

Grade 7 - English Lockdown Activities (1 June – 5 June 2020)

Activity 1 - Reading and Viewing

Pronouns

1. Read the story below and instead of repeating the noun in brackets, use one of the pronouns below.

[10]

I he it she our we them you they its
--

Once an old man and an old woman bought a goose from the market. The goose was not like the other geese because (the goose's) eggs were different. (The goose's eggs) were made of gold. Every day (the goose) laid a golden egg for (the old man and the old woman.) (The old man and the old woman) sold the eggs for a lot of money, but the more money they had, the more they wanted. The old woman said, "As (the old man and old woman's) goose lays golden eggs (the goose) must be made of gold. So let us cut (the goose) open and get all the gold at once". So they killed the goose but found no gold. The old man said: (The old man) told (the old woman) so!"

2. Practise reading the story at home and when you are ready, let your parent/guardian assess you according to the rubric.

Parent rubric – Reading

	Level 4	Level 3	Level 2	Level 1	Mark
Fluency	Fluent and correct phrasing.	Groups words logically.	Word for word/ Mispronunciation	Cannot read high frequency words	
Punctuation	Applies punctuation effectively	Notes punctuation but stops at end of line.	Uses breath to replace punctuation.	Ignores punctuation.	
Expression	Changes tone of voice logically.	Not enough intonation.	No inflection to demonstrate understanding of text.	Monotone with no inflection.	
Pronouns	All pronouns are used correctly.	One or two incorrect use of pronouns.	Hesitant to use pronouns.	Ignores pronouns and uses nouns.	
Volume	Clear and audible.	Audible but mumbles on unknown words.	Too soft/loud.	Mumbles/ swallows words.	
Total					20

Suggested Solutions

The parent marks the level the learner is capable of. That level also indicates the mark achieved.

Activity 2 – Grammar

Homophones

Choose the correct **homophone** from the choices given to you in brackets.

1. He has (bean, been) ill for many days. [1]
2. The children were not (allowed, aloud) to climb trees. [1]
3. The letter was (sent, scent) via email. [1]
4. (Cheque, check) that you have read the question carefully. [1]
5. He (heard, herd) about the disturbing rumour. [1]
6. I fell into the deep (whole, hole). [1]
7. After the battle, the two sides made (piece, peace). [1]
8. A (pear, pair) of shoes was missing. [1]
9. The (night, knight) rode into battle boldly. [1]
10. I (missed, mist) the taxi yesterday. [1]
11. I (knew, new) where to find the lost puppy. [1]
12. He bought a canvas (sale, sail) for his boat. [1]
13. They needed to place (their, there) bags in the locker. [1]
14. The child was unable to (here, hear) the teacher properly. [1]
15. The horse galloped along the (rode, road). [1]
16. The (male, mail) acrobat was talented. [1]
17. The (heir, air) to the throne was Prince William. [1]
18. The (sea, see) was rough today. [1]
19. Bring your (stationary, stationery) to school daily please. [1]
20. Do not (meddle, medal) in the affairs of others. [1]

[20 Marks]

Memorandum

Question number	Possible marks	Solution
1.	1	He has (bean, <u>been</u>) ill for many days.
2.	1	The children were not (<u>allowed</u> , aloud) to climb trees.
3.	1	The letter was (<u>sent</u> , scent) via e mail.
4.	1	(Cheque, <u>Check</u>) that you have read the question carefully.
5.	1	He (<u>heard</u> , herd) about the disturbing rumour.
6.	1	I fell into the deep (whole, <u>hole</u>).
7.	1	After the battle, the two sides made (piece, <u>peace</u>).
8.	1	A (pear, <u>pair</u>) of shoes was missing.
9.	1	The (night, <u>knight</u>) rode into battle boldly.
10.	1	I (<u>missed</u> , mist) the taxi yesterday.
11.	1	I (<u>knew</u> , new) where to find the lost puppy.
12.	1	He bought a canvas (<u>sale</u> , sail) for his boat.
13.	1	They needed to place (<u>their</u> , there) bags in the locker.
14.	1	The child was unable to (here, <u>hear</u>) the teacher properly.
15.	1	The horse galloped along the (rode, <u>road</u>).
16.	1	The (<u>male</u> , mail) acrobat was talented.
17.	1	The (<u>heir</u> , air) to the throne was Prince William.
18.	1	The (<u>sea</u> , see) was rough today.
19.	1	Bring your (stationary, <u>stationery</u>) to school daily please.
20.	1	Do not (<u>meddle</u> , medal) in the affairs of others.
	[20 Marks]	

Activity 3

Comprehension – Biography

Read the extract from the biography of Nkosi Johnson and answer the questions that follow.

BIOGRAPHIES

Special South Africans

Those who have inspired us. Those who have defined
us.

Those who have shown us our common humanity.

Nkosi Johnson

AIDS Activist

4 February 1989 - 1 June 2001



Nkosi Xolani Johnson was born on 4 February 1989 with HIV and was the longest surviving child born with the virus in the country. His mother has since died of Aids, and he was adopted when he was two by a foster mother, Gail Johnson.

In the absence of money for drugs, Nkosi had survived on a healthy diet, vitamin supplements and minimising the stress of being HIV-positive. Ms Johnson attempted to give him a purpose by turning him into a spokesman for Aids awareness at a time when the country's infected population was silenced by the suffocating stigma of fear and prejudice. But for Nkosi, who had seen his real mother die of Aids, the frightening inevitability of

his own impending death was never far away.

Speaking before his death Ms Johnson said: "We chatted about death... He had strong feelings about letting me down," she said.

"I told him I would miss him and no one could take his place."

Nkosi will be particularly remembered for a speech he made at the World Aids Conference in Durban in July 2000. He told delegates:

"You can't get Aids by hugging, kissing, holding hands. We are normal human beings, we can walk, we can talk."

He also scolded South African President Thabo Mbeki on his government's failure to provide drugs, which caused the miffed president to leave during the speech. He later told the BBC:

"I feel I am going to die quickly, like my mother died, very soon. But at least she got to be a grown-up. I hate having this disease."

In December 2000 Nkosi had a relapse and remained critical until his death. On 1 June 2001 a Johnson family spokesman said that Nkosi died at 05:40 local time (03:40 GMT) after a desperate final battle against the disease. Ms

Johnson said:

"He's given Aids a face and allowed people who are still afraid of being associated with Aids to grieve openly. Most importantly perhaps, his fight and his bravery have given hope to many, many people."

Former South African president Nelson Mandela said he was an example for the whole world to follow. Mr Mandela told reporters:

"It's a great pity that this young man has departed. He was exemplary in showing how one should handle a disaster of this nature. He was very bold about it and he touched many hearts."

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Answer the questions. Refer to the mark allocation to assist you with the length of your answer.

1. How old was Nkosi when he died? [1]
2. A biography is written: [1]
 - by you about yourself.
 - by another person about you.
 - by you about another person.
3. Explain the meaning of 'foster'. [2]
4. Despite not having medication Nkosi remained healthy. Identify 3 ways he managed this. [3]
5. Use a dictionary to explain the following meanings of prejudice, inevitable, activist. [3]
6. What emotion is evoked in you when you read about Nkosi's speech to the BBC? [2]
7. Write the abbreviations out in full: HIV, AIDS, BBC, SABC. [4]
8. Identify the figure of speech used in "given Aids a face". [2]
9. HIV and AIDS are the same, yet different. Explain. [2]
10. Explain in your own words the attitudes of the following three people : [6]
 - Mr Thabo Mbeki
 - Mr Nelson Mandela
 - Ms Gail Johnston
11. Which attitude do you agree with? Provide two reasons for your answer.
12. Which quote states that Aids is not infectious? [2]
13. Create your own simile for Aids. [2]
14. People who suffer from Aids are often rejected by the community. Provide a hypothetical solution to the problem. [2]
15. In your opinion, did Ms Johnston do the right thing by making him appear in public to speak about his disease? Explain why. [2]
16. Our national anthem starts with the word Nkosi. What is the meaning of Nkosi? [1]
17. Use the word 'aids' in two sentences, first as a verb and then as a noun. [2]
18. What is the purpose of this extract? [1]

Memorandum

No.	Answer	Marks
1.	12 years.	1
2.	Another person about you.	1
3.	Foster means take care of.	2
4.	Healthy diet, vitamins, minimal stress.	3
5.	Prejudice – bias, inevitable – will happen. Activist – one who campaigns for something.	3
6.	Open.	2
7.	HIV – Human Immune Deficiency Virus Aids – Acquired Immune Deficiency Syndrome BBC – British Broadcasting Corporation SABC – South African Broadcasting Corporation	4
8.	Personification.	2
9.	Both a disease. Aids is fatal.	2
10.	Mbeki – not interested enough to be proactive, and doubted whether HIV did actually cause AIDS, Mandela – admired the bravery. Johnson – wanted to show the positive side of the disease.	6
11.	Open.	2
12.	“You can’t get Aids by hugging, kissing, holding hands.”	2
13.	Aids is like	2
14.	Open	2
15.	Open. Agree – made people aware/ Disagree – too young to deal with the stress in public.	2
16.	Blessing.	1
17.	Verb – He aids the victim while he is injured. Noun – Aids is a disease.	2
18.	To inform.	1
	Total	[38]

Activity 4

Comprehension – visual literacy

1. Look closely at the comic strip below and answer the questions that follow in full sentences. [20]



Frame 1

Frame 2

Frame 3

- (a) Where is this story set?
- (b) In Frame 2, how do you know that the characters have moved their heads?
- (c) What action does the sound word (onomatopoeia) "Slurp" represent?
- (d) Do you think the sound was soft or loud? Explain why.
- (e) Do you agree or disagree that the fly was drunk after drinking the beer? Back up your answer by referring to the comic strip.
- (f) Translate this comic strip into your home language.
- (g) The purpose of this comic strip is to: inform/entertain/persuade (choose one).
- (h) Identify the punctuation used after the word "he" in Frame 3, and explain why it has been used.
- (i) This text would be classified as Drama/Romance/Humour (choose one).
- (j) Why, do you think, is this comic strip funny?

Suggested Solutions

No.	Answer	Marks
(a)	In a bar	2
(b)	Lines around their heads	2
(c)	Sucking	2
(d)	Loud – written in large print	2
(e)	Agree the lines are not straight	2
(f)	Open	2
(g)	Entertain	2
(h)	Question mark – ask a question	2
(i)	Humour	2
(j)	Open	2
	Total	[20]

Appendix of Assessment Tools

- Answers should be in full sentences to promote good use of grammar. Two marks are allocated for Question 1: one for sentence construction and one for the correct response.