



ENGLISH

GRADE 7

TERM 2

LANGUAGE

COMPOUND NOUNS

- ♣ Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words.
- ♣ Most compound nouns are made with nouns that have been modified by adjectives or other nouns.

TYPES OF NOUNS:

- ♣ **Closed compound nouns**: compound nouns which are one word
e.g. **toothpaste, haircut and bedroom.**
- ♣ **Hyphenated compound nouns**: compound nouns which are connected with a hyphen
e.g. **dry-cleaning, daughter-in-law and well-being.**
- ♣ **Open compound nouns**: compound nouns appear as two separate words
e.g. **full moon, Christmas tree and swimming pool.**

The following sentences are just a few examples of compound nouns. The compound noun examples are written in bold italics.

Compound nouns can be made with two nouns:

- ⌘ I love watching ***fireflies*** during the summer nights.
- ⌘ While you are at the store, please pick up some ***toothpaste*** and some ***egg rolls***.

Compound nouns can be made with an adjective and a noun:

- ⌘ Let's watch the ***full moon*** come up over the mountain.
- ⌘ Please erase the ***whiteboard***.

Compound nouns can be made with a verb and a noun:

- ⌘ You must clean the ***washing machine***.
- ⌘ Do not let the babies near the ***swimming pool***.

COMPLEX NOUNS

A complex noun is a compound noun that is formed when a noun is put together with another part of speech.

E.g. hair (noun) + cut (verb) = **haircut**

sun (noun) + rise (verb) = **sunrise**

Activity 1: Compound and Complex nouns

UNDERLINE THE COMPOUND NOUNS IN THE SENTENCES BELOW STATE WHAT TYPE OF COMPOUND NOUN IT IS.

1. The butterfly was rare and beautiful.
2. Danny is a part-time worker.
3. The fish tank was emptied into the swimming pool.
4. The earthquake caused severe damage to the supermarket.
5. I love the brightly-lit room
6. The boy's handwriting was neat.
7. The mother-in-law put the clothes in the washing machine.

Compound Nouns

One Word	Hyphenated	More Than One Word
housekeeper	mother-in-law	dining room
showcase	runner-up	ice cream
bookmark	great-grandmother	maid of honor
football	kilowatt-hour	music box

SUBJECT, PREDICATE AND OBJECT

- ❖ In order to have a complete sentence, each sentence must have a subject and a verb.
- ❖ These two parts of speech are the fundamental parts of the subject and predicate that make up a sentence.
- ❖ Every sentence has a subject and a predicate, or it is not considered a complete sentence.

WHAT IS A SUBJECT?

- ❖ A **subject** is the person or thing that is doing an action, or the person or thing that is the focus of the sentence.
- ❖ Most of the time the subject comes at the beginning of a sentence, in which case, it is very easy to identify.

E.g. Mary likes to run at the park.

In this case, the person who is doing the action is **Mary**, therefore, **Mary** is the subject.

E.g. My brother throws the ball.

In this case, the person who is doing the action is **My brother**, therefore, **My brother** is the subject.

(Note: the Subject can be more than one word)

WHAT IS A PREDICATE?

- ⌘ The predicate of the sentence is the part that contains the action.
- ⌘ It is the part of the sentence that is not the subject and includes all the descriptions of the action and the objects that are affected by the action.

E.g. Mary likes to run at the park.

The question you can ask yourself here is, "What does Mary do"?

The answer, **likes to run at the public park**, is therefore the **predicate**.

The **predicate includes the verb** in the sentence and the rest of the words in that sentence.

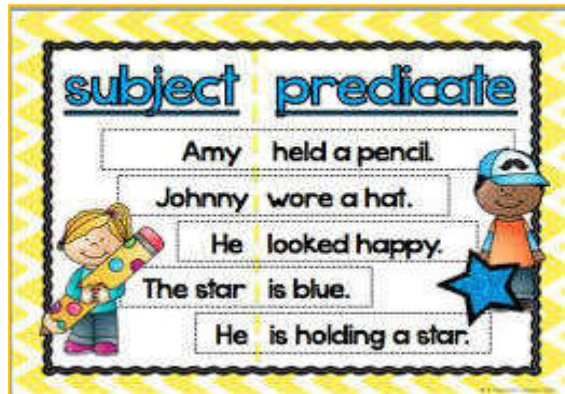
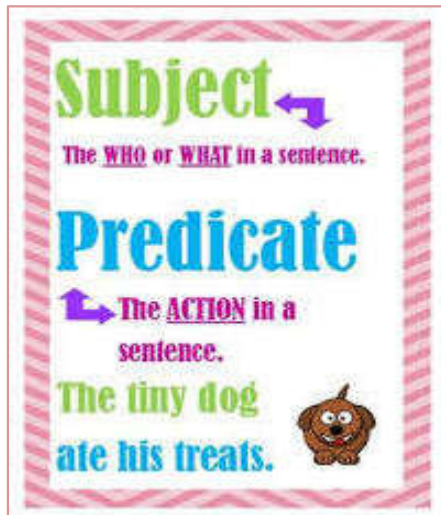
E.g. **My brother throws the ball.**

When you have multiple nouns, the concept is the same.

The entire sentence that excludes the subject, is the predicate.

If the sentence has objects, either direct or indirect, they are part of the predicate.

In this sentence, **throws the ball** is the **predicate**.



WHAT IS THE OBJECT?

- ∞ The object is the noun or pronoun that receives the action of the verb.
- ∞ A direct object tells what or whom after an action verb.

E.g. **He paints posters.**

Ask yourself whom or what receives the action?

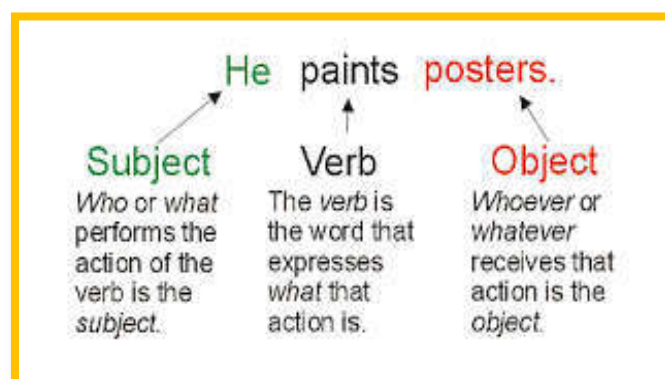
What did he paint?

Therefore, '**posters**' receives the action of painting and becomes the **object**.

E.g. **Jane hit the ball.**

The ball receives the action of **hitting**.

Therefore, **ball** is the **object**.



Activity 2: Subject, Predicate and Object

IN THE SENTENCES BELOW, CIRCLE THE SUBJECT AND UNDERLINE THE PREDICATE.

1. John played the drums at school.
2. My family went to London for the holiday.
3. Lions are the most feared animals in the world.
4. The soup burnt my mouth.
5. Dark clouds gathered on the horizon

IN THE SENTENCES BELOW, UNDERLINE THE OBJECT.

6. Tim swept and mopped the floor.
7. Mark and Sam sailed their boat.
8. Mandy hid all the coins.
9. The fire destroyed the house.
10. Jesse saved the kitten.

FINITE VERBS

- ◆ A finite verb is a verb that can be used to make a complete sentence.
- ◆ It can stand by itself as the main verb in a sentence.
- ◆ A finite verb has a subject, tense and number.
- ◆ A finite verb can be one word or it may be more than one word.

E.g. The girl (subject) rode (past tense verb) a (number) horse.

The boys (subject) ride (present tense verb) horses (number).

FINITE VERB

It makes a sentence complete.

e.g.: I read a book.

Verb which has a subject and change its form with the:

- Tense of the verb(present, past, future)
- Number(singular, plural)

E.g.: I read a book.

He reads a book.

✓Verbs used in all TENSES are finite



Activity 3: Finite Verbs

UNDERLINE THE FINITE VERB IN EACH SENTENCE.

1. Sarah performed well on stage.
2. James received a certificate for eisteddfod.
3. She promised to complete her work.
4. The president travelled to London for a meeting.
5. I love eating pizza and pasta.
6. We swam in the pool for two hours.
7. Linda gave me a story book for my birthday.

DEGREES OF COMPARISON

Read the following sentences:

1. John is **tall**.
2. Peter is **taller** than John.
3. Harry is the **tallest** of the three.

In sentence 1, the adjective **tall** merely says something about John's height.

In sentence 2, the adjective **taller** is used to compare John's height with Peter's height.

In sentence 3, the adjective **tallest** is used to compare Harry's height with the height of John and Peter.

✚ We have thus seen that adjectives change in form to show comparison.

✚ These different forms of the adjective are called the **degrees of comparison**.

✚ In the examples given above, the adjective **tall** is said to be in the **positive degree**.

✚ The positive degree of an adjective is in its **simple form when no comparison is made**.

✚ The adjective **taller** is said to be in the **comparative degree**.

✚ The comparative degree of an adjective is used when **two things or two sets of things are compared**.

✚ The adjective **tallest** is said to be in the **superlative degree**.

✚ The superlative degree of an adjective is used when **more than two things or sets of things are compared**.

Look at the information in the blocks, of how changes take place to the adjectives. Take note, that some adjectives are irregular and do not follow these rules.

Degree of Comparison

2. Adjectives of two syllables

- Some adjectives of two syllables add **-er** and **-est**.
- For adjectives ending in 'y' – cut y then add **-ier** and **-iest**.
- Adjectives ending in **-ful, -less, -ing, -ed** use **more** and **most**.
- Some other adjectives of two syllables use **more** and **most** (modern, famous, normal, correct, ...).

Adjective	Comparative	Superlative
narrow	narrower	narrowest
happy	happier	happiest
useful	more useful	most useful
boring	more boring	most boring
modern	more modern	most modern

Degree of Comparison

4. Irregular adjectives

- You will have to memorize these.

Adjective	Comparative	Superlative
good (well)	better	best
bad	worse	worst
little	less	least
much, many	more	most
far	farther, further	farthest
late	later	last, latest
old	older, elder	older, oldest

Activity 4: Degrees of Comparison

ADD IN THE ADJECTIVES IN THEIR COMPARATIVE AND SUPERLATIVE FORM

POSITIVE	COMPARATIVE	SUPERLATIVE
1. angry		
2. sweet		
3. exciting		
4. good		
5. thin		
6. modern		
7. little		
8. hungry		
9. bad		
10. big		

TENSES

- ⌘ Verbs come in three tenses: past, present, and future.
- ⌘ The past is used to describe things that have already happened (e.g. yesterday, last week, three years ago).

- ⌘ The present tense is used to describe things that are happening right now)
- ⌘ The future tense describes things that have yet to happen (e.g. later, tomorrow, next week, next year, three years from now).

E.g. Daniel **played** basketball yesterday – **past tense**
 Daniel **will play** basketball tomorrow – **future tense**
 Daniel **plays** basketball everyday – **present tense**

Activity 5: Simple Tenses

COMPLETE EACH SENTENCE IN EITHER SIMPLE PAST, PRESENT OR FUTURE TENSE. CHOOSE FROM THE OPTIONS GIVEN BELOW.

1. My father _____ for a brisk walk every evening (present tense).

go

goes

is going

2. Jamie _____ all his maths problems (past tense).

solved

have solved

have solving

3. The councillors will _____ next week (future tense).

meet

have met

met

4. The teacher _____ the lazy boy for sleeping in class (present tense)

scolds

scold

scolding



SENTENCES

TYPES OF SENTENCES

Simple Sentence: a sentence that has only one clause.


Compound Sentence: a sentence with two or more clauses joined by a coordinating conjunction.


Coordinating Conjunctions: for, and, nor, but, or, yet, so.


Complex Sentence: two or more clauses joined with a subordinating conjunction.

Subordinating Conjunctions: as, because, although, since, before, when, once, if, that, whatever, whenever, during, until, unless, wherever, whether, while, as if, even if.

Compound-Complex: three or more clauses joined by coordinating and subordinating conjunctions.

Simple Sentence
 A simple sentence consists of one clause that has a subject and a verb. A simple sentence puts across one simple idea.
The owl hooted. 

Compound Sentence
 Compound sentences contain two or more pieces of information and the pieces are linked by connectives.
The owl hooted then flew away. 

Complex Sentence
 A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own, and one or more minor clauses that are linked to it.
The hungry owl hooted loudly then flew away as it spotted its next meal. 





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Activity 6: Types of Sentences

STATE IF THE SENTENCES BELOW ARE SIMPLE, COMPOUND OR COMPLEX.
LOOK AT THE CONJUNCTIONS THAT HAVE BEEN USED IN EACH SENTENCE.

1. "Vampires Dairies" is my favourite television show, but I also love "True Blood".
2. The student wiped the whiteboard that had last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. I'm going to take a nap when I get home from school,
5. Regina cast a spell on the entire city, so the citizens decided to rebel.
6. Being alone can be scary unless you keep yourself busy.
7. Keith, Carrie, and Kyle bought donuts and ate them down by the river.
8. Crossing the street is dangerous if you don't look both ways before you cross.
9. Trina and Harold went to Paris to celebrate their anniversary.

4 KINDS OF SENTENCES

4 KINDS OF SENTENCES	
<p style="text-align: center;"><u>STATEMENT</u></p> <ul style="list-style-type: none"> • A <u>statement sentence</u> tells about something. • It ends with a . <p><u>Examples:</u> I had a good time. He ate pizza for lunch. They went to the store.</p>	<p style="text-align: center;"><u>QUESTION</u></p> <ul style="list-style-type: none"> • A <u>question sentence</u> asks something. • It ends with a . <p><u>Examples:</u> What is the rabbit eating? When do we eat lunch? How are you?</p>
<p style="text-align: center;"><u>COMMAND</u></p> <ul style="list-style-type: none"> • A <u>command sentence</u> tells someone to do something. • It ends with a . <p><u>Examples:</u> Please feed the dog. Eat all your vegetables. Do your chores after lunch.</p>	<p style="text-align: center;"><u>EXCLAMATION</u></p> <ul style="list-style-type: none"> • An <u>exclamation sentence</u> shows strong feeling. • It ends with a . <p><u>Examples:</u> The dog ate my homework! He fell off the chair! I just won 100 dollars!</p>

ANTONYMS

An antonym is a word opposite in meaning to another.

Activity 7: Antonyms

CHOOSE AN ANTONYM FROM THE BLOCK BELOW AND REPLACE IT WITH THE UNDERLINED WORD IN EACH SENTENCE.

hot	large	above	up	happy
all	early	before	wet	slow

1. Our teacher was sad in the morning.
2. The dry surface was good to play the game on.
3. I looked down the stairs.
4. The weather in the morning was cold.
5. I looked under the table for the lost baseball.
6. The short basketball player ran very fast.
7. I arrived late to class.
8. None of the players were prepared to play the game.
9. The small cloud hovered over us.
10. I took a shower after I played my basketball game.

Word	Synonym	Antonym
afraid	petrified	valiant
ask	interrogate	retort
begin	commence	terminate
correct	accurate	erroneous
friend	cohort	antagonist
laugh	chortle	snivel
naughty	mischievous	compliant
noisy	boisterous	tranquil
repair	renovate	demolish
small	minuscule	gargantuan
true	authentic	bogus

SYNONYMS

A synonym is a word that has a similar meaning as another word.

Activity 8: Synonyms

CHOOSE A SYNONYM FROM THE BLOCK BELOW AND REPLACE IT WITH THE UNDERLINED WORD IN EACH SENTENCE.

high	old	new	polite	glad
safe	intelligent	rich	vacant	mad

1. The man was upset that he didn't finish the race.
2. Her parents are wealthy because they live in a big mansion.
3. The money was secure in the bank.
4. She was courteous to the man who bought her a gift.
5. I was happy that I passed my test.
6. The building was very tall.
7. The ancient artefacts were on display at the museum.
8. The modern building was just constructed this year.
9. The investigator was very clever in solving the crime.
10. The old house was empty for many years.

Synonym	Antonym	
A word having the same or nearly the same meaning as another word	A word having an opposite meaning to another word	
adversity – difficulty – misfortune	in – out	up – down
baffle – confuse – deceive	left – right	stop – go
cardid – honest – truthful	tall – short	true – false
dare – challenge – defy	big – little	happy – sad
elaborate – embellish – keen	long – short	old – new
fued – argument – dispute	first – last	win – lose
gloomy – cheerless – dim	meek – bold	work – play

EMOTIVE LANGUAGE

- ☞ Emotive language is language that is used to stimulate or provoke emotions or feelings in the reader.
- ☞ Many novels use emotive language because they want the reader to feel the emotions that the characters are feeling.
- ☞ This helps the reader to become involved in the story and to know what is happening.
- ☞ The intention is to get a reaction from the audience.
- ☞ A writer might do this by using certain words and by writing descriptions of characters, to make their emotions seem real.
- ☞ Different words can be used to cause different reactions in the audience.
- ☞ Good writers show what a character is feeling through their thoughts and actions, rather than by just telling us.

E.g. Instead of saying: The boy was sad.

They will say: The boy's eyes **filled with tears**.

E.g. Put that in the recycle bin.

This sentence is not emotive. It is a command, but it does not cause an emotional reaction.

Instead: You should recycle because it **saves** the planet.

This sentence is emotive.

It suggests an action that elicits an emotional response.

Don't you *want* to save the planet?

How could you choose to not recycle since it saves the planet?

The emotive response causes a reaction or a response.

- ☞ Emotive language is not reserved for literature either.
- ☞ It is used in everyday interactions as well.
- ☞ Often, news headlines use emotive language to hook the audience.



Here are a few examples.

- ☞ **An innocent bystander was murdered in cold blood in Johannesburg.**
- ☞ The words “**innocent**” and “**murdered**” and the phrase “**in cold blood**” are the uses of emotive language in this sentence.

- ☞ **The defenceless victims were attacked at night.**
- ☞ The phrases “**defenceless victims**”, “**at night**” and the word “**attacked**” are the uses of emotive language in this sentence.

- ☞ In each example the emotive words do not need to be used to communicate a fact.
- ☞ However, this diction creates an emotional response in the audience.
- ☞ Consequently, emotive language can cause an audience to take action or to argue with the speaker.
- ☞ Emotive language should not be overused.
- ☞ Furthermore, it should be used when there is a purpose the speaker wishes to achieve.
- ☞ Using emotive language effectively can be very beneficial to a speaker.

Example of emotive language:

Nelson Mandela’s Speech at the Rivonia Trial.

During what is now known as the Rivonia Trial in 1964, Nelson Mandela was faced with a possible death sentence for the number of crimes he had committed. He read a speech from a piece of paper until he got to this part below. He put his piece of paper down and **looked straight into the eyes of the judge**, Justice De Wet and said:

During my lifetime, I have dedicated myself to this struggle of the African people. I have fought against White domination and I have fought against Black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

Activity 9: Emotive language

1. Which words make this an emotive speech?
2. What are your feelings after reading this extract?
3. What is the ideal that Mandela stands for?
4. Which particular words show that he is totally committed to his cause?
5. Explain what emotive language means. Has Mandela achieved this in his speech?



LITERAL AND FIGURATIVE MEANING

Literal language is used to mean exactly what is written. It is the dictionary meaning of the words that are used. This is referred to as **denotation**.

For example: "It was raining heavily, so I took the bus home."

In this example of literal language, the writer means to explain exactly what is written: that he or she chose to take the bus home because of the heavy rain.

Figurative language is used to mean something other than what is written, something symbolic, suggested, or implied. This is referred to as **connotation**. Poets often used figurative language to give **multiple possible meanings** to their poems.

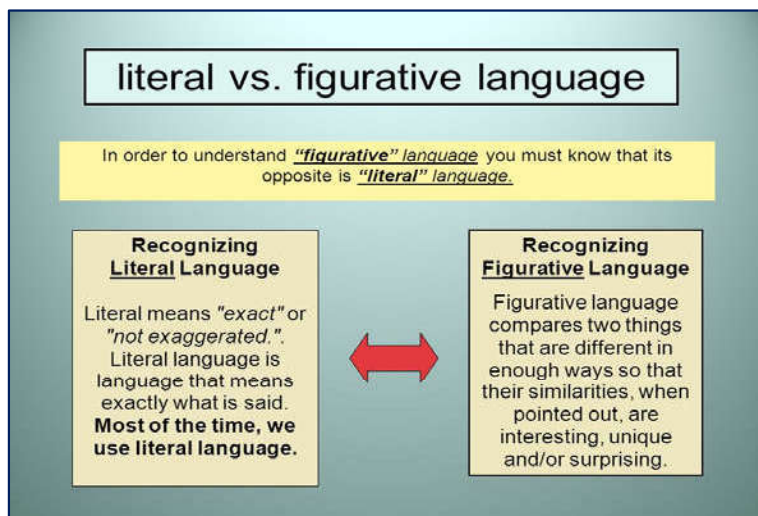
For example: It was raining cats and dogs, so I rode the bus.

In this example of figurative language, cats and dogs were really not falling from rain clouds, instead, the rain felt so heavy and large that it was almost as if small animals were falling from the sky!

Activity 10: Literal and Figurative language

STATE OF THE SENTENCES BELOW, HAVE A LITERAL OR FIGURATIVE MEANING.

1. They sky is pale blue with a few clouds.
2. The sky is full of dancing stars.
3. I'm so hungry, I could eat a horse.
4. Tom's mouth is a vacuum machine.
5. I was so hungry, that I ate all the food on my plate.



PUNCTUATION

- ❖ Punctuation marks make any written text easier to read and understand.
- ❖ Without punctuation, writing would not make sense.

