

De Vrije Zee Primary School

Grade 7



English Home Language

Home Program

Term 1

2026

Grade 7 English Worksheet: Identifying Tone

Instructions:

1. Read each passage carefully.
2. Identify the tone of each passage.
3. Write down the tone in the blank provided.
4. Provide a brief explanation of why you think the passage reflects that tone.

Passage 1:

The sun rose gently over the horizon, painting the sky with hues of pink and gold. Birds chirped cheerfully, welcoming the new day with enthusiasm. The air was crisp and invigorating, promising endless possibilities.

Tone: _____

Passage 2:

Dark clouds gathered ominously in the sky, blocking out the sun's warm rays. Thunder rumbled in the distance, signaling an approaching storm. Leaves rustled nervously in the wind, and the air felt heavy with anticipation.

Tone: _____

Passage 3:

The city streets were bustling with activity as people hurriedly went about their day. Horns honked impatiently, and sirens wailed in the distance. The constant chatter of voices filled the air, creating a cacophony of sound.

Tone: _____

Passage 4:

The old house stood silent and still, its windows boarded up and its paint peeling. Weeds grew unchecked in the overgrown garden, and the front gate creaked ominously in the breeze. There was an eerie sense of abandonment that hung in the air.

Tone: _____

Passage 5:

The laughter of children echoed through the playground as they played joyfully on the swings and slides. Parents sat on benches nearby, watching with fond smiles as their children laughed and played. It was a scene filled with happiness and warmth.

Tone: _____

Passage 6:

The streets were deserted as the moon cast an eerie glow over the empty buildings. Shadows danced ominously in the darkness, and the silence was broken only by the occasional howl of a distant wolf. It was a scene straight out of a ghost story.

Tone: _____

Grade 7 English Worksheet: Assonance and Alliteration

Instructions:

1. Read each sentence carefully.
2. Identify whether it contains assonance, alliteration, or both.

1. Peter Piper picked a peck of pickled peppers.

- Answer: _____

2. The cat sat on the mat, feeling sad.

- Answer: _____

3. The rain in Spain falls mainly on the plain.

- Answer: _____

4. The sea breeze whispered through the palm trees.

- Answer: _____

5. She sells seashells by the seashore.

- Answer: _____

6. The moon rose above the smooth dunes.

- Answer: _____

7. The wind whistled through the tall grass.

- Answer: _____

8. The fireflies flickered faintly in the forest.

- Answer: _____

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POETRY

To the Virgins, to Make the Most of Time by Robert Herrick

Gather ye rose-buds while ye may,
Old Time is still a-flying;
And this same flower that smiles today
Tomorrow will be dying.

The glorious lamp of heaven, the sun,
The higher he's a-getting,
The sooner will his race be run,
And nearer he's to setting.

That age is best which is the first,
When youth and blood are warmer;
But being spent, the worse, and worst
Times still succeed the former.

Then be not coy, but use your time,
And while ye may, go marry;
For having lost but once your prime,
You may forever tarry.

To The Virgins, To Make The Most Of Time by Robert Herrick

REFER TO STANZA 1

1. Explain in your own words the advice the poet is giving to young women.
2. What does the poet mean when he says, "time is still a-flying"?

REFER TO STANZA 2

3. Cite the metaphor used in this stanza.
4. Quote two instances of personification.

REFER TO STANZA 3

5. Explain what the poet means when he says: "that age is best which is the first, when youth and blood are warmer."

REFER TO STANZA 4

6. In a short paragraph, explain whether you agree with Robert Herrick's advice or not, giving a reason for your answer.

Daffodils by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Daffodils

by William Wordsworth

Refer to stanza 1.

1. When did the poet see the daffodils?
2. Where did the poet see the daffodils?
3. What does the poet compare the daffodils to?
4. Mention 2 things that the daffodils did.
5. Identify the following from stanza 1:
 - 5.1 A simile.
 - 5.2 Two instances of personification.

Refer to stanza 2.

6. Explain fully how the poet illustrates the fact that there were so many daffodils.
7. Quote one instance of hyperbole.
8. What does the word 'sprightly' tell you about how the daffodils "feel"?

Refer to Stanza 3

9. In what way are the daffodils superior to the waves?
10. How does the poet believe himself to be accepted by the daffodils?
11. Identify the alliteration in this stanza.

Refer to stanza 4.

12. What does the expression 'inward eye' signify?

Mushrooms by Sylvia Plath

Overnight, very
Whitely, discreetly,
Very quietly

Our toes, our noses
Take hold on the loam,
Acquire the air.

Nobody sees us,
Stops us, betrays us;
The small grains make room.

Soft fists insist on
Heaving the needles,
The leafy bedding,

Even the paving.
Our hammers, our rams,
Earless and eyeless,

Perfectly voiceless,
Widen the crannies,
Shoulder through holes. We

Diet on water,
On crumbs of shadow,
Bland-mannered, asking

Little or nothing.
So many of us!
So many of us!

We are shelves, we are
Tables, we are meek,
We are edible,

Nudgers and shovers
In spite of ourselves.
Our kind multiplies:

We shall by morning
Inherit the earth.
Our foot's in the door

Mushrooms by Sylvia Plath

1. Who is speaking in the poem?
2. Why does nobody “see us”?
3. How are the mushrooms shelves and tables?
4. Identify and quote examples of the following literary devices found in the poem:
 - 4.1 simile
 - 4.2 metaphor
 - 4.3 personification
 - 4.4 onomatopoeia
 - 4.5 hyperbole
 - 4.6 imagery
 - 4.7 tone
5. Why does the poet repeat the line “So many of us!”?
6. What does this poem tell you about the way mushrooms grow?
7. Discuss the deeper metaphoric meaning of this poem.

Mirror

by Sylvia Plath

I am silver and exact. I have no preconceptions.
Whatever I see I swallow immediately
Just as it is, unmisted by love or dislike.
I am not cruel, only truthful,
The eye of a little god, four-cornered.
Most of the time I meditate on the opposite wall.
It is pink, with speckles. I have looked at it so long
I think it is part of my heart. But it flickers.
Faces and darkness separate us over and over.

Now I am a lake. A woman bends over me,
Searching my reaches for what she really is.
Then she turns to those liars, the candles, or the moon.
I see her back and reflect it faithfully.
She rewards me with tears and an agitation of hands.
I am important to her. She comes and goes.
Each morning it is her face that replaces the darkness.
In me she has drowned a young girl, and in me an old woman
Rises toward her day after day, like a terrible fish.

Mirror by Sylvia Plath

REFER TO STANZA 1

1. List two aspects of the mirror's physical appearance.
2. List 3 qualities that the mirror has.
3. Explain why the mirror is "truthful".
4. What is the "darkness" (line 9) that the poet refers to?

REFER TO STANZA 2

5. Explain how 'the moon' and 'candles' are "liars".
6. What does the poet mean by: 'in me she has drowned a young girl, and in me an old woman rises.'? Explain fully.
7. Why does the mirror call the woman a "terrible fish"?

LANGUAGE AND VISUAL TEXT

1) Figures of Speech:

1.1.1) Underline the figure of speech in each of the sentences below.

1.1.2) Choose from the words in the box to accurately identify the figure of speech in each of the sentences below. (One figure of speech will be used twice.)

personification

metaphor

simile

idiom

a) Camp Green Lake looked like the surface of the moon. _____ /10

b) The cot groaned under Stanley's weight. _____

c) The boys were dirty rats in orange overalls. _____

d) The earth beneath his shovel was as hard as rocks. _____

e) The boys were so tired they just hit the sack. _____

1.2) Identify whether the following statements are proverbs or idioms:

a) At the end of the month, Stanley's father was flat broke. _____ /2

What does it mean? _____

b) Mrs Yelnats explained to him that the early bird catches the worm. _____ /2

What does that mean? _____

c) Describe the difference between a proverb and an idiom.

_____ /2

2) Parts of Speech

2.1) Underline the subject in the sentences below (in red) and circle the verbs (in blue).
(One of the sentences is 'not what is seems'.)

a) The yellow-spotted lizard hides in deep holes. _____/4

b) A good game of pool was played by Armpit and X-Ray.

2.2) Rewrite the following sentences, adding an **adjective** and an **adverb** to each to make them more interesting:

a) The boys finished digging their holes.

_____/2

b) Mr. Sir spat the sunflower seeds into his dustbin.

_____/2

3) **Subject/ Verb Concorde**

Rewrite the sentences so that the subject and verb agree.

a) The boys was sweating in the WRECK ROOM.

_____/1

b) Mr. Sir eat sunflower seeds.

_____/1

4) **Reported Speech**

Change the following sentences from direct speech into reported speech.

a) Mr. Sir said, "This is not a Girl Scout camp."

_____/2

b) The boys said, "The second hole will be harder tomorrow."

_____/2

5) **Determiners**

Circle the determiners in the sentences which follow.
Pay attention to the mark allocation.

- a) Some boys were relaxing in the rec room. ____/2
- b) The bite of a yellow-spotted lizard is always deadly. ____/3

6) **Conjunctions**

Link the simple sentences below, using an appropriate conjunction.

- a) X-Ray claimed his shovel was shorter than the others. It was only by a fraction of an inch.

_____ /1
- b) Stanley was exhausted. He was proud of his digging that day.

_____ /1

7) **Simple and Complex sentences**

- 7.1) Combine the following simple sentences to make one good sentence.

The job applicant for was not strict enough. He was interviewed this morning. He didn't get the job.

_____ /3

7.2) Identify the independent clauses in the sentences below, by underlining them in a colour.

a) As the warden arrived, the boys climbed out of their holes.

___/2

b) Although Zero couldn't read, he was smart.

8) **Punctuation**

Rewrite the sentence below, by adding the correct punctuation.

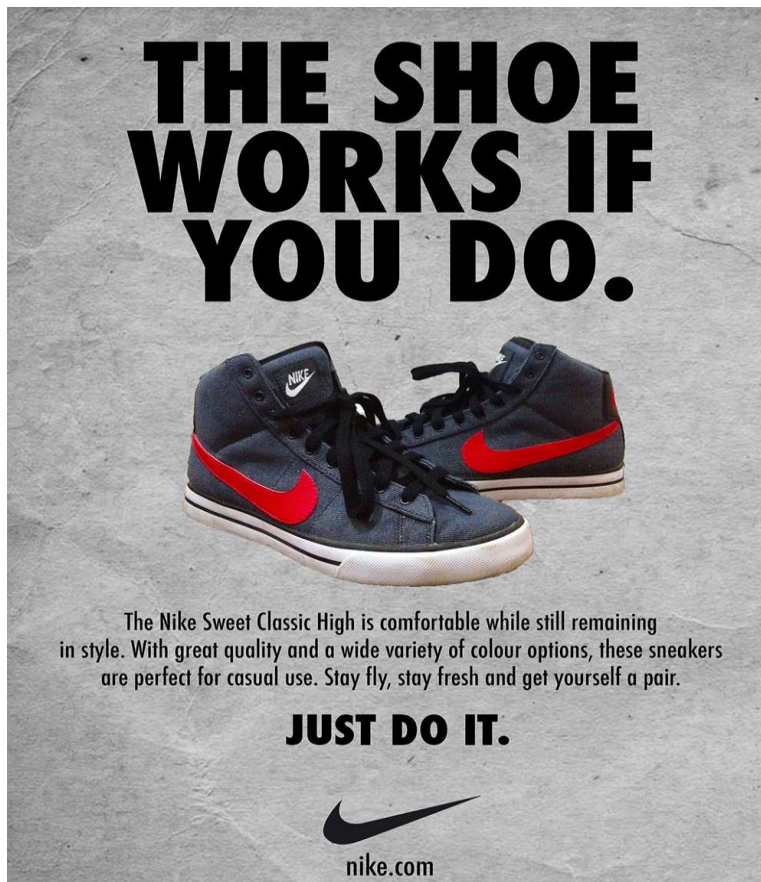
Stanley asked, why must I give the object to you

___/3

QUESTION TWO: VISUAL TEXT

[15]

1) Study the following advertisement for Nike and answer the questions that follow:



Using a black pen and a ruler, identify and label:

- a) the body copy b) the logo c) the slogan d) the call to action
e) the product f) the headline g) the brand name

1.1) What does 'Stay fly, stay fresh...' tell you about Nike's target audience?

_____ /7

1.2) Which part of the advertisement tells us where we can find more information on this product? (Just write the words.) _____

____/1

1.3)

____/1

2) Examine the following advertisements and answer the questions that follow.

Advert 1:



Advert 2:



2.1) Name 3 elements of a good advertisement that the advertisers did NOT use in the above two advertisements:

a) _____ b) _____ /3

c) _____

2.2) Advert 2:

Explain what the headline 'No one grows Ketchup like Heinz' means?

a) _____ /2

b) Which target market do you think Heinz is appealing to?

_____ /1

SECTION A: COMPREHENSION

Read the text below and answer the questions that follow.

Excerpt adapted from *The Hitchhiker* – by Roald Dahl

1. He took from his pocket a tin of tobacco and a packet of cigarette papers and started to roll a cigarette. I was watching him out of the corner of my eye, and the speed with which he performed this rather difficult operation was incredible. The cigarette was rolled and ready in about five seconds. He ran his tongue along the edge of the paper, stuck it down and popped the cigarette between his lips. Then, as if from nowhere, a lighter appeared in his hand. The lighter flamed. The cigarette was lit. The lighter disappeared. It was altogether a remarkable performance. "I've never seen anyone roll a cigarette as fast as that," I said.
"Ah," he said, taking a deep suck of smoke. "So, you noticed."
"Of course, I noticed. It was quite fantastic."

2. He sat back and smiled. It pleased him very much that I had noticed how quickly he could roll a cigarette. "You want to know what makes me able to do it?" he asked.

"Go on then."

"It's because I've got fantastic fingers. These fingers of mine," he said, holding up both hands high in front of him, "are quicker and cleverer than the fingers of the best piano player in the world!"

"Are you a piano player?"

"Don't be daft," he said. "Do I look like a piano player?"

3. I glanced at his fingers. They were so beautifully shaped, so slim and long and elegant, they didn't seem to belong to the rest of him at all. They looked like the fingers of a brain surgeon or a watchmaker. "My job," he went on, "is a hundred times more difficult than playin' the piano. Any twerp can learn to do that. There's titchy little kids learning to play the piano at almost any house you go into these days. That's right, ain't it?"

"More or less," I said.

"Of course it's right. But there's not one person in ten million can learn to do what I do. Not one in ten million! 'Ow about that?"

"Amazing," I said.

"You're darn right it's amazin'," he said.

"I think I know what you do," I said. "You do conjuring tricks. You're a conjuror."

"Me?" he snorted. "A conjuror? Can you picture me goin' round crummy kids' parties makin' rabbits come out of top 'ats?"

"All right. I give up."

4. I was taking the car along slowly now, at no more than forty miles an hour, to make sure I wasn't stopped again. We had come onto the main London-Oxford road and were running down the hill toward Denham.

5. Suddenly, my passenger was holding up a black leather belt in his hand. "Ever seen this before?" he asked. The belt had a brass buckle of unusual design.

"Hey!" I said. "That's mine, isn't it? It is mine! Where did you get it?"

He grinned and waved the belt gently from side to side. "Where d'you think I got it?" he said.

"Off the top of your trousers, of course." I reached down and felt for my belt. It was gone.

"You mean you took it off me while we've been driving along?" I asked flabbergasted.

He nodded, watching me all the time with those little black ratty eyes.

"That's impossible." I said. "You'd have had to undo the buckle and slide the whole thing out through the loops all the way round. I'd have seen you doing it. And even if I hadn't seen you, I'd have felt it."

6. He knew he had impressed me greatly with that trick, and this made him very happy. "I don't want to be late," he said. "What time is it?"
 "There's a clock in front of you," I told him.
 "I don't trust car clocks," he said. "What does your wrist watch say?"
 I hitched up my sleeve to look at the watch on my wrist. It wasn't there.
 I looked at the man. He looked back at me, grinning.
 "You've taken that, too," I said.
 He held out his hand and there was my watch lying in his palm. "Nice bit of stuff, this," he said. "Superior quality. Eighteen-carat gold. Easy to sell, too. It's never any trouble gettin' rid of quality goods."
 "I'd like it back, if you don't mind," I said rather huffily.
 He placed the watch carefully on the leather tray in front of him. "I wouldn't nick anything from you, guv'nor," he said. "You're my pal. You're givin' me a lift."
 "I'm glad to hear it," I said.
 "All I'm doin' is answerin' your question," he went on. "You asked me what I do for a livin' and I'm showin' you."
 "What else have you got of mine?"

7. He smiled again, and now he started to take from the pocket of his jacket one thing after another that belonged to me--my driver's licence, a key ring with four keys on it, some pound notes, a few coins, a letter from my publishers, my diary, a stubby old pencil, a cigarette lighter, and last of all, a beautiful old sapphire ring with pearls around it belonging to my wife. I was taking the ring up to a jeweller in London because one of the pearls was missing.

8. "Now there's another lovely piece of goods," he said, turning the ring over in his fingers. "That's eighteenth century, if I'm not mistaken, from the reign of King George the Third."
 "You're right," I said, impressed. "You're absolutely right."
 He put the ring on the leather tray with the other items.
 "So you're a pickpocket," I said.
 "I don't like that word," he answered. "It's a coarse and vulgar word. Pickpockets is coarse and vulgar people who only do easy little amateur jobs. They lift money from blind old ladies."
 "What do you call yourself, then?"
 "Me? I'm a fingersmith. I'm a professional fingersmith." He spoke the words solemnly and proudly.
 *conjurer – a magician, illusionist, performer of tricks.

REFER TO PARAGRAPHS 1 – 3.

1. Explain what the “rather difficult operation” was that the driver witnessed. 2

2. Quote from the first paragraph that which tells you the man lit the cigarette very quickly. 2

3. What does the man mean by “daft”? 1
4. Explain in detail how the driver is arguably correct to presume the hitchhiker was a piano player. Quote from the extract to support your answer. 4
5. Explain why the Hitchhiker dismisses piano players. 3
6. Explain whether you think the driver was justified in thinking that the hitchhiker was a “conjurer”. 3

REFER TO PARAGRAPHS 4 – 6.

7. Why do you think the driver was so startled to see his belt in the hitchhiker’s hands? 2
8. What do you think is the real reason the hitchhiker says that he doesn’t trust car watches? 2
9. Why does the hitchhiker not keep the driver’s possessions? 1

REFER TO PARAGRAPH 7.

10.

Explain the type of job that the driver most likely has based on evidence from the extract.

2
11.

How do we know that the driver is from the upper class of society?

2
12.

Why was the driver heading into London?

2

REFER TO PARAGRAPH 8.

13.

Explain in detail the difference between a “fingersmith” and a “pickpocket”, according to the hitchhiker.

4

TOTAL: 30

SECTION B: LANGUAGE AND EDITING SKILLS

Read the passage below and complete the instructions that follow.

I announced to Madame Boisivain that I was going to stay for quite a while but that I had one request to make. I was a science student, I told her. She said she knew that. It was my wish, I went on, not only to learn French during my stay in France, but also to pursue my scientific studies. I would therefore be conducting certain experiments in my room which involved the use of apparatus and chemicals that could be dangerous or poisonous to the inexperienced. Because of this, I wished to have a key to my room, and nobody should enter it.

"You are going to blow us all up!" she cried loudly, clutching her cheeks.

"Have no fear, madame," I said. "I am merely taking the normal precautions. My professors have taught me always to do this."

"And who will clean your room and make your bed?"

10

"I will," I said. "This will save you much trouble."

She muttered and grumbled a fair bit, but gave way to me in the end.

Supper with the Boisivains that evening was pigs' trotters in white sauce, another repellent dish.

Monsieur B tucked into it with all the usual sucking noises and exclamations of ecstasy, and the glutinous white sauce was smeared over his entire face by the time he had finished. I excused

15 myself from the table just as he was preparing to transfer his false teeth from mouth to fingerbowl. I went upstairs to my room and locked the door.

[Adapted from *My Uncle Oswald* by Roald Dahl]

REFER TO PARAGRAPH 1.

1. Convert the following verbs into NOUN formations.

1.1 announced: 1

1.2 pursue: 1

1.3 enter: 1

2. Identify one PROPER NOUN in each of the following lines.

2.1 Line 1. 1

2.2 Line 3. 1

3. Convert the following into DIRECT speech.

I said that I wished to have a key to my room, and that nobody should enter it. 3

REFER TO PARAGRAPH 2.

4. Convert the following into INDIRECT speech.

"And who will clean your room and make your bed?" She asked.

4

5. Identify one ADVERB in each of the following lines.

5.1 Line 7.

1

5.2 Line 8.

1

REFER TO PARAGRAPH 3.

6 Identify two ADJECTIVES in each of the following lines.

6.1 Line 13.

2

6.2 Line 15.

2

7. Supper with the Boisvain's that evening was pigs' trotters in white sauce.

Explain the misuse of the apostrophe of the underlined word.

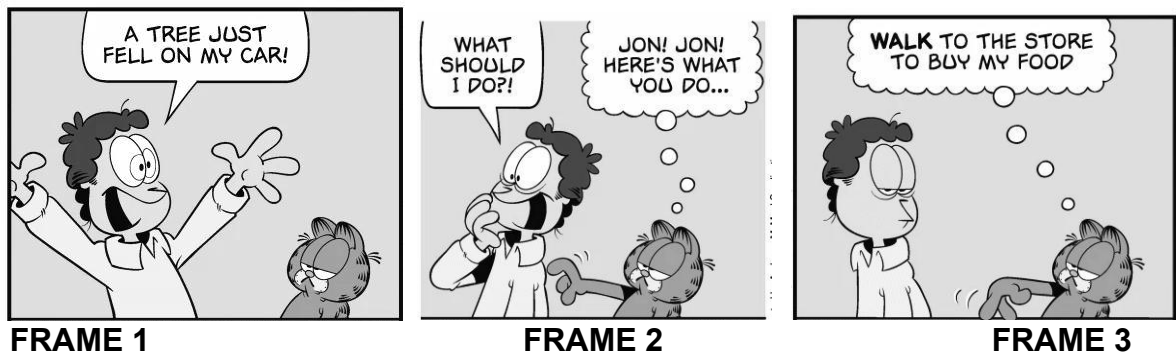
2

TOTAL: 20

SECTION C: VISUAL LITERACY

Study the cartoon below and answer the questions that follow.

GARFIELD



1. REFER TO FRAME 1.
- 1.1 Describe Garfield’s body language. 1
- 1.2 Why would the reader not necessarily believe Jon? 2

REFER TO FRAME 2.

- 2.1 Why does the cartoonist use ellipsis? 1

REFER TO FRAME 3.

- 3.1 Why is the word, 'WALK' written in bold? 1
- 3.2 How would you describe Garfield’s tone? 1
- 3.3 How does Jon's facial expression in FRAME 3 change, in comparison to FRAMES 1 and 2? 2
- 3.4 Explain whether you think Garfield's behaviour is acceptable in this cartoon. 2

TOTAL: 10

SECTION D: SUMMARY

The following article appeared in a magazine. Your Life Orientation teacher wants to send a letter to parents to suggest ways to protect their children against bullying – based on the article. She has asked you to write down seven points on what bullying is and what parents can do to stop bullying.

INSTRUCTIONS

- 1) List **SEVEN** points in full sentences using no more than 70 words.
- 2) Number your sentences from 1 to 7.
- 3) Write only **ONE** point per line.
- 4) Use your **OWN** words.
- 5) Indicate the total number of words you have used in brackets at the end of your summary.

BULLYING IN SCHOOLS

Bullying is common in schools where there are large groups of children. Teachers cannot always maintain close supervision on the playgrounds. It takes various forms, from beating children up to other types such as pinching, tripping, mocking, teasing, and even stealing valuable items.

Bullies are not always boys. Girls bully other girls and boys and can also be violent, but often their bullying is more psychological, like spreading stories and ruining another girl's reputation.

Often children don't like to complain about being bullied because they have already been shamed and humiliated. Parents must be sensitive to any change of behaviour in their children.

The best way for parents to protect children against bullying is to teach them self-confidence. Children who lack confidence are more likely to become victims of bullies. Parents can help children who lack social skills by enrolling them in activities outside of school. Children who mix with many others are less likely to be intimidated by a few bullies at school.

Parents should also listen to their children when they complain about bullying. If they see that something is wrong, and the children do not talk about it, they should keep on asking until they find out. Parents should speak to other parents about the bullying. If one child is being bullied; it is likely that other children are also being bullied. If the school denies that anything is wrong, parents should insist on an investigation.

[Adapted from: REAL, September 2009]

SUMMARY:

[ROUGH]

[illegible]

TOTAL