



GRADE 7  
ENGLISH HOME LANGUAGE  
TERM 2  
REVISION BOOK 1

NAME & SURNAME \_\_\_\_\_



**WEEK 1**  
DELTA PRIMARY SCHOOL  
ENGLISH HOME LANGUAGE  
READING COMPREHENSION

NAME AND SURNAME \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE: 7\_\_

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*The Hairy Toe*

Once there was an old woman who went out to pick beans  
And she found a Hairy Toe!

She took the Hairy Toe home with her,  
And that night, when she went to bed,  
The wind began to moan and groan.

Away off in the distance,  
She seemed to hear a voice crying,  
“Who’s got my Hairy T-o-o-e?

Who’s got my Hairy T-o-o-e?”

The old woman crawled down,

Right down under the covers.

At about that time

The wind appeared to hit the house ... **S-S-MOO-OOSH!** And the whole  
house creaked and cracked

As if something was trying to get in.

The voice had come nearer.

It was almost at the door now,

And it said,

“Where’s my Hairy T-o-o-o-e?

Who’s got my Hairy To-o-o-e?”

The old woman crept further down under the covers

And pulled them around her head.

The wind growled around the house

Like some big animal

And r-r-rumbled over the chimney.

All at once, she heard the door ... **CR-A-ACK!**

And something slipped in!

It began to creep over the floor,

The floor went

Cre-e-a-k, cre-e-a-k,

At every step that thing took towards her bed.

The woman could almost feel it

Bending over her bed.

Then, in an AWFUL voice, it said,

**“Where’s my Hairy To-o-o-e?  
Who’s got my Hairy To-o-o-e?”  
YOU’VE GOT IT!”**

**Questions: Choose the correct letter.**

1. **What** is this story about?
  - (a) An old lady
  - (b) A Toe
  - (c) The wind
  
2. **Who** found the Toe?
  - (a) An old lady
  - (b) A ghost
  - (c) You
  
3. **Where** was the Toe found?
  - (a) In her bed
  - (b) In the wind
  - (c) In the field
  
4. **When** did she hear a voice?
  - (a) At night
  - (b) When she picked beans
  - (c) In her bed
  
5. **Why** did the woman get under the covers?
  - (a) She was cold
  - (b) She was moaning
  - (c) She was scared
  
6. The purpose of this poem is to:
  - (a) inform
  - (b) entertain
  - (c) persuade
  
7. This poem makes you feel
  - (a) sad
  - (b) happy
  - (c) scared
  
8. Some words are written in bold because
  - (a) They are not important
  - (b) They rhyme
  - (c) They are meant to be said louder.

9. What do you think will happen next?

.....

.....

10. Draw what you think the Hairy Toe looks like.





**WEEK 1**  
DELTA PRIMARY SCHOOL  
ENGLISH HOME LANGUAGE  
LANGUAGE

NAME AND SURNAME \_\_\_\_\_

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**Dear Parent:**

- This Work booklet (in terms of Language Concepts) is design in way where the concept is explained, followed by an example with an “Activity”.

**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.

### 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)**

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.

† 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.

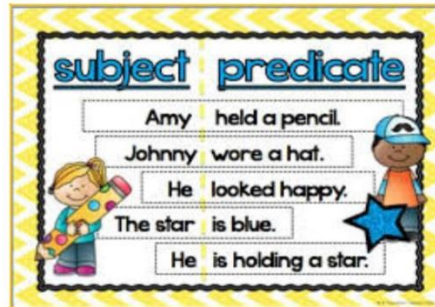
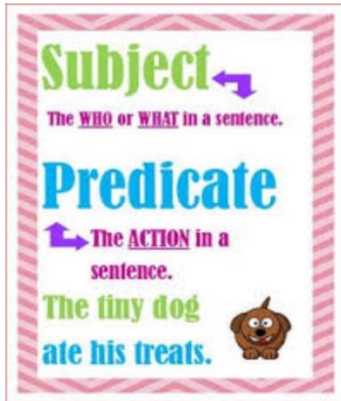
**E.g. My brother throws the ball.**

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?

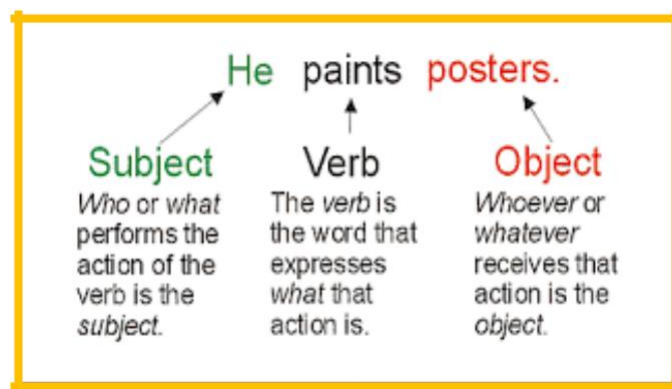
What did he paint?

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.

## 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

| TENSES OF THE VERBS   |   |   |
|---|---|---|
| YESTERDAY   | TODAY   | TOMORROW  |
| Sam <u>played</u> blocks.<br><br>The action is done in the past. | The children <u>play</u> .<br><br>The action happens today or every day. | She <u>will play</u> with her doll.<br><br>The action will be done in the future. |
| PAST TENSE  | PRESENT TENSE   | FUTURE TENSE  |

First Grade English created by atng



**WEEK 1**  
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LISTENING COMPREHENSION

NAME AND SURNAME \_\_\_\_\_

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**Dear Parent:**

- The listening text is to develop the listening skills of the learner. The learner should not read the text but instead listen to it and answer the questions thereafter.
- Please read the following “Listening Comprehension Text” to your child.

**Listening Comprehension Text**

The text below will be read twice to the learners. Learners are not allowed to take down any notes as this is a focused listening activity. They will however, have the questions with them all the time so that they make reference to what information they need to listen out for.

**The Red Kangaroo**

What Australian mammal can leap 25 feet in one hop, stand as tall as a six-foot person and weighs 200 pounds. It is the red kangaroo and is known as the world’s largest marsupial.

What is a marsupial? It is a mammal where the mother has a pouch for carrying, feeding and protecting her young. While a red kangaroo may be the largest marsupial, the new-born baby is tiny, under an inch long. After a few months of sleeping and growing in mother’s stomach pouch, the young kangaroo, called a joey, begins to come out. But it hurries back to the pouch when frightened, hungry or cold. Eventually, the joey gets so big it hangs out of the pouch. Then, at eight months old, it stays out, but the joey remains close to its mom until it is ready to live on its own.

Red kangaroos are good swimmers. However, they are best known for their hopping abilities. Their long, powerful hind legs have big feet. Hopping moves them quickly over their grassy and desert habitats. Meanwhile, a thick tail helps them balance and steer.

What do red kangaroos eat? They eat grass, leaves and other vegetation. The red kangaroo’s vegetarian diet provides much of its water. It can also go long periods without drinking anything. Staying in the shade, panting and limiting most activity to night time helps the red kangaroo conserve water and stay cool.

Red kangaroos travel together in groups called mobs. Mobs include both males and females, with one male being dominant. Males show their dominance by “boxing” with other males. They balance on their tails and try pushing each other off balance with their forearms or by kicking their hind legs. This kicking ability, along with their sharp claws, can also be used by kangaroos to defend against Australia’s wild dog, the dingo.

**Questions:**

1. Which animal is known as the world's largest marsupial?

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2. What is a marsupial?

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3. Give the name of a young kangaroo.

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4. When would the young kangaroo hurry back into its mother's pouch?

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5. What do these kangaroos have to help them with hopping?

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6. Which part of their body is used for balancing?

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7. What do kangaroos eat?

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8. How do kangaroos conserve water and stay cool?

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9. What name is given to kangaroos who travel together?

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10. How do kangaroos defend themselves from the dingo?

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