CENTRAL SCHOOL

YEAR 7

ENGLISH

HOME SCHOOL

YEAR 2020

YEAR 7 POETRY STUDY WEEK 9

INSTRUCTIONS: this is a new topic so I urge everyone to read the notes very carefully and study the terms as it will help you analyse any poem given. We the teachers also encourage you all to stay safe always and keep praying to God for protection at this critical time. All the best in home school and see you soon.

Objective: at the end of the lesson students should be able to

* Understand the 6 different devices/terms studied in a poem
* Know how to analyse a poem

POEM

Poetry is the study of poems

Poem is defined as a piece of writing expressing feelings and ideas.

**Here are some terms used when studying poetry**

* Rhyme
* Rhythm
* Simile
* Metaphor
* Personification

Below are the definitions of the terms and examples to clarify more. Students should study the terms very carefully in order to be able to analyse any poem. Write the definitions into your book and memorise them then ask your parent or brother or sister to test you with the definitions or meaning on the next day**.**

1. **Rhyme** – repetition of sounds especially at the end of sentences or lines in a poem –example moon= soon
2. **Rhythm-** the speed of the poem created by rhyme, punctuations, length of lines or paragraphs. : (Every time you come across punctuations you pause for a while before continue reading.)
3. **Simile** – comparing two things using ‘like’ or ‘as’ –example- the sun is like a Gold coin.
4. **Metaphor** – Saying that something is something else.- example- the sun is a gold coin
5. **Personification**- giving living qualities to non living things –example- the sun smile at me.
6. **Repetition** – when a word is being repeated more than once. Example – dog –dog. Or gas- gas.

**Activity: After copying all this 6 devices for each device come up with your own example apart from the one given in your notes. Do it in your book. After completing it give it to your parents to check if it’s correct or not. If not then you have to get it correct before you move on.**

**Let’s look at a poem and try to analyse it. Below is a poem which every student must read 2-3 times. When reading the poem, try to clap your hands every time you pronounce a word to find the rhythm of the poem. Also students must copy the poem into your exercise books.**

**THE ME THAT I CAN SEE**

In the mirror I can see

A copycat who plays with me

I wrinkle my nose and he does, too

His mouth goes round when I say, “Boo!”

I wiggle my tongue like this and that

And so does he, that copycat

He has my teeth, my ears, my eyes

And everything is just my size

Who is that copycat I see?

That copycat I see is me!

**ACTIVITY**

**Now that you’ve read the poem 2-3 times, here are some follow up questions for you to answer. Please do the activity in your exercise book. Re-write the questions into your book and answer them.**

1. What is the meaning of “copycat”?
2. Who is the “copycat” referred to in the poem?
3. Why would you also call a person a copycat?
4. Would you be happy if people called you a copycat? Give a reason for your answer
5. Make up another title for the poem
6. Give an example of repetition found in the poem
7. Briefly explain what the poem is about
8. Identify rhyme words found in the poem
9. Copy the sentence and complete in one sentence-
10. I like/ don’t like this poem because........................................

# WEEK 10: IMPERATIVES

# INSTRUCTION: Read through notes on imperatives and do an exercise at the end.

Definition: **Imperatives** are verbs used to give orders, commands, warning or instructions, and (if you use "please") to make a request. It is one of the three moods of an **English** verb (indicative, **imperative** and subjunctive). For example: Give me that tape, please

Commands are also known as the **imperative form**. There is no difference if you give a command to a single person or to a group of people - the form of the verb is the same. Put the verb in the infinitive form without "to" at the beginning of the sentence, you don't use a subject and end the sentence with an object.

LANGUAGE   specialized

**Used to**[**describe**](https://dictionary.cambridge.org/dictionary/english/describe)**the**[**form**](https://dictionary.cambridge.org/dictionary/english/form)**of a**[**verb**](https://dictionary.cambridge.org/dictionary/english/verb)**that is usually used for giving**[**orders**](https://dictionary.cambridge.org/dictionary/english/order)**:**

*In the phrase "Leave him*[*alone*](https://dictionary.cambridge.org/dictionary/english/alone)*!", the*[*verb*](https://dictionary.cambridge.org/dictionary/english/verb)*"*[*leave*](https://dictionary.cambridge.org/dictionary/english/leave)*" is in the imperative*[*form*](https://dictionary.cambridge.org/dictionary/english/form)*.*

[Imperative clauses](https://dictionary.cambridge.org/grammar/british-grammar/clause-types" \o "grammar for Imperative clauses)

*[Imperative clauses most commonly function as commands, instructions or orders. The usual word order is verb + x. We do not usually include the subject in an imperative clause. We use the base form of the verb:](https://dictionary.cambridge.org/grammar/british-grammar/clause-types" \o "grammar for Imperative clauses)*[…](https://dictionary.cambridge.org/grammar/british-grammar/clause-types" \o "grammar for Imperative clauses)

[Commands and instructions](https://dictionary.cambridge.org/grammar/british-grammar/commands-and-instructions" \o "grammar for Commands and instructions)

Giving commands

*We often use an imperative in commands, and we also use must. They both sound very direct:*

[Giving instructions](https://dictionary.cambridge.org/grammar/british-grammar/commands-and-instructions" \o "grammar for Giving instructions)

*[We use instructions to tell someone how to do something. We usually use imperatives. They do not sound too direct in this context:](https://dictionary.cambridge.org/grammar/british-grammar/commands-and-instructions" \o "grammar for Giving instructions)*[…](https://dictionary.cambridge.org/grammar/british-grammar/commands-and-instructions" \o "grammar for Giving instructions)

[Imperative clauses (Be quiet!)](https://dictionary.cambridge.org/grammar/british-grammar/imperative-clauses-be-quiet" \o "grammar for Imperative clauses (Be quiet!))

*[We use imperative clauses when we want to tell someone to do something (most commonly for advice, suggestions, requests, commands, orders or instructions).](https://dictionary.cambridge.org/grammar/british-grammar/imperative-clauses-be-quiet" \o "grammar for Imperative clauses (Be quiet!))*[…](https://dictionary.cambridge.org/grammar/british-grammar/imperative-clauses-be-quiet" \o "grammar for Imperative clauses (Be quiet!))

**The**[**form**](https://dictionary.cambridge.org/dictionary/english/form)**of a**[**verb**](https://dictionary.cambridge.org/dictionary/english/verb)**that is usually used for giving**[**orders**](https://dictionary.cambridge.org/dictionary/english/order)**:**

*In the phrase "Leave him*[*alone*](https://dictionary.cambridge.org/dictionary/english/alone)*!", the*[*verb*](https://dictionary.cambridge.org/dictionary/english/verb)*"*[*leave*](https://dictionary.cambridge.org/dictionary/english/leave)*" is an imperative/is****in the****imperative.*

**Activity: look for the imperative words in the sentence and write it beside each sentence. Please do the activity in your book. The first one has been done for you.**

1. Put out the rubbish. - **Put**   
2. Take an umbrella with you.  
3. Turn off the TV.

4. Don't shout at me.  
5. Don’t open the window.  
6. Do not stay out too late.

**7**. Please don't shout at me.  
8. Please tell me your phone number.  
9. Hand out the books, please.  
10. Help me with the homework, please.

**Below are 10 imperative sentences. Re-write the imperatives into negative by using "don't". Use your book to write the answers plus the questions.**

1. Drive her to the shopping mall.  
  
2. Stop at the next gas station.  
.  
3. Put your books on the desk.  
.  
4. Water the plants.  
.  
5. Cross the street.  
.  
6. Tell him your address.  
.  
7. Take an umbrella with you.  
.  
8. Close the door.  
.  
9. Help her with the homework.  
.  
10. Tell them what happened yesterday.  
.

WEEK 11-14 PUNCTUATION MARKS

## INSTRUCTION: for this week we will focus on the 14 different punctuation marks in grammar. This is to help students to write better and help individuals to grasp the knowledge of where to put the right punctuation in any writing to make writings more effective. Your task as a student is to read the notes and you will notice that some of the punctuations there will follow up activities to test how well you understand your notes but for some there will be no activities but please don’t worry, there will be a review activity at the end of all your notes which will test each student’s ability of how well you read and understood. The activity will cover all the 14 punctuations so please read your notes as it is important during your stay at home. Do not worry if you read and cannot understand some of the terms or words or topics, we will go through again when we resume classes. I encourage you to keep on struggling at this point of time and to pray always that we see each other in class again to continue with our lessons. God be with you and good luck with home school.

Aim and objectives: at the end of this topic students will be able to:

* Identify the 14 different punctuation marks studied
* Know and understand where to fit in the correct punctuation in their writing
* Write productive writing using correct punctuations.

In week 11-14 we will look at the different punctuations in grammar to help students in their writing, spelling and also contraction of words. Try as much as possible to cover all this at home within 3 weeks. There will be no monitoring of progress so it depends entirely on you to work hard and do your readings and activities.

There are 14 punctuation marks that are commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing.

# APOSTROPHE (‘)

The first punctuation mark we will look at in this week is Apostrophe (‘)

An **apostrophe** is a versatile punctuation mark. It may stand for deleted letters, as in a contraction, or it may be a way to show ownership, as in a possessive, and it may look identical to a single quotation mark.

The apostrophe is used in a variety of ways: to show possession, to signal a contraction or for a negative contraction. In the sentences below, rewrite the sentences and add all the missing apostrophes.

For example: Ive been in central school for 5 years

The missing apostrophe is= I’ve been in central school for 5 years.

**Activity (Apostrophe (‘)**

**In your book, Rewrite each sentence below using apostrophes where needed. After writing the answer ask your big brother or sister or even your parents to check if your answers are right or wrong.**

1. The schools principal couldnt come to the concert.

2. Wasnt watching the puppy chasing its tail fun?

3. Pats best friend is Jims cousin.

4.Weve always liked Mark Twains books.

5. Are you sure youre ready to swim in the neighbors pool?

6. Its important to tell your mother when youll be home.

7. Nell liked Winstons fathers car.

8. Thomas Jeffersons home is called Monticello.

QUESTION MARK (?)

**The next punctuation we will look at is question mark.**

**LEARNING OUTCOME: at the end of the lesson students should be able to know where exactly to put question mark in a sentence.**

**The question mark (?)**

The question mark marks the end of a question.

* *When will we be arriving?*
* *Why did you do that?*
* *Does any of this matter?*
* *He’s certain to be elected, isn’t he?*

Question marks are used in direct questions, i.e. when the actual words of a speaker are used. A reported question should end with a full stop.

* *The lady said, ‘Where are you going?’*
* *The lady asked where she was going.*

Note that you put a question mark at the end of a question, even if the words in the sentence are not in the normal question order, or some words are omitted (removed). Care is needed here as such a sentence can look, at first sight, like a statement rather than a question.

* *You know he doesn’t live here any longer?*

**Activity: The paragraph below has missing question marks. Your task is to read the paragraph and identify or find the missing question marks (?) and fit it into the paragraph to make it sensible.**

This morning when I woke up I ask myself “what day is it today” then I remember that it was Tuesday and there was no school because of the state of emergency issued by the government due to the corona virus spreading around the world. When I arrived in school it was 7:30am and the principal called everyone for briefing. “What is your current progress in your preparation” the principal asked everyone. So each one took turns in reporting their progress. We should change the briefing time due to some issues raised said the principal. What would be a suitable time for briefing tomorrow, 8:00am everyone responded happily. “Okay” said the principal and everyone went out to their rooms again.

Full Stop (.)/ (Period)

Use a full stop (also called »period«) to end positive sentences.

Example: I go shopping every day.

Use a full stop to end orders.

Example: Leave me alone.

### Full Stop (.)

A [**full stop**](https://7esl.com/full-stop/), also known as a period ([**.**](https://7esl.com/full-stop/)) in American English, is one of the most commonly used punctuation marks in the English language. Analysis of texts indicate that approximately half of all punctuation marks used are full stops.

The punctuation rules:

* Mostly used at the end of a declarative sentence, or a statement that is considered to be complete.
* This punctuation mark is also used following an [**abbreviation**](https://7esl.com/texting-abbreviations/).
* A full stop can also be show the end of a group of words that don’t form a typical sentence.

The full stop examples:

My name’s Beth and I was 18 in July.

Mr. White was talking with Mr. Smith.

Comma (,)

A [**comma**](https://7esl.com/comma/) ([**,**](https://7esl.com/comma/)) is used to show the difference between two separate ideas or elements within a sentence. Commas have other users as well, as they can be used to separate numbers, and write dates.

The comma rules and examples:

* Add a comma when two separate sentences are combined

Example:

We purchased some cheese, and we purchased some fruit.

* Use commas between words in a series. Notice that a comma does not follow the last word in the series

Example:

          He was tall, dark, and handsome.

* Use a comma to separate an introductory element from the rest of the sentence

Example:

As the day came to an end, the fire fighters put out the last spark.

* Use the comma to set off the words “yes” and “no”.

Example:

No, thank you.

* Use a comma to set off a tag question from the rest of the sentence.

Example:

She is your sister, isn’t she?

* Use a comma to indicate direct address.

Example:

Is that you, Mary?

* Add a comma when a participle phrase clause is used.

Example:

Walking slowly, I could see the beautiful flowers.

* Use a comma to separate parts of the date.

Example:

Tuesday, May 2, 2016, was when I graduated.

QUOTATION MARKS (“ “)

### What Are Quotation Marks?

Quotation marks (“…”) are a type of punctuation used to mark an exactly replicated word or statement. This can be a phrase by a person or character, the title of a work, or to indicate or emphasize the alternate use of a word. Quotation marks take the appearance of a set of inverted [commas](https://7esl.com/comma/) and are used in pairs consisting of an opening quotation mark and a closing one.

### When to Use Quotation Marks

#### =To Show Speech or Writing by a Character

Quotation marks are used to indicate speech or writing by another person in your writing. This can be seen in the following examples:

* Harry sighed. ***“***I didn’t mean to break the window.***“-* see the quotation marks come when a person is talking.**
* ***“***I don’t want to eat dinner,***“*** said Judith.

At times, a longer quotation, or block quote, may be needed that takes up an entire paragraph(s). Quotation marks should not be used in these cases.

HYPHEN (-)

The symbol (-) is called a hyphen in the English language. A hyphen is a short horizontal line used within words.

The **hyphen** (-) is different from [en dash (–) and em dash](https://7esl.com/em-dash-en-dash/)/ long dash (—). It is a symbol (-) that is slightly narrower than an [en dash](https://7esl.com/en-dash/) (–). The [em dash](https://7esl.com/em-dash/) (—) is twice as long as the en dash (–). They are different in appearance and usage.

A hyphen is a [punctuation](https://7esl.com/punctuation/) mark with three main uses. Many people confuse this [punctuation mark](https://7esl.com/punctuation-marks/) with [the dash](https://7esl.com/em-dash-en-dash/), but the two are quite different. The hyphen can be used in [compound words](https://7esl.com/compound-words/), to link words to [prefixes](https://7esl.com/prefixes/), and also as a way to show word breaks

**The hyphen examples:**

* *EXAMPLE: They came home to find their****father-in-law****in a lot of pain.*
* ACTIVITY: there are 4 sentences below put down the hyphen correctly in its rightful place

1. She’s a widely recognized expert in technology.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I noticed two middle aged passengers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. His books are world famous.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We have 20 part time members of staff.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXCLAMATION MARK (!)

### What is an Exclamation Mark?

The exclamation mark (!) or exclamation point is a punctuation mark used to express strong feelings or emotions. It is commonly used after [**exclamations**](https://7esl.com/exclamatory-sentences/) or [**interjections**](https://7esl.com/interjections-exclamations/).

An exclamation point is used to show emphasis. It can be used in the middle of a sentence or at the end of a sentence. When used at the end of a sentence, it also takes on the role of a [**full stop**](https://7esl.com/full-stop/) or a period.

The exclamation mark can also be used to show amusement. It can also be used for [direct speech](https://7esl.com/direct-indirect-speech-tense-changes/) that is said loudly.

For both native speakers and English learners, exclamation marks seem to be used more often than what is required. So here we are going to explain how and when to use the exclamation point correctly with useful examples.

### When to Use the Exclamation Mark

* It is used to show strong feelings or emotions such as shock, surprise, anger or a raised voice.

“Aah! It’s eating my leg!” ; “Ah! There you are!” ; “Grrr, I’ll hit your head!”

* It is used to give a command.

“Stop!” ; “Sit down!”

* It is commonly used after interjections or exclamatory sentences.

“Oh dear! I’ve lost my keys again.” ; “How interesting this film is!”

* Used to show emphasis.

“Hey!” he shouted at the passerby.

* At the end of a statement to show emphasis.

“I won’t do it!”

* To show amusement.

“They thought I was the hired clown!”

* To show words said loudly.

“Don’t forget to bring the book with you!”

* It can also be used in informal writing or to express irony, humour or sarcasm.

Other examples.

* Stop!
* Sit down!
* John, don’t touch that!
* Help!
* Hello! How are you?
* Good night!
* Thank you!
* Please, help me!

EN DASH (-)

### What Is an En Dash?

An en dash (–) is a [punctuation mark](https://7esl.com/punctuation-marks/) that is a little wider than a [hyphen](https://7esl.com/hyphen/) but narrower than an em dash. It got such a name because, in fact, it is the same width as the letter N.

Many writers forget the N dash and only use a hyphen or an [em dash](https://7esl.com/em-dash/). This is especially likely to happen online because a typical keyboard doesn’t have a dedicated key for it. However, there are certain situations in which the en dash, and not any other punctuation mark, should be used.

Learn more with the difference between [an en dash and an em dash](https://7esl.com/em-dash-en-dash/).

### When to Use an En Da****s****h?

#### ****Range of Numbers****

If you have a range of numbers or a period of time, you need to use an en dash. Remember that there shouldn’t be a space between the en dash and the words or numbers surrounding it. In these cases, the N dash will be pronounced, depending on the context, as “to” or “through”.

For example:

* If you want further information about this topic, read chapters 5–7.
* The office hours of our Economics professor are every Tuesday and Friday, 9:00 a.m.–11:30 a.m.
* The 2015–2016 fiscal year was the most [*profitable*](https://dictionary.cambridge.org/dictionary/english/profitable) yet for this company.

\*Keep in mind that if you are using words such as between or from to introduce a range of numbers, you don’t need an en dash.

For example:

* Marianne worked in that company from 2011 to 2016 (***NOT***Marianne worked in that company from 2011-2016).
* You can contact me every Wednesday between 3:00 p.m. and 6:00 p.m. (***NOT***You can contact me every Wednesday between 3:00 p.m.–6:00 p.m.).

EM DASH (-)

### What Is an Em Dash?

An em dash (—) is what comes to mind of most people when they hear the word “dash”. It’s longer than an en dash or a hyphen and it has a variety of uses in a sentence. If you don’t want to use [parentheses](https://7esl.com/parentheses/) or [colons](https://7esl.com/colon/), you can substitute them with a long dash. They are also great if you want to emphasize or clarify something. The important thing is to not overuse them: you shouldn’t put more than two em dashes in the same sentence.

If you’re wondering how did this punctuation mark get its name, there’s a pretty logical explanation. The thing is, it’s the same width as the letter M, and that is why it’s called an em dash. In contrast, the [en dash](https://7esl.com/en-dash/) (–) has the same width as the letter N.

### When to Use an Em Dash?

An em dash is a very versatile [punctuation](https://7esl.com/punctuation/) mark and, when used correctly, it can make the sentence clearer and easier to understand. Here are its most popular uses:

**An em dash instead of parentheses**

If you want to put emphasis on parenthetical information, one of the things you can do is use M dashes instead. Keep in mind that the use of em dashes goes better in informal speech, so, if your writing is formal, it might be best to stick with parentheses.

When you have parentheses in the middle of the sentence, you need to use two em dashes, omitting the surrounding punctuation. For example, the following sentences have identical meanings and are both correct:

* When the teacher found all the grammar mistakes (more than ten on a single page) in Jimmy’s homework, he had to give him an F.
* When the teacher found all the grammar mistakes—more than ten on a single page—in Jimmy’s homework, he had to give him an F.

However, if you have parentheses at the end of the sentence, only one em dash is needed.

* I met him when I was shopping (or, rather, aimlessly wandering around the store).
* I met him when I was shopping—or, rather, aimlessly wandering around the store.

**An em dash instead of a colon**

To put emphasis on the conclusion of the sentence, using a long dash is a good idea. Still, remember that a colon would be more formal than an em dash, so be sure to check if em dashes match your style of writing.

An example of a long dash in place of a colon would be the following:

* Rhodes had everything: warm water, sandy beaches, and delicious food.
* Rhodes had everything—warm water, sandy beaches, and delicious food.

**An em dash instead of a word or a part of the word**

Sometimes, you might want to omit a part of the word or even a whole word in writing, be it on purpose or because the word is unknown. In this case, you can use multiple em dashes: two, if a part of the word is missing, and three, if the whole word is missing.

For example:

* Mr. M—— was infamous for going around the town drunk and yelling, “F—— you all”.
* The note was damaged by water so badly that all we could read was, “Pl—— send ———as soon as y—— c——”,

**An em dash with appositives**

An appositive is extra information that is included for clarification. The use of commas is very common to set off appositives but, if an appositive already contains commas, adding even more of them would be very confusing for the reader. A great alternative to commas, in this case, are em dashes.

For example:

* All three of us—Melissa, Shelly, and I—went to the same university.
* Talk to the head of the faculty—Mrs. Allen, not me—if you need any help with this assignment.

**An em dash with change of thought**

In informal and especially in creative writing, you might want to show that you or one of your characters changes his mind about something or is interrupted in the middle of the sentence. Here, em dashes fit perfectly. This technique isn’t suitable for formal writing either because, in an essay, it will make you look unsure.

In a narrative, however, you can always say something like:

* Would you bring me the—oh, never mind.
* James, could you—stop yelling, Ted, I’ll be there in a second!—James, could you help me with dinner?

COLON (:)

### What Is a Colon?

A colon is a punctuation mark, which can be easily interfering with something else, such as a [semicolon](https://7esl.com/semicolon/) ( ; ). In fact, Aristophanes was a librarian who invented a symbol with three dots, arranged vertically. Each dot had its meaning, such as:

* The highest dot represented the end of a sentence
* The dot on ‘ the ground ‘ had the meaning that the comma has today ( breaking the propositions )
* The dot placed in the middle represented a break between those two.

After some time, those dots split up into a colon, a [comma](https://7esl.com/comma/), and [period](https://7esl.com/full-stop/), as it should be.

The actual meaning of a colon is like a statement. You are making a pause after a sentence, noticing the most important things. Usually, after a colon, the bullets are coming through. When using a colon, is like you are saying a lot more, such as ‘ here’s what I mean ‘, ‘ that is what to say ‘.

Learn more with the difference between [*a colon and a semicolon*](https://7esl.com/semicolon-colon/).

### When to Use a Colon?

Because there are many [punctuation](https://7esl.com/punctuation/) marks that are used in a sentence, it is good to know when the right time to put the colon symbol is.

* Use the colon mark when the sentences are completed. Usually, people are making this mistake because they think the colon will continue the previous sentence. This also depends on the writing style (if you are writing in Chicago style or AP style).
* You can use a colon to introduce an item or a list of items that are based on the same topic. E.g. I’m going in a camping trip so I will need: sleeping bags, a tent, a fan.
* You can use a colon as a replacement to the [exclamation mark](https://7esl.com/exclamation-mark/), and so you are giving your point of view. It also used when writing scripts for a play, because it gives a specific tone to the speaker (it depends on the context). E.g. You need one thing to lose weight: a good diet.
* Do not use a colon symbol when the list is directly following a [verb](https://7esl.com/verbs/) or [preposition](https://7esl.com/prepositions/). That’s why is better to use bullet points so you won’t be afraid of using.
* Do not use a colon when you are using a [gerund](https://7esl.com/gerunds/) verb. E.g. I bought many things including milk, oatmeals, bread.

### Look at the Example Sentences below

* There is one thing a human being simply cannot do without: love
* Samuel plays four sports: volleyball, soccer, badminton, and tennis.
* I need the following items from the store: butter, sugar, and flour.
* PS: Don’t forget to bring your towel.
* Please bring the following fruits: apples, plums, oranges, and bananas.
* Q: When do you want to leave the country? – A: As soon as possible.
* You have two choices: finish the work today or lose the contract.
* Detective Holt said: “The kidnapper is a man we must catch and the sooner the better”.

**SEMICOLON (;)**

### ****What Is A Semicolon?****

A semicolon (;) looks like a [full stop](https://7esl.com/full-stop/) on top of a [comma](https://7esl.com/comma/)and, in fact, it has some similarities with both of these [punctuation marks](https://7esl.com/punctuation-marks/). However, it can’t be used to replace either one of them. In addition, even though it looks a lot like a colon (:) and even has a very similar name, their uses in a sentence also differ significantly.

Writers turn to semicolons most often when they want to create a pause in the text; this pause will be longer than the one created by a comma but shorter than the one caused by a full stop. A [semicolon](https://7esl.com/semicolon/) also has a variety of other important functions. So, if you aren’t sure about semicolons, there’s no need to be scared or to try to only write texts with commas and full stops, avoiding it. After reading this article you’ll be able to confidently insert the marks (;) into any piece of writing you produce.

Learn more with the difference between [*a colon and a semicolon*](https://7esl.com/semicolon-colon/).

### ****When to Use a Semicolon?****

#### ****1) When you want to make the gap between two sentences smaller****

When two sentences are linked very closely, putting a full stop between them might be too much. On the other hand, they are two different sentences, so a simple comma won’t do, either. In this case, a semicolon comes to the rescue.

For example:

* Give me a call after lunch; we will discuss all the details then.

**Activity: Now it’s your turn, look at the example below and state where the semi colon should be inserted**

1. Let’s go to the library to **study** it’s the only place where I can fully concentrate.

#### ****2) When you introduce a new complete sentence with words such as however, nevertheless, therefore, for example, etc.****

Once again, the two sentences are too connected to let a full stop separate them but a comma doesn’t seem enough. Here, you can use a semicolon. Remember to put a comma after the word or phrase that introduces your new sentence.

For example:

* Jeremy has never been a problematic child; however, his mother kept acting surprised when he behaved well.

Activity cont...Your turn, try the sentence below

1. Lucy doesn’t pay enough attention to her university **studies** for example, instead of preparing for her big exam, she usually goes to a club.

#### ****3) When you separate units in a list, with units already containing commas****

Sometimes you might have a list where one or more units have commas. Adding even more commas will make things very complicated, and the sentence might stop making sense for the reader. So, you will need to separate units by semicolons.

For example:

* Martha could go on for hours about her trips to Rome, Italy; Madrid, Spain; Ottawa, Canada; and Athens, Greece.

This sentence would be very confusing with only commas: Martha could go on for hours about her trips to Rome, Italy, Madrid, Spain, Ottawa, Canada, and Athens, Greece.

#### ****4) When you use a connector, such as but, and, or, between two independent clauses****

In many cases, when you have independent clauses, a simple comma is enough. Still, if you already have commas in the first clause, you might want to separate it from the second clause by a semicolon.

For example:

* Tony has loved everything about Italy, from food to architecture, since he was a small child; but he is yet to visit Rome.

#### ****5) When you have two sentences connected by a connector and a comma****

An alternative to a comma and a connector, such as and, but, or, nor, etc, is using the punctuation mark (;). It will make your writing more interesting and diverse. Just remember that you are replacing both the comma and the connector with a semicolon, not just the comma.

For example:

* Tom likes to go out with his friends and drink all night long, and Maria prefers to stay at home with a good book and quiet music.

can be turned into:

Activity cont...Try this!

1. Tom likes to go out with his friends and drink all night **long** Maria prefers to stay at home with a good book and quiet music.

Slash (/)

What is a slash? What is the symbol (\) called?

The symbol **(\)** is called a **backslash**, while **(/)** is called a **forward slash**, which is also known as a virgule, a stroke or even an oblique dash. Thus there are two types of slashes in the English language: a backslash (\) and a forward slash (/).

The backslash (\) is a typographical mark used only for computer coding and file names. It is not a form of[punctuation](https://7esl.com/punctuation/) mark in English. We often use the backslash to separate computer folder names, especially in Windows systems.

The backslash (\) Examples:

* C:\Program Files
* D:\OFFICE\OFFICE 2010

The forward slash (/), often simply referred to as a slash (which is also known as a stroke, a virgule, or even an oblique dash), is a [punctuation mark](https://7esl.com/punctuation-marks/) used in English. The slash can be used to separate lines in a song or poem when they are written in a continuous line. This punctuation mark is also used in place of the word or. It can also be used to show two contradictory notions.

## When to Use a Slash (/)

**1. We use slashes to separate parts of a website address (URL) on the Internet.**

Examples:

* https://7esl.com/
* https://www.google.com/

**2. We use the slash to form**[**abbreviations**](https://7esl.com/abbreviations/)**.**

Examples:

* w/o (without)
* w/ (with)
* b/4 (before)
* b/c (because)
* j/k (just kidding)
* s/t (something)
* n/a (not applicable, not available)

**3. We use slashes in dates to separate day, month and year.**

Examples:

* He was born on 26/07/1995. (British English)
* She arrived in Tokyo on 03/20/2001. (American English)

**4. We use slashes to indicate fractions.**

Examples:

* *½*(a half/ one half)
* ¾ (three quarters)
* *1½ (one and a half)*

**5. We use the slash to indicate the word “OR”**

Examples:

* When his/her client comes, call him on this number.
* The director is allowed to designate his/ her successor.
* He/ she can help you as an objective legal adviser.

**6. We use the slash to express the word “PER”.**

Examples:

* He clocked up 180 km/h on the straight in that car.
* An average electric bill might go up $4/month.
* The price of oil had fallen to $18/barrel.

**7. We use the slash to separate lines from a poem or song.**

Example:

* Mary had a little lamb/ little lamb, little lamb/ Mary had a little lamb/ whose fleece was white as snow.

**8. We use the slash to show contradictory notions.**

Example:

* The optimism/pessimism [*ideologies*](https://dictionary.cambridge.org/dictionary/english/ideology) are very popular today.

**Activity: in your exercise book re-write the sentences and put the slash in the correct place.**

* 1. Tropical cyclone Pam travels in the speed of 200kmh
  2. In hibiscus motel the rent is 10,00vt night
  3. John was born on the 12 11 1988.

**BRACKETS ( )**

### **For this part there will be no activity.**

### **What Are Brackets?**

A pair of brackets, or [], is a [type of punctuation](https://7esl.com/punctuation-marks/) used to hold irrelevant information within a [quotation](https://7esl.com/quotation-marks/). Unlike other [parenthetical](https://7esl.com/parentheses/) forms, such as () or <>, brackets are only used within quotations. They will typically enclose words or phrases that help clarify and aid understanding of the subject matter, but can also be removed from the sentence without altering the meaning or causing confusion.

Learn more with the difference between [*brackets and parentheses*](https://7esl.com/parentheses-brackets-quotation-marks-ellipsis/).

### **When to Use Brackets**

Brackets are used to convey additional text to the reader within a quotation. This information can take many forms.

#### **(1) To help clarify information about the subject or subject matter**

Brackets will often be used to add details about a subject’ s identity or role, or give supplementary information about the subject.

**Example 1:**

* “She [Jane] wasn’t so sure about the plan,” Bill said.

Here, Bill said in reality, “She wasn’t so sure about the plan.” However, the reader is unaware of the identity of the “she” spoken about. [Jane] is inserted into the quote to inform the reader of her identity.

* Example 2: It (snake) crawls around the tall grass looking for a cool place. - It refers to the snake so it is put in bracket.

ELLIPSIS (...)

### What is an Ellipsis?

Ellipses (singular: ellipsis) are a form of punctuation used to indicate excluded wording within a phrase or paragraph, or to indicate a pause in speech. They are most commonly seen as a series of three dots (. . .) though the exact number varies depending on the context of the quote.

### When to Use Ellipses

**(1) To demonstrate omitted material in quotes**

Ellipses are commonly used to reduce the length of a quoted paragraph or speech by replacing extraneous information or details with the ellipsis sign (. . .). Omitted material can include anything from a single word to multiple [sentences](https://7esl.com/sentence/). This can be seen in the following example:

**Example:**

Original Quote:

* “It wasn’t a big castle, but it was nice, with glass walls, twenty fireplaces, a marble staircase, and floors made of gold.”

Shortened Quote with Ellipses:

* “It wasn’t a big castle, but it was nice, with glass walls . . . and floors made of gold.”

Note that removing the phrase “twenty fireplaces, a marble staircase” does not change the meaning of the quote. It is incorrect to use ellipses to omit phrasing in order to change the meaning of the quote.

Parentheses

Parentheses are most often used to identify material that acts as an aside (such as this brief comment) or to add incidental information.

Other punctuation marks used alongside parentheses need to take into account their context. If the parentheses enclose a full sentence beginning with a capital letter, then the end punctuation for the sentence falls *inside* the parentheses. For example:

Typically, suppliers specify air to cloth ratios of 6:1 or higher. (However, ratios of 4:1 should be used for applications involving silica or feldspathic minerals.)

If the parentheses indicate a citation at the end of a sentence, then the sentence’s end punctuation comes after the parentheses are closed:

In a study comparing three different building types, respirable dust concentrations were significantly lower in the open-structure building (Hugh et al., 2005).

Finally, if the parentheses appear in the midst of a sentence (as in this example), then any necessary punctuation (such as the comma that appeared just a few words ago) is delayed until the parentheses are closed.

Remember, parentheses always appear in pairs. If you open a parenthesis, you need another to close it!

\*This leads us to the end of all the punctuations and I hope after reading your notes and doing few of the activities, you now know what punctuations are and when to use them when it comes to writing.

Here is a follow up activity to test your knowledge. The paragraph below has all the punctuations present in it. Your task is to identify all the punctuations and write them in the correct place. Please do the activity in your book.

Activity: read the paragraph below and identify all the 14 punctuati**ons studied.**

While he Mr Smith was writing his book Magic the little known world he stated I always wanted to ask a magician How do you do it he luckily got the chance while he was living above a math based magic shop (where he lived from 1993 1997) called 2{1233 }=x. He lived in an apartment which caused him $500 month.

TERM 2 WEEK 1-2 READING COMPREHENSION

* This section is not mentioned in the scheme of work as you may notice that the scheme finishes off only in term 1. But this is not to worry students are to continue working as this topic will be inserted into the scheme when we return to school again.

In this section students are to read short stories or articles and answer the questions that follow. The readings are on the left hand side and your questions are on the right hand side. There are two types of questioning - multiple choice and short answers. Please spend two weeks in this section and find someone at home to help you correct your activity. When we return to normal classes then we will quickly run through the answers again. For now your family will guide you with home school.

|  |  |
| --- | --- |
| A Special Christmas Present a Christmas treeDavid wants to buy a Christmas present for a very special person, his mother. David's father gives him $5.00 a week pocket money and David puts $2.00 a week into his bank account. After three months David takes $20.00 out of his bank account and goes to the shopping mall. He looks and looks for a perfect gift.  Suddenly he sees a beautiful brooch in the shape of his favourite pet. He says to himself, "My mother loves jewelry, and the brooch costs only $17.00." He buys the brooch and takes it home. He wraps the present in Christmas paper and places it under the tree. He is very excited and he is looking forward to Christmas morning to see the joy on his mother's face.  But when his mother opens the present she screams with fright because she sees a spider. | 1. What does David want to buy his Mother?    1. ?    a special birthday present    2. ?    a Christmas present    3. ?    a spider ring 2. Who does David get his money from?    1. ?    his pet    2. ?    his mother    3. ?    his father 3. How much money does David take to the mall?    1. ?    $20.00    2. ?    $5.00    3. ?    $17.00 4. What does David buy his mother?    1. ?    a ring    2. ?    a brooch    3. ?    a spider 5. What does David do with the present when he takes it home?    1. ?    he gives it to his mother    2. ?    he wraps it in Christmas paper    3. ?    he is very excited 6. Why does David's mother scream?    1. ?    because the present is beautiful    2. ?    because she doesn't like Christmas presents    3. ?    because she thinks she sees a real spider 7. Why does David buy a spider brooch?    1. ?    spiders are his favourite pet    2. he loves Christmas    3. to scare his mother 8. Where does David put the present on Christmas Eve?    1. under his pillow    2. under a spider    3. under the Christmas tree |
| Sedna the Sea Goddess Sedna was a beautiful Inuit girl who didn’t want to get married. Many hunters wanted to marry her, but she refused their offers. Her father scolded her, saying, “I am getting older, and soon you will need a good husband who can provide you with food and furs. You must marry the next hunter who asks for you.” Sedna still wasn’t interested.  Soon a young hunter from a distant place came to her father’s camp . He was dressed in warm furs, and spoke in a soft voice. He promised to provide a good home and plenty of animals for food and clothing. Although he kept his face hidden under his hood, Sedna was very impressed with him, so she agreed to marry him.  Sedna got into her husband’s kayak and travelled with him to her new home. When they arrived at his island, she saw that her home was nothing but some sticks and bits of moss and feathers clinging to a large rock. Her husband took off his hood, and she realized that he was not a man, but an evil raven. He never hunted, he only caught fish. Sedna was cold, lonely, hungry, and very unhappy. Every day she cried for her father to come and save her.  Her father heard her cries and decided to rescue her. He paddled his kayak to the island where she was living. On their way home, Sedna looked back and saw that the raven was following them. He was gaining on them quickly. As the raven came close, her father took his paddle and struck the bird, who had to fall back. Then the raven flapped his powerful wings at the ocean and caused a huge storm to blow up.  When her father saw that their lives were in danger, he became afraid for his own life. He threw Sedna over the side of the kayak. Sedna tried to save herself. She grabbed onto the kayak with her fingers, but her father took his paddle and beat at her fingers until they broke off. As they sank into the ocean, her fingers turned into seals and fish. Again, Sedna grabbed the kayak with her hands, but her father took his paddle and beat her hands until they also fell into the water. As they sank into the ocean, her hands turned into whales and walrus. Sedna also sank into the ocean.  Sedna lives at the bottom of the ocean. She is the goddess of the sea. She is the one who provides animals for the hunters, but only when she feels generous. When she is angry, and this is often, the hunters can’t find food; and the people go hungry. | 1. What did her father want Sedna to do?    1. get married    2. hunt for food    3. make clothing from animal skins 2. How did Sedna react to the hunters' proposals of marriage?    1. She refused their offers.    2. She said, "Maybe later."    3. She was interested. 3. Why did Sedna agree to marry the young hunter?    1. He was the best-dressed hunter.    2. He promised to look after her.    3. He made a good impression. 4. What did Sedna find out when she got to her new home?    1. Her husband was a fisherman, not a hunter.    2. Her husband was a raven, not a man.    3. There were no warm clothes for her. 5. Why did her husband keep his face hidden?    1. He didn't want her to know he wasn't human.    2. It was a sign of respect.    3. So the animals couldn't recognise him. 6. Because Sedna was so unhappy, what did she do?    1. She had to eat fish every day.    2. Every day she cried for her father to come.    3. She had to hunt. 7. Why did the raven fly after Sedna and her father?    1. He wanted to kill her father.    2. He wanted to eat their food.    3. He wanted to get his wife back. 8. How did the raven cause the dangerous storm?    1. By calling on the water gods to make a storm.    2. By flapping his wings at the ocean.    3. By calling on other ravens to help him. 9. What did her father do when their lives were in danger?    1. He beat the kayak with his paddle.    2. He threw Sedna out of the kayak.    3. He called on the gods to help them. 10. Why did her father throw Sedna out of the kayak?     1. He wanted to give her to the raven.     2. He wanted to make the kayak lighter.     3. He wanted to save his own life. 11. How did Sedna try to save herself?     1. She asked the raven to help her.     2. She gave animals to the hunters.     3. She grabbed the kayak with her fingers. 12. How did the sea animals come into the world?     1. Sedna's fingers became the seals and fish, and her hands became the whales and walrus.     2. The raven created the sea animals.     3. Her father found them in the sea. |
| A long time ago in China there lived a poor boy called Liang. He had no family, so he made his living by doing odd jobs for other people in his village, such as cutting wood and tending cattle. His life was difficult, but Liang was a generous boy and always willing to help people who needed it. In his heart he had a dream. He wanted to paint pictures and become a great artist. He practised drawing all the time. When he was in the forest cutting wood, he drew birds and animals with a stick. If he was looking after a farmers’ cows he drew on the sides of the barn. Whatever he was doing he drew – plants, animals, birds and people. He thought of nothing else except drawing, and soon he became very good at it.  One night Liang dreamed that an old man gave him a paintbrush. The man said it was a magic paintbrush and Liang should use it to help people. When Liang woke up the next morning, he was surprised to see that he had a beautiful paintbrush in his hand. Liang was hungry, so he painted a bowl of rice. Suddenly the rice became real, and he ate it. Now he felt happy, so he drew a bird. The bird came to life and flew away.  When Liang went into the village he met an old farmer carrying water from the river to his field. It was a long walk and the man was very tired. Liang painted a river beside the field and the river came to life. Now the farmer could easily bring the water to his crops. Soon Liang met another villager who was crying because his cow had died in the night, and there was no milk for his children. Liang drew a cow, and it came to life. The villager was overjoyed and happily began to milk his cow.  From that day Liang used his paintbrush to help the people in his village. Whenever they needed something, Liang would paint it. Soon the villagers began to prosper, and word of Liang’s magic paintbrush began to travel beyond the village.  People asked him, “Why don’t you use your magic paintbrush to become rich?”  “What else do I need?” replied Liang. “I feel rich because I can help.”  It wasn’t long before a rich man who lived near the village heard about Liang’s magic paintbrush, and thought he would use it to make himself richer than the emperor. This man decided to steal Liang’s paintbrush. He sent some of his \*[thugs](javascript:alert('thug:%20a%20violent%20and%20rough%20person')) to Liang’s home, where they captured Liang and put him in prison. The rich man took the paintbrush.  The rich man wanted to show off his power so he invited some friends to his house. He drew a lot of pictures, but not one picture became real. The rich man figured there must be some special secret that he didn’t know about, so he sent for Liang. When Liang stood before him he said, “If you draw some pictures for me and they become real, I will let you go free.”  Liang knew that this rich man was not a good man. He didn’t want to help, but he wanted to be free. He had an idea. He said, “I will help you, but you must let me go.”  “Paint me a golden mountain,” said the rich man. “I want to go there and get lots of gold.” What he didn’t say out loud was, “And then I will be the richest man in the kingdom, richer even than the emperor himself!”  Liang drew a picture of the sea.  “Why did you draw the sea?” said the rich man, “I told you to draw the mountain. I want gold, not fish!”  “The mountain is on the other side of the sea.” replied Liang. “I’ll show you.” Liang drew the golden mountain on the other side of the sea.  When the rich man saw the mountain shining in gold his eyes lit up like two yellow suns. “Yes!” he said, “That’s much better! But the mountain is far from here. How will I get there?”  “I’ll draw you a boat to get to the mountain,” said Liang. And he drew a golden dragon boat that was even bigger and more beautiful than the emperor’s boat. The rich man climbed aboard the boat and stood in the bow facing the golden mountain. He said to Liang,” Now draw me a wind to take the boat to the mountain.” Liang began to draw a wind, and the boat set sail. The rich man stretched his arms out to grab the golden mountain. “Make the wind stronger so I can get there faster,” he said to Liang. Liang kept drawing and the wind got stronger. Soon the wind became a terrible gale and the rich man’s beautiful boat sank beneath the sea and took him down with it.  People say that Liang married a beautiful girl from his village and had a big family, and they were happy all their days.  \* thug: a violent and rough person | 1. Why was Liang's life difficult? (Select two)   Bottom of Form  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What was Liang's dream?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Which statement shows that Liang was generous?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why was Liang surprised when he woke up after his dream?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What was special about Liang's new paintbrush?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What does it mean when we say that someone "prospers?" (Select all answers that apply.)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Top of Form  Bottom of Form   1. How did Liang help the villagers prosper?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What news began to travel beyond the village?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did the rich man want to get the magic paintbrush?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How did the rich man get the magic paintbrush?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why did the rich man invite some friends to his house?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What happened when the rich man drew pictures for his friends?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How did the rich man try to make the magic paintbrush work for him?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What do you think was the rich man's dream?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why did Liang paint the sea between the rich man's house and the golden mountain?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Nasreddin and the Beggar   One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.  "What do you want?" asked Nasreddin.  "Come down and I'll tell you," called the man.  Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground.  "What do you want?" he asked, when he reached the ground.  "Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute.  Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar.  "No," he said.  **Credits:**  Story retold by Martin Holmes based on Nasreddin Hodja folktales Audio version performed by Cam Culham, [English Language Centre](https://uvic.ca/elc/) | 1. Why was Nasreddin on the roof of his house?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Who was the old man?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why was Nasreddin angry?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why did Nasreddin go down the ladder?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why did Nasreddin make the beggar climb up the ladder?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Two sisters and the cat a cat hanging from a tree limbMrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to [bury](javascript:alert('Bury%20means%20to%20put%20under%20the%20ground.')) him".  She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.  It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.  **Credits:**  Story by Laurie Buchanan | MULTIPLE CHOICE QUESTIONS.   1. Where does Mrs. Smith live?    1. in a condominium in Duncan    2. in a condominium in Victoria    3. in a house in Duncan 2. Why is Mrs. Smith upset?    1. because her sister came to see her cat    2. because her cat died    3. because Mrs. Wilson was sad 3. What did Mrs. Wilson do?    1. take the cat with her on the bus    2. put her gloves in the shopping bag    3. prepare dinner for her sister 4. Who did Sammy the cat live with?    1. Mrs. Wilson    2. Mrs. Smith    3. Mrs. Wilson and Mrs. Smith 5. What time did Mrs. Wilson go home?    1. when the bus arrived    2. at 5 p.m.    3. after she walked for two minutes 6. How did Mrs. Wilson go home?    1. walked for two minutes before she caught the bus    2. read a newspaper on the bus    3. took a bus 7. What did Mrs. Wilson forget?    1. the newspaper    2. her handbag    3. the shopping bag 8. Where did Sammy die?    1. in Mrs. Smith's house in Duncan    2. in Mrs. Wilson's garden    3. in Victoria |
| Val's Garden https://web2.uvcs.uvic.ca/courses/elc/studyzone/images/Vals-Garden1-by-Carlee-Ashton-Diabot.jpgI am new to the city. I do not know anyone. But an old woman lives next door. Her name is Val. She gives me a big box of vegetables.  She grows them in a garden by the sidewalk. There are carrots, tomatoes, beans, and peas. They are the best vegetables I ever ate. Val lives alone, too. But she seems happy in her garden. She loves plants. Sometimes, I can hear her talking to them. Maybe that is why they grow so big.  One day, I stop seeing Val in the garden. I see people take many boxes from her home. Weeds grow in her garden. The dirt is dry. The plants look sad. Val must have passed on.  So I pull the weeds. I water the garden. I even talk to the plants.  Then a family moves next door. They are new to the city. They do not know anyone. And I give them a big box of vegetables from Val’s garden. | MULTIPLE CHOICE QUESTIONS.   1. How long has the writer of the story lived in the city?    1. A very long time    2. Not very long    3. Ten years    4. She was born in the city. 2. What kind of vegetable did Val NOT grow?    1. Tomatoes    2. Carrots    3. Corn    4. Beans and peas 3. What happened after the writer of the story stopped seeing Val in her garden?    1. No one watered the garden.    2. People took many boxes from Val's house.    3. Other neighbors took care of the garden.    4. Val's house stayed empty. 4. Why was the new family lucky?    1. They moved into a good neighborhood.    2. The had lots of friends in town.    3. They were lucky because the writer of the story took care of Val's garden even after she died.    4. They had good jobs. 5. What is something that the writer of the story did NOT do after Val died?    1. pull the weeds    2. water the garden    3. talk to the plants    4. learn about Val's family |
| Tomatoes https://web2.uvcs.uvic.ca/courses/elc/studyzone/images/tomato-wp.pngThe tomato is from South America. When the tomato came to Europe, people did not eat it. Doctors said it would make them sick. So people just grew tomatoes because they looked nice.  Now people from all over the world eat tomatoes. Tomatoes are used in sauce, soup, juice, salsa, and ketchup. The tomato is very good for you. Only a tomato leaf or stem will make you sick.  People do odd things with tomatoes. People grow tomatoes in space. There is a big tomato fight every year in Spain. A long time ago, people would toss a bad tomato when they saw a show they did not like.  In Canada, many tomatoes are grown on big farms. The farms bring in poor people from far away to help grow tomatoes. Without these workers, the farms could not run. But the workers do not get much money. Canada does not let the workers stay here. Many people say this is not fair.  Most farms pick tomatoes before they are ripe. They last longer this way. But these tomatoes do not taste as good. So lots of people grow their own tomatoes.  **Grow Your Own Tomatoes**  Tomatoes that you grow are better than tomatoes that you buy. You can grow tomatoes inside if you do not have a garden.  You need:   * Tomato seeds * A big pot (50 cm deep) * Potting soil (many big food shops sell this) * A window   Fill the pot with potting soil. Pack the soil down a little bit. Put a seed on top of the soil. Add a bit more soil on top.  Add water. The soil must always be a bit wet. Seeds like to be warm. Put your pot in a warm place. It does not need sun yet.  The plant will grow above the soil. Put the plant by a window. The plant needs four hours of sun a day. You can tie the stem to a stick to help the plant stay up. Always keep the soil a bit wet.  Pick the tomatoes when they are the same red colour top to bottom. Enjoy! | MULTIPLE CHOICE   1. What happened when the tomato first came to Europe?    1. It was welcomed.    2. People did not like it.    3. Doctors suggested people eat tomatoes for good health.    4. ?    People grew it for food. 2. What is something tomatoes are NOT used for?    1. ketchup    2. juice    3. pastries    4. soup 3. What helps control the price of tomatoes in Canada?    1. The government passes laws to lower vegetable prices.    2. Big farming companies use cheap workers from other countries.    3. Consumer demand keeps prices down.    4. Many people don't like tomatoes. 4. According to the reading, how are the tomato workers treated unfairly.    1. They work in unsafe conditions.    2. Canadians are not polite to them.    3. They are paid good wages.    4. They are not allowed to stay in Canada. 5. When you are growing your own tomatoes, where should you put the plant and how much sunlight will it need?    1. You should put it in the kitchen and it will not need any direct sunlight.    2. You should put it by a window and it will need 4 hours of sunlight per day.    3. It needs to be outside.    4. It needs to be in the garage with sunlight all day. |
| Tarzan of the Apes Edgar Rice Burroughs wrote a very famous story called Tarzan of the Apes.  This story involves a shipwreck on the West coast of Africa. The passengers on the ship include a certain Lord and Lady Greystoke from England. Lord and Lady Greystoke are the only survivors of the shipwreck.  Lord Greystoke builds a kind of shelter high up in the trees - a treehouse - for his pregnant wife and does his best to make them comfortable in their new jungle home. Lady Greystoke gives birth to a boy. They call the boy John. Unfortunately, she dies and leaves Lord Greystoke to take care of the baby on his own. Lord Greystoke is killed by an enormous ape that comes to investigate the strange house in the trees. The baby is left all alone. Fortunately, a female ape, whose baby has recently died, finds the human baby alone in the treehouse. Even though the baby is white and hairless, she feels a mother's love for it and begins to feed and take care of it. She becomes John's mother. John - who later takes the name Tarzan, never having known his real identity - grows strong and powerful living among the apes. He has the advantage of human intelligence and eventually grows up to be leader of the apes and, eventually, lord of the jungle.  The books tell many stories of Tarzan's adventures in the jungles, his fights with savage animals, his encounters with other human beings (many of whom are as dangerous as the animals) and his re-discovery of his true identity.  Tarzan eventually teaches himself to read by returning to the treehouse where he was born and finding some children's books that his parents brought from England. He later finds out who he really is (an English Lord!) and travels to England to visit his home, where he falls in love with a young woman calle | MULTIPLE CHOICE QUESTIONS   1. How many people escape from the shipwreck on the African coast?    1. one    2. two    3. three    4. four 2. Where is Tarzan during the shipwreck?    1. He is in the jungle.    2. He is in a treehouse.    3. He isn't born yet 3. Who is John?    1. Lord Greystoke    2. Tarzan    3. A large ape 4. Who brings up the baby?    1. A female ape    2. Lord Greystoke    3. Lady Greystoke 5. Why does Tarzan become Lord of the Jungle?    1. He can speak English.    2. He kills many apes.    3. He has human intelligence. |

TERM 2 WEEK 3

**SPELLING:** Spelling is the process or activity of writing or naming the letters of a word. In other words we can say the way a word is spelled.

Spelling is very important when it comes to writing because a lot of students lose marks when doing spelling mistakes. Researchers have found out that the more a student reads the more he/she knows how to spell words. Pronunciation links with spelling. So when you want to spell a word you have to first pronounce the word then spell it correctly.

In primary students do a lot of spelling test to improve their spelling of words. In year 7 we will also do spelling test. In the case that we are in now, there will be no test with the teacher but if your parents can assist you by reading aloud the words and then you spell it.

**Instructions**: 30 words will be given to you and your task is to learn the spelling for at least 1 day before your parents test you. During your test, out from the 30 words, only 10 words will be read out per day and then your parents will give you a mark out of 10. The next day you will be tested on the next 10 then the next until 30 words have been spelled. If you get 5/10 study the five that you don’t know and ask your parents to test you again until you know all 30 words. Before memorising your spelling get your dictionary and find the meaning of these words first. Please in your exercise book write down the words and the meaning before memorising your spelling.

* 1. Immediately 23. Agriculture
  2. Unfortunately 24. Alcohol
  3. Receipt 25. Capsize
  4. Transform 26. Rhythm
  5. Quite 27. Rhyme
  6. Quiet 28.independence
  7. Received 29. Condemn
  8. Eventually 30. Criticise
  9. Tomatoes
  10. Destruct
  11. Disaster
  12. Suspected
  13. Virus
  14. Natural
  15. Nature
  16. Consistent
  17. Extreme
  18. Hazard
  19. Suddenly
  20. Tranquillity
  21. Substance
  22. Subsistence

Week 4 Paraphrasing sentences

Objective: students to be able to understand how to write sentences or words into their own words to make it easier for them to understand.

If you remember from one of our novel activity we did paraphrasing which terms were given with meanings and students were to write the meaning into their own words. This is known as paraphrasing where by students Write a sentence or a paragraph into their own words after reading it. If your still confuse on what to do please look for the activity in your handout or exercise book on paraphrasing.

In week 4 of term 2 students are to do paraphrasing using the same words above or used in week 3. By now you must have written all the meaning of the 30 words in your spelling.

So your activity will be to look at the 30 meaning of words which you have defined in week 3 and paraphrase the meaning into your own words.

* 1. Immediately 23. Agriculture
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  15. Nature
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  17. Extreme
  18. Hazard
  19. Suddenly
  20. Tranquillity
  21. Substance
  22. Subsistence

WEEK 5 REVISION

In week 5 students are to look back at the topics covered and revise through everything again so that you still remember what has been studied every week. Please ensure that you have done all the activities as this will help you during home school and when you come back we are going to review very quickly as we will assume you have read and done all the activities given to you.