
- Use a catchy phrase called a slogan that is easy to remember.
- Include the product name.
- Get the readers' attention by using a photo or illustration and a catchy word.
- In the advertisement, use words that have emotional appeal such as "new" and "sensation".
- Be imaginative, funny or clever with how you use words.

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Reading and viewing

Advertisement

Let's look carefully at the two advertisements below. Discuss the advertisements with your partner.

NOW in 2
smart styles
(at the ONE PRICE)



OXFORD
STYLE



MULTIPLE
LACING

DUNLOP
"Volley" S.S.
(Super-Sole)
The World's No. 1 TENNIS SHOE
for MEN and WOMEN

USED BY THE WINNER OF VICTORIAN & N.S.W. TENNIS CHAMPIONSHIPS

R289, 99 AT JET / 25 LONG ST, WESTWOOD, DURBAN 3000 / CALL US 031 555 9191

Get the latest Adidas for girls. YOU KNOW YOU WANT IT!

ADIDAS-THE BRAND WITH THE THREE STRIPES

Now only R899 at SPORTSCENE....

Available ONLINE ONLY at www.sportscene.co.za

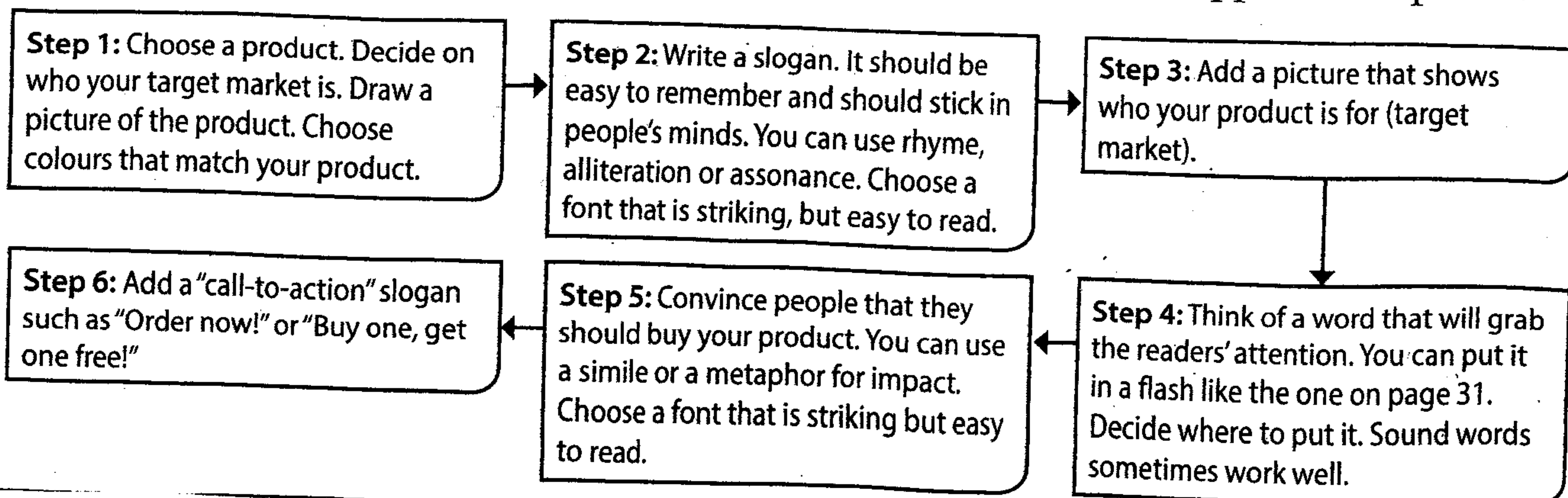


Please study an advertisement on the screen / worksheet and answer the questions in your exercise book.

1. You learned about the AIDA principle. What does this acronym mean?
2. What is a "target audience"?
3. Which one of the two adverts do you like best?
4. Give two reasons for your answer to question 3.
5. What are the products in both advertisements? Give the products' names.
6. List any two contrasting differences between the two advertisements.
7. Write an example of persuasive language used in both adverts.
8. What are the contact details of JET STORE?
9. How can you order/buy the Adidas sneaker?
10. How many different styles of Volley SS are available?

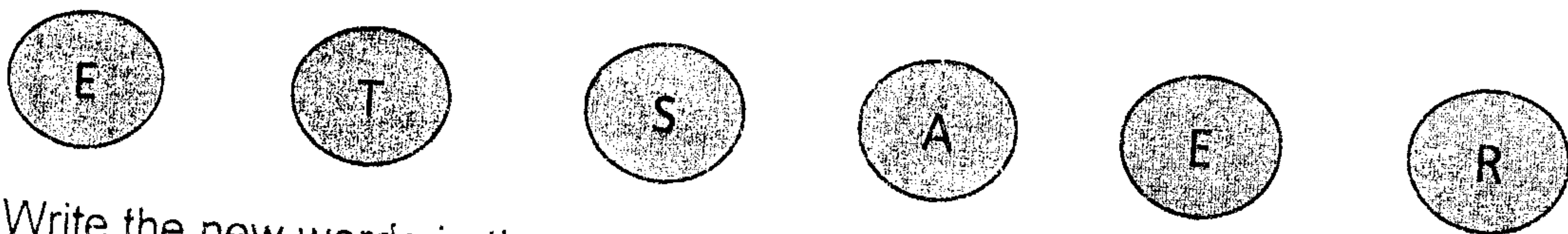
Design an advertisement - A4 size page

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



Worksheet: Grade 07 – Reading comprehension

Study the following letters closely. See how many new words you can form using the given letters, only.



Write the new words in the columns. (Examples)

Read the extract from the novel, *Child in darkness* and answer the questions set on it.

1. I was in my tree house reading one of my annuals. I had read it so many times that I knew all the stories off by heart. But I still enjoyed reading them. And I was eating the picnic lunch – some sandwiches and an apple, and a piece of leftover birthday cake.
2. Anyway, I ate the sandwiches, then I ate the apple and threw the core over my shoulder. And it landed somewhere and went, *thunk!*
3. I looked up surprised because I hadn't expected to hear it land. Normally when I threw the core away it landed in the grass. I looked around to see what I could have hit. There were no other trees nearby. Then it came to me, I had to have hit the planks that covered the cave nearby.
4. On a sudden impulse I decided to have a closer look at the cave. I wouldn't try to take the boards away, of course. That would be wrong, especially after all the trouble those men went to, putting them there in the first place. And I still remembered the warning that man had given me...
5. I dropped quietly out of the tree and moved stealthily across the grass to the cave. Grass had grown up against the boards and the wood was covered in damp, green moss. If you looked quickly and you didn't know there was a cave there, you wouldn't even see the boards.
6. This was the closest I'd ever been to it. And suddenly I saw it. Near the bottom, almost locked out by the grass, was a small hole I suppose it was a knothole.
7. I had to lie down on my stomach to see through it. I put my face up close, closed one eye and peered through the hole into the darkness within with my other eye. At first I could see nothing but as I became accustomed to the dark, I gradually became aware of what I was looking at.
8. On the other side of the board, staring back at me through the hole was another eye. Someone was inside, watching me.

Taken and adapted from: Child in darkness by Robert Hill

7

Cise

in the correct prepositions of time in the letter below.
Choose from the prepositions in the table.

14 Rietvlei Drive
Bryanston
2191
20 May 2014

Bryanston Grammar School
Sunset Road
Bryanston
2191

Dear Mrs Malingwe

Thandi to be absent from school to attend funeral

Thandi's grandmother passed away _____ the weekend. She needs to attend the funeral in Ciskei. She will be away from school _____ three days, _____ Wednesday 22 May _____ Friday 24 May. The train arrives _____ nine o'clock _____ Monday morning. Thandi will be brought straight to school from the station, so she will be late for school _____ Monday. Please note that she can stay at school _____ the afternoon to catch up on any work that she has missed.

Please let me know if there is any work that she should do at home, so that she does not fall behind.

Yours sincerely
Mrs Miriam Tyholoko

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Yours sincerely
Mrs Miriam Tyholoko

Direct and indirect speech

- **Direct speech** uses the exact words that a person has said.
Example: He said, "I am learning to play the guitar."
- **Indirect speech** reports what another person said, but not in the speaker's actual words. **Example:** He said that he was learning to play the guitar.

These are the differences between direct and indirect speech:

- In indirect speech the verb goes one step back into the past. *Am* becomes *was*.
- In indirect speech the pronouns change. *I* becomes *he*.
- In indirect speech you do not use quotation marks.
- In indirect speech you use a linking word, such as *that*. (For queries, use *if*.)

Example: She asked, "Paul, please will you play me a song?"

The verb *will* becomes *would*.

She asked Paul if *he* would play *her* a song.

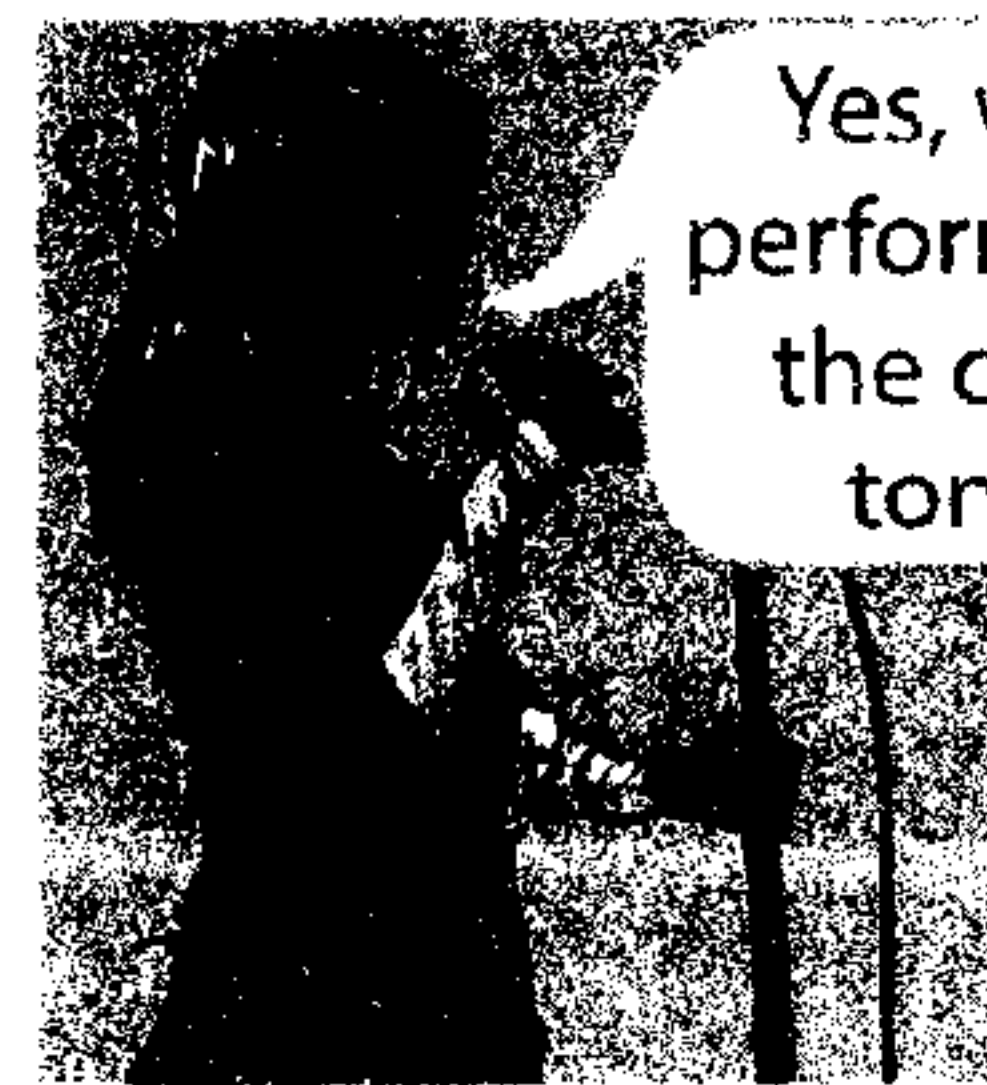
Use a linking word. The pronouns change. There is no question mark because this is now a statement.



Let's play a song together.



Do you know the song *Waka Waka*?



Yes, we can perform that at the concert tonight!

1. Rewrite the words of each person in the margin in indirect speech. Start each person's speech like this:
 - a) Loyiso said to his friends that they _____

 - b) Jenna asked them if _____

 - c) Zaina exclaimed that she did, and she suggested that _____

2. Change the following sentences from direct to indirect speech.
 - a) He said, "I enjoy hip-hop." _____

 - b) My brother said, "I will lend you my guitar." _____

3. Write these sentences in direct speech.
 - a) Jenny said that her cousin could sing well.


 - b) He asked me if the concert had been successful.

Active and passive voice

- In the **active voice**, the subject *does the action*.
- In the **passive voice**, the subject does not act but *receives the action* (or has the action done to it). You can only change a sentence into the passive voice if the verb has a direct object. Read this table to see how the sentence changes.

	Active voice			Passive voice			
	Subject	Verb	Object	Subject	Verb		Object
Present	The boy	plays	the guitar.	The guitar	is played	by	the boy.
Past	The boy	played	the guitar.	The guitar	was played	by	the boy.
Future	The boy	will play	the guitar.	The guitar	will be played	by	the boy.

- Here are some **reasons** why we use the passive voice:
 - We don't know who did the action. **Example:** The instruments were stolen.
 - The action is more important than who or what does the action. **Example:** After the concert, refreshments will be served.
 - We don't want to show who did the action. **Example:** A mistake was made.

 **Refer to**

Refer to page 14 to revise direct objects.

1. Underline the subject in the sentences below. Show if the sentences are in the active or passive voice by drawing a cross in the correct box. The first one has been done for you.

- Anwar bought tickets for the concert.
- All the actors will wear stage make-up.
- The costumes are being made by our mothers.
- The Grade 7s are painting the scenery.

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<input type="checkbox"/>	P
<input type="checkbox"/>	P
<input type="checkbox"/>	P

2. Rewrite the sentences in the passive voice.

- Xolani plays the marimba every afternoon.


- Last week we bought an MP3 player.

- Josh will buy airline tickets for the whole band.

3. Rewrite the sentences in the active voice.

- Five million CDs were sold by Gallo Records.

- A new CD will be recorded by the band.

 **New word**

marimba: an African musical instrument with bars that you hit to make different sounds

ENGLISH GRADE 7

13.07 2020- 14.07 2020

Prepared speech- Research, plan and practice how to say a speech.

1. Choose a gadget you would like to demonstrate to the class, it can be something outdated or unusual.
2. Use the following structure to help you plan your speech:
 - Introduction must grab the audience's attention.
 - Body- give a clear explanation.
 - Conclusion- reflection or advise to round it off.
3. Prepare and practice your speech, use speech cards (cue cards) to write down important words and phrases that will help you remember what to say.
4. Speak clearly with appropriate expression, tone and pace, add humour and avoid using "um"
5. Practice using effective body language- stand firm, use minimal gestures and keep good eye contact with the audience.