

ENGLISH FAL

GRADE 7

TERM 2

REVISION NOTES



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READING & VIEWING

When reading any text, do not just start reading. There are certain things you can do to understand any story/ text better. This will make the text much more interesting and you will enjoy reading so much more!! You can even do this with a friend/ relative.

Before you read, do the following:

TITLE

1. Read the title.

- Does the title give any information about who the characters in the story are?
- Does the title give any information about what might happen in the story?
- Do the pictures give any clues about when the story takes place?

2. Predict what the story is about

PREDICT

- Read the first paragraph out loud.
- What do you think will happen in the story?
- What genre do you think the story is? (E.g. comedy, adventure, tragedy, romance?)
- Explain why you predicted that genre, what words or pictures or clues helped you to make that prediction?

While reading the story, do the following:

READ

3. Read the story/ text:

- **Visualise:** Read a few sentences, close your eyes and try to visualise what you have read. Visualise is when you think about what is happening in the story like a scene from a movie.
- **Search the text:** Sometimes, you will have to answer comprehensions questions on the text. After your first read, go read over the questions. Then read the text again. Underline or circle words that you may think will help you answer the questions. It also helps to make notes.
- **Summarise:** After reading a text, it is helpful to summarise what you have read. You may write down the summary or have a conversation with someone.

You could also summarise a story by thinking about:

- Who are the main characters?
- Where does the story take place?
- What happens first?
- What problem arises?
- How is the problem solved?
- How does the story end?
- **Make connections:** Compare the story to your own life, or to something else that you have read. Ask yourself; "How does this remind me of my own life?"
- **Evaluate:** Judge what you read. Do you think that the characters did the right thing? Why or why not?

REMEMBER: if there are words that you don't know/ understand, look it up in a dictionary.

TEXT FEATURES

THERE ARE DIFFERENT TYPES OF TEXTS. LET US REVISE THE TEXTS DONE IN TERM 2.

LITERATURE TEXTS

1.1. STORY

When reading any texts (e.g. stories, drama and poems), it is important to understand the following concepts:

Literal and figurative meaning	<p>The literal meaning of something (a word or a clause) is the exact meaning. What is said has a direct and clear meaning. E.g. He is extremely angry.</p> <p>The figurative meaning of something needs to be interpreted as the meaning is not literal and sometimes not clear straight away.</p> <p>Simile: Using two things using 'as' or 'like' E.g. The sun blazed like an angry fire</p> <p>Metaphor: Directly compares without using like or as E.g. The road was a ribbon of moonlight.</p>
Character	A character is a person in the story. There are different types of characters in a story - some are main characters; some only have a small part in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Setting	The setting tells us the physical location. This is where the story or drama takes place. The country, the community, the actual location, like a classroom, or soccer pitch. Setting also includes when the story occurs - the time period the story is set in, modern, future or past time periods.

Mood	The mood of a poem or a story is what emotions the poet or author is trying to create. There are certain words that can be used to make the reader feel a certain way.
Narrator	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <ul style="list-style-type: none"> a. A narrator who is a character in the story. This narrator will tell the story from his or her own opinions. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. <p>This kind of narrator will also evaluate or analyse events for us from time to time.</p>
Plot	<p>The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.</p> <p>The plot is the storyline. What actually happens in the story, from beginning to end? A plot usually runs in order, from the beginning, to a climax when the most exciting action happens and an ending. But sometimes a writer jumps around in time in the story. The plot usually builds up to a climax - this is the most tragic, or exciting, or frightening part of the story.</p>
Theme and message	<p>The theme of a text helps to carry the message the author wants to convey.</p> <p>Common themes are love, friendship, courage, death, greed.</p>



LETS PRACTICE

Read the following story and summarise each paragraph in your own words in the space provided. Try to use as few words as possible. Use your own words as far as possible.

Thato, the dreamer

Story by Pirai Mazungunye

Illustrations by Yvonne Robinson



[Adapted from: <https://www.nalibali.org/story-resources/story-cards>]

Thato lived with her mother, Mokgadi, in a house made of poles and iron sheets called a <i>mokhukhu</i> .	
Early in the morning, Thato's mother would walk with her all the way to her primary school in Ladanna.	
Thato worked hard at school. During break time, she always did her homework because it was difficult to do it at home.	
<p>It was Grace's birthday today and she had brought cupcakes for everyone in class. Mrs Sephuma handed out the pretty little cupcakes to the children. Thato ate a small piece of her cake.</p> <p>It had chocolate icing and sprinkles on top and tasted as sweet as honey.</p>	
<p>It made Thato think about her last birthday. She had not brought cakes but had sung a song for the class.</p> <p>The teacher had loved it, but not the children. Some of them had laughed at her, while others said, "Mokhukhu girl! Hey, mokhukhu girl - the one who sees electricity across the river - where's our cake?"</p> <p>This made her very sad.</p>	

<p>Some children would follow her around the schoolyard singing their unkind song. "Thato, the mokhukhu girl, the dreamer." Over and over again. Sometimes Thato would be upset and cry. Sometimes she would get angry and shout back, "My name is not mokhukhu girl!"</p>	
<p>But things don't stay the same forever. When Thato turned nine, she could take part in school sports. The first time her teachers saw her run, they knew that she would be a champion! "You must practice every day after school, Thato," Mrs Sephuma said.</p>	
<p>Thato practiced every day. When it was the school's sports day, Thato came first in all her races. She ran as fast as the wind! Thato received a shiny gold medal.</p>	
<p>It wasn't long before the same children who had called her mokhukhu girl started calling her the bullet girl. "There goes the bullet girl!" they would shout as she sped past them on the sports field</p>	
<p>From that day on, at all the races they cheered her on, chanting, "Run, Thato, the dreamer, run. Run, bullet girl!"</p>	

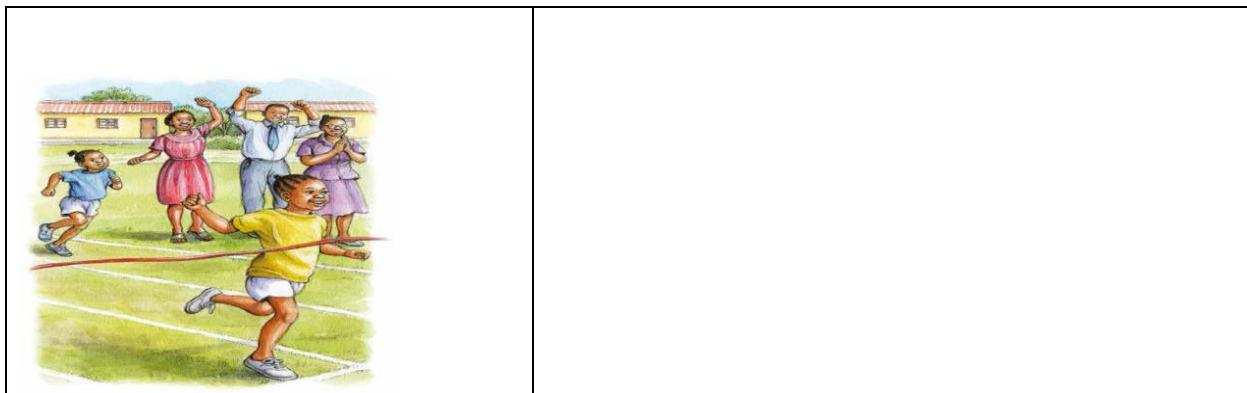
1. Answer the following questions.

1.1.	Name one character from the story?	
1.2.	In which town was the school?	
1.3.	Write down two examples of a simile from the story.	
1.4.	Why do you think could Thato not bring cupcakes to school for her birthday?	
1.5.	What message could be learnt from this story?	

2. Close your eyes and visualise what the following looked like. Then make a drawing to illustrate what you 'see'.

2.1	The cupcakes for Grace's birthday	
2.2	The gold medal that Thato received.	

3. Write in your own words what you think is being illustrated in the picture below.



1.2 POEMS

POET	A person who writes poems.
LINES	Poems don't have sentences, they have lines .
STANZA	Lines grouped together.
FORM	<p>A poem may or may not have a specific number of lines, rhyme scheme</p> <p>The three most common types of poems according to form:</p> <p>Lyric Poetry: It is any poem with one speaker (not necessarily the poet) who expresses strong thoughts and feelings.</p> <p>Narrative Poem: It is a poem that tells a story; its structure resembles the plot line of a story</p> <p>Descriptive Poem: It is a poem that describes the world that surrounds the speaker. It uses elaborate imagery and adjectives</p>
RHYME	Words that have the same ending sounds. Often the last words in the poem's lines.
RYTHYM	The beat of the poem.
REPITITION	Words that are repeated in the poem.

POETIC DEVICES

Personification	Make something, which is not alive, sounds like it is. E.g. The flowers danced in the breeze.
Onomatopoeia	Words which sound like the noise they describe. E.g. pop, splash, buzz
Alliteration	Repetition of the same consonant sound/s. E.g. Slowly the sly snake slithered over the slimy grass.
Assonance	Repetition of the same vowel sound. E.g. The bombs dropped softly on the soft ground.

2. VISUAL TEXTS

2.1 CARTOONS

The person who draws the cartoon, is the cartoonist.

There is a special way that we read cartoons.

When reading a visual text, the **pictures** and the words are equally important.

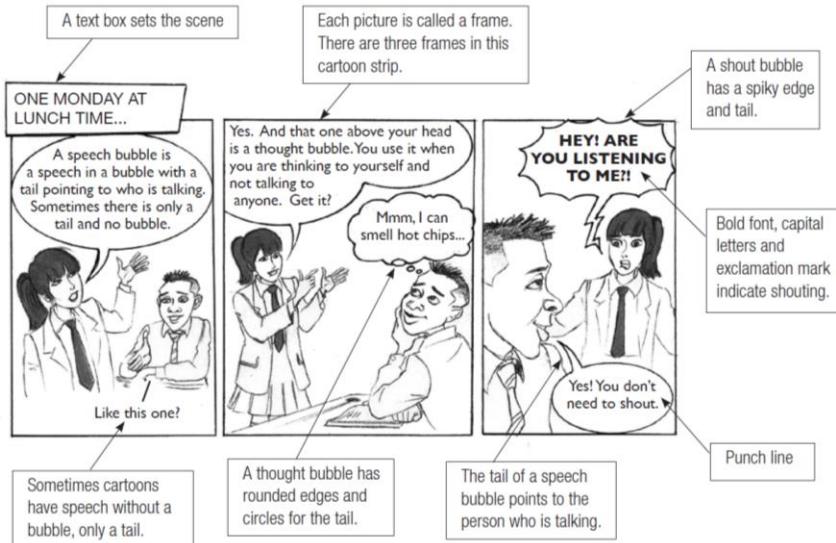
The **expressions** on the faces can be 'read' or understood. We do not need words to explain what the characters are feeling or thinking, we must read it in their faces.

The **background** of the picture is also important, as it gives clues about the context, where it is and who else is there.

Every **detail** is a **clue** to understanding the story in a visual text.

The purpose of cartoons is often **to tease or make fun of** or make a social statement about the world. It often pokes fun at a group of people to highlight some unfair issue in society, or an event of national importance.

You must therefore understand the background to the cartoon to fully grasp the purpose or humour.



CARTOON STRIP

Look at the following cartoon strip and see if you can answer the following questions:

When mom homeschool the kids



[Adapted from: <https://za.pinterest.com/pin/470626229801866350/>]

QUESTIONS	ANSWERS
What makes this cartoon funny? Explain the humour.	
What is the message of the cartoon?	
Is the cartoon targeting anyone like a politician, or an event in the news, or a law?	
Do you think the cartoon is factual or an opinion of the cartoonist?	
Is this sort of thing possible in a real-life situation?	
Do you agree that a message is more easily accepted with humour. Why do you say so?	

2.2 ADVERTISEMENTS:

Pictures, signs, etc. that is used to tell people about products or services and to persuade people to buy it.

Persuade: When we try to persuade someone, we try and make them think the same way as we do.

- Adverts use **persuasive language** to try and get us to buy whatever is being sold.
- Adverts use **persuasive words** to make the buyer think that you should agree.

Examples of persuasive words are:

'obviously, for sure, definitely, without a question, want, need'

• **Emotive words** are words that are supposed to make the reader feel something. These are words that can make the reader feel happy, excited. It sometimes shows the opinion of the writer.

Examples OF emotive words are:

'best, worst, dangerous, skinny, fat'

• **Visual elements** are the pictures/visuals in the advertisement. These are included by the advertiser to make the advertisement more effective. We must always think about WHY the advertiser chose that specific picture.

Advertisers are very careful about choosing specific pictures for their advertisements.

Usually, the pictures an advertiser chooses, help to stir up the feelings the advertiser wants to achieve in the consumer.

Layout:

Bright bold catchy heading. Use different font (handwriting style) and bright colours.

Big, colourful pictures

Many descriptive words (adjectives, adverbs)

Target group: The type of people whose attention the advertiser wants to draw.



LETS PRACTICE

Study the advertisement and answer the following questions.

A young boy in a school uniform is sitting at a table, smiling and eating a sandwich. A purple thought bubble above him contains the text "Just what I need". On the table in front of him are several packages of Albany bread, a glass of orange juice, and a plate of food. The background shows a classroom setting. The bottom of the advertisement features a red banner with the text "STILL SOUTH AFRICA'S FAVOURITE BREAD".

[Adapted from: <https://www.facebook.com/LoveAlbanyBread/>]

1	Name one feature that attracts the reader's attention to this advertisement.	
2	Who do you think is the target audience for this advertisement?	
3	Write down the slogan of the advertisement.	
4	Who placed this advertisement in the newspaper?	
5	Name one example of persuasive language in the advert.	

3. INSTRUCTIONAL TEXTS

To explain how something is done. Examples are recipes; science experiments; craft instructions; how to load airtime; and game rules.

RECIPE

- There is often a list of items needed.

Instructions are set out step by step.

- Each instruction starts with a verb, something you must do.
- Instructions are in the simple present tense.

Sometimes pictures are used to make it easier to

follow the instructions.

- Instructions sometimes have special words which are used by a small group of people for a specific activity. These words are called **Jargon**.

Jargon for cooking might be 'knead the dough'/

'simmer' in a cooking recipe

Jargon for technology would be 'download an app.'

RECIPE FOR PORRIDGE

Ingredients

3 cups of hot water
2 cups of oats
1 cup of milk
1 cup of Sugar
2 teaspoons of sugar

Method

1. Put the water, milk and oats in a medium sized pot.
2. Put the pot on the stove on a medium heat.
3. Add the sugar and salt, while stirring all the time, for about 5 minutes until the porridge is thick and creamy.
4. Simmer for 3 more minutes.
5. Top with sugar and the fruit of your choice.



B: LANGUAGE STRUCTURES & CONVENTIONS



HERE ARE SOME IMPORTANT CONCEPTS TO REMEMBER IN LANGUAGE STRUCTURE & CONVENTIONS

CONCEPTS	EXPLANATION
Abbreviations	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g. S.A U.S.A. K.Z.N.</p>
Acronyms	<p>A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word.</p> <p>E.g. P.O.W.A - People Opposed to Woman Abuse F.O.R.A. - Friends of Rescued Animals</p>
Nouns	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. They are objects you can physically touch, see, smell, taste or hear.</p> <p>E.g. table, chair, window, book, pen; tomato; bread; coat.</p>
Adjectives	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The young girl lived in a small cottage. More examples: The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
Adverbs	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly.</p> <p>Adverbs of manner usually end in -ly.</p>
Verbs	<p>The actions that are performed.</p> <p>Verbs are the building blocks of most sentences.</p> <p>E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change.</p> <p>E.g. run - ran - has run speak - spoke - has spoken Sing - sang - has sung</p>
Auxiliary verbs	<p>Auxiliary verbs support the actual verb.</p> <p>E.g. is, are, were, was, am, have, has, had, be.</p> <p>They can stand alone in a sentence.</p> <p>E.g. I am happy. She was angry.</p> <p>Or they can support the verb.</p> <p>E.g. We are walking to school.</p>

Concord	The concord is when the subject and the verb in a sentence agree. E.g. If the subject is singular - the boy - we say the boy eats his food. If the subject is plural - boys - we say the boys eat their food. Boy - eats Boys - eat We are going to town. He is going to town. We - are He - is
Clauses	A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear. E.g. When it was raining. Because you were late. Before you go to bed.
Conjunctions and transition words	Conjunctions are words that join two sentences together. E.g. We couldn't swim. It was raining. = We couldn't swim because it was raining. We got lost. We had directions. = We got lost although we had directions. Conjunctions include and; but; because; so; then;
Contractions	Contractions are a short way of writing out words in which some letters are left out and replaced with an apostrophe E.g. "don't" is a contraction of "do not" "Could've is a contraction of "could have" "He's" is a contraction of "he is"
Idioms and proverbs	Idioms are part of figurative language. The ability to recognise common idioms is important. E.g. 'The Midas touch' or 'Birds of a feather' where the idiom has a deeper meaning, or wider context.
Interjections	An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion. E.g. Ah! Dear me! Oh gosh!
Phrases	A phrase is not a complete sentence. It is a part of a sentence which does not include a subject or a verb. E.g. in the garden; at the park; behind the trees.
Pronouns	Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards. Pronouns include he; him; his; she; her; I; me; my; you; us; we; they; them.

Prepositions	Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below;
Punctuation	Punctuation is the markings which help us to make sense of sentences. Punctuation includes full stops, commas, exclamations marks, question marks, inverted commas, apostrophes and many more.
Reported speech	Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas. E.g. "Study hard for your exams!" said the teacher. The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.
Sentences	A group of words that make sense that gives a message. Each sentence will contain the following Subject (who or what the sentence is about) and a verb. Predicate/ Verb: Tells us what happened in the sentence. Usually what the subject is or what the subject does Object: Any noun or concept that is affected by the action of the subject The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language. E.g. The boys were playing outside. Sentences fall into four groups. A command. "Go outside at once!" A question. "Where are you going?" A statement. "I am going outside." An exclamation. "I can't wait!"

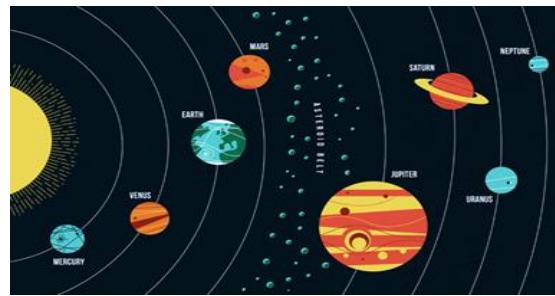


LET'S PRACTICE

10 FUN FACTS ABOUT SPACE

Wow! They are out of this world!

- (1) One million Earths could fit inside the sun - and the sun is considered an average-size star.
- 2) For years it was believed that Earth was the only planet in our solar system with liquid water. More recently, **NASA** revealed its strongest evidence yet that there is **intermittent** running water on Mars, too!
- 3) Comets are leftovers from the creation of our solar system about 4.5 billion years ago - they consist of sand, ice and carbon dioxide.
- 4) You **wouldn't** be able to walk on Jupiter, Saturn, Uranus or Neptune. They have no solid surface!
- 5) If you could fly a plane to Pluto, the trip would take more than 800 years!
- 6) Space junk is any human-made object **orbiting** Earth that no longer serves a useful purpose. Scientists estimate there are about 500,000 pieces of space junk today, including **fragments** from rockets and satellites, and everyday items like spanners dropped during construction of the International Space Station!
- 7) An asteroid about the size of a car enters Earth's atmosphere roughly once a year - but it burns up before it reaches us. Phew!
- 8) The highest mountain known to man is on an asteroid called Vesta. Measuring a whopping **22 kilometer** in height, it is three times as tall as Mount Everest!
- 9) There are more stars in the universe than grains of sand on all the beaches on Earth. That's at least a billion trillion!
- 10) The sunset on Mars appears blue.



[Adapted from: <https://www.natgeokids.com/za/discover/science/space/ten-facts-about-space/>]

Read through the informational text, '10 fun facts about space' and answer the following questions.

1. Use your dictionary to look up the meaning of the acronym **NASA** as used in the text. (sentence 2)

2. Write the abbreviation of **kilometer** in sentence 8.

3. Write out the full words for the contraction in sentence 4.

4. Join the following sentences with a suitable conjunction.

You wouldn't be able to walk on Jupiter, Saturn, Uranus or Neptune.
They have no solid surface!

5. Write the following sentence in the Past Tense.

The highest mountain known to man is on an asteroid called Vesta.

6. Write the meanings of the following words. Use a dictionary.

- 6.1 **intermittent** (sentence 2)

- 6.2 **orbiting** (sentence 6)

- 6.3 **fragments** (sentence 6)

7. Identify the subject, verb and object from the following sentence.

The sun is considered an average-size star.

Subject: _____

Verb: _____

Object: _____

Study the paragraph below and answer the questions:

Icy winds that feel like tiny blades making paper cuts across your skin; temperatures that sometimes dip to so low there's a risk even your tear ducts could freeze. But worst, they say, is the endless white vista that stretches for kilometers on end and the sun that never sets.

Identify one simile from the paragraph.

Write down one pronoun.

Circle the letter of the correct answer.

What is the correct abbreviation for "kilometers"?

A. km.

B. kilo

C. kmt.

D. Kilomt

Complete the following table by writing down one example of each, from the passage in the columns provided.

Noun	Verb	Adverb	Adjective	Preposition
a	b	c	d	e

Fill in the following prepositions using one of them ONLY ONCE.

on, with, by, at, against, in, for, under, through

1. The criminal received a long jail sentence _____ his crime.
2. The man who broke his leg in the Drakensberg was taken out _____ helicopter.
3. The fireman set his ladder up _____ the tree.
4. The NSRI rescue craft crashed _____ the waves to reach the distressed vessel.
5. Hitchhiking _____ the freeway is illegal.

Select pronouns from the list to be inserted in the blank spaces.

them, they, yours, which, we

1. Although _____ don't always realise it, images play a huge part in our lives.
2. Most jokes are easy to understand, but not everyone understands _____ equally well.
3. Cartoons may simply be picture jokes, but _____ often carry a message.
4. I have my reasons but what are _____?
5. _____ of the three words in the photograph refer to the picture above?