



Blouberg Ridge Primary School
Grade 7
English HL
Mid-Year Examination Paper 2019

Section A : Reading Comprehension

[20]

Read the extract from *The Next Time You See Me*, written by Holly Jones and answer the questions that follow.

Emily Houchens watched as Christopher Shelton, who sat in a desk two rows up and one over from her own, leaned back and smoothly slid his notebook over his shoulder, so that the boy sitting behind him could read what was written there. This second boy, Monty, who was Christopher's best friend, began to **quake (shake)** with suppressed laughter. The notebook, which Christopher showed Monty, was **retracted (pulled back)**; an open hand took its place, waiting expectantly, and Monty softly gave him a high five: Good one. Mrs Mitchell, who was pacing in her predictable way up and down the **aisles** while the students worked, had missed the whole exchange, and Emily tucked her chin into her chest to hide the smile on her face. Christopher was always lucky. He was like an action hero in a movie. Things always worked out for him.

"Five more minutes," Mrs Mitchell announced, and Emily dragged her attention back to the sheet of paper on her desktop and the **meagre** lines she had written in response to the prompt. It was a Friday, the day their English class focused on test-taking strategies, which everyone hated—even Mrs Mitchell, Emily suspected. One of the students read:

- a. Select an important emotion or image communicated in the novel A Separate Peace.*
- b. Imagine how a painter might render this same emotion or image on a canvas. Describe this imagined painting, detailing how and why this emotion or symbol is conveyed by choices related to space, colour, texture, and shape.*

Now, as Mrs Mitchell resumed her place at the front of the classroom, Emily brought her paragraph to a **hasty (quick) conclusion (ending)** and set her pencil down. Her underarms prickled with heat, and a lump of anxiety formed in her throat. Stupid, to let herself get distracted again by Christopher. The open-response questions were for marks.

“Cross your t’s and dot your i’s,” Mrs Mitchell said. The chairs squeaked as students shifted, and there was a chorus of sighs. “Let’s read some of these aloud today and discuss them. Can I get a volunteer?”

Emily let her hair hang over her face. Not me, not me, not me, she willed.



She heard **snickering (laughing and giggling)** and **peeked (looked)** through her fringe. Monty was poking Christopher between the shoulder blades with the eraser end of his pencil, and Christopher jumped up in his seat. His hand shot up. Mrs Mitchell looked at him **warily (suspiciously)** “Yes, Christopher?”

“I’ll read mine,” he said, shooting a satisfied glance back at Monty, who put his head down on the desktop as if a game of seven-up had started. Emily could hear him wheezing with laughter.

“Go ahead,” said Mrs Mitchell.

Christopher stood and held his notebook in front of him like an **orator (a person who speaks well)** “In *A Separate Peace*, Finn decides to wear a pink shirt...”

The rest of the words which were spoken by Christopher were so inappropriate, especially in Mrs Mitchell’s class.

There was a stunned silence. The students exchanged glances, delighted and disbelieving, then shifted their attention back to Mrs Mitchell, primed for the inevitable explosion. Her face had become very red, as it always did when she was flustered, and her hands were shaking. Emily ached with second-hand embarrassment. After that he said something nasty to make Emily cry.

“You’re such a cry baby,” he added. “Go home to your mommy and cry some more.”

“Go to the back of the room and take a seat,” Mrs. Mitchell said in a **quavering (shaky)** voice. “Stay there. Don’t leave when the bell rings.”

Christopher’s neck glowed suddenly with its own bright heat, and he moved as if to hunch down and grab his books from beneath his desk.

“Go on,” Mrs Mitchell said. “Leave your books.”

“Ok,” he said. He **sauntered (walked slowly)** down the aisle between his row and Emily’s, and she couldn’t help but watch him.

He had always been kind to her— that is, unlike others in their grade. They’d shared a table for a semester in seventh-grade science class, both of them smart enough and serious enough to complete Mr Wieland’s assignments successfully. His eyes were bright blue. She had never seen such blue eyes.



Read the questions carefully and answer them by writing the answer or underlining the correct answer.

1. Who is Emily watching during class time? [1]

2. Why was Christopher sliding his notebook over his shoulder? [1]

3. How did Monty respond after reading what was written in the notebook? **Name two things.** [2]

4a. Write down sentence suggests that Christopher is quite lucky? [1]

b. Which figure of speech was used in the sentence which you just wrote down in the previous question?

 [1]

5. How did Emily try to be invisible when Mrs Mitchell asked the pupils to read their work? [1]

6. Why did Mrs Mitchell **not notice** Christopher showing the notebook to Monty? [1]

7. Why do you think the English teacher looked at Christopher warily? Underline the correct answer. [1]

- a) He does not normally participate on class.
- b) He is a keen student.
- c) He is often up to mischief and she was expecting the worst.

8. When Christopher spoke in the classroom, he **was like an orator**. This suggest that [1]

- a) He was a good spokesman.
- b) HE was confident and enjoyed speaking in class.
- c) He was so sure of what he was going to say, that he didn't care if he got into trouble.

9. How do you know that Mrs Mitchell was upset by what Christopher had said? [2]

Underline two correct answers.

- a) Her face became red.

- b) She was embarrassed.
- c) Her hands were shaking.

10. Why do you think Christopher’s “neck glowed suddenly with its own bright heat”? [1]

11. What do the words, “Her face had become very red, as it always did when she was flustered, and her hands were shaking, “suggest about Mrs Mitchell’s attitude towards the situation which had developed in the class. [1]

12. What could be the cause of Christopher’s behaviour in class? [1]

13. Do you empathise with Emily? Give a reason for your answer. [2]

14. Do you accept the behaviour which is displayed by Christopher (writing something inappropriate, bullying Emily and being defiant towards the teacher) is acceptable? Give a valid reason for your answer. [2]

15. How, in your opinion, could the author have improved his style of writing to capture and retain the attention of the reader more effectively? [1]



SECTION B : VISUAL LITERACY : ANALYSING A VISUAL TEXT.

[10]

Analyse the advertisement.



1. What product is being advertised? [1]

2. Which sport is associated with this product? Underline the correct answer. [1]

- a) basketball b) baseball c) cricket

3. Who is the intended audience for this product? Underline the correct answer. [1]

- a) people who play sport
b) people who are walking on the street
c) people who are at home
d) all of the above

4. Find an examples of alliteration , excluding Coca-Cola [1]

Example _____

5. In the advertisement, it stated that, "Coca-Cola is a ball." Which figure of speech has been used? [1]

Analyse the following cartoon strip.



1. Write down the **correct spelling** of the word, THRU. _____ [1]

2. Which three words are associated with the letters **ESP**? Underline the correct answer. [1]

a) extra special person b) extra sensory perception c) extra sensory placement

3a) Which object (thing) in the **last frame** suggests that this cartoon was drawn a long time ago? [1]

3b) Give a reason for your answer. [1]

4. Andrea has dark hair and Cathy has blonde hair. How does Andrea's **body language** - in frame three - suggest she disagrees with Cathy? [1]

- a) She looks away to show she is angry.
- b) She turns away to show her frustration.
- c) She turns away to put on the kettle to make some tea.

+++++

SECTION C : SUMMARY [10]

Write a summary of the text below in your own words. Each paragraph must be reduced to one sentence.

1. Christopher Shelton, who sat in a desk two rows up and one over from her own, leaned back and smoothly slid his notebook over his shoulder, so that the boy sitting behind him could read what was written there.

2. This second boy, Monty, who was Christopher’s best friend, began to **quake (shake)** with suppressed laughter. The notebook, which Christopher showed Monty, was **retracted (pulled back)**; an open hand took its place, waiting expectantly, and Monty softly gave him a high five: Good one.

3. Mrs Mitchell, who was pacing in her predictable way up and down the **aisles** while the students worked, had missed the whole exchange, and Emily tucked her chin into her chest to hide the smile on her face. Christopher was always lucky. He was like an action hero in a movie. Things always worked out for him.

4. Now, as Mrs Mitchell resumed her place at the front of the classroom, Emily brought her paragraph to a **hasty (quick) conclusion (ending)** and set her pencil down. Her underarms prickled with heat, and a lump of anxiety formed in her throat. Stupid, to let herself get distracted again by Christopher. The open-response questions were for marks.

5. “Cross your t’s and dot your i’s,” Mrs Mitchell said. The chairs squeaked as students shifted, and there was a chorus of sighs. “Let’s read some of these aloud today and discuss them. Can I get a volunteer? I need someone to read their paragraph”

6. Emily let her hair hang over her face. Not me, not me, not me, she willed.

7. Christopher jumped up in his seat. His hand shot up. Mrs Mitchell looked at him **warily.(suspiciously)** “Yes, Christopher?” “I’ll read mine,” he said, shooting a satisfied glance back at Monty, who put his head down on the desktop as if a game of seven-up had started.

8. There was a stunned silence. The students exchanged glances, delighted and disbelieving, then shifted their attention back to Mrs Mitchell, primed for the inevitable explosion. She was furious.

9. Then, he said something nasty to make Emily cry.

10. “Go to the back of the room and take a seat,” Mrs Mitchell said in a **quavering (shaky)** voice. “Stay there. Don’t leave when the bell rings.”

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

7. _____

8. _____

9. _____

10. _____

SECTION D : LANGUAGE STRUCTURES AND CONVENTIONS

[20]

1. Divide the sentence into a **subject** and a **predicate**.

[2]

Christopher held his notebook in front of him.

Subject _____

Predicate _____

2. Divide the sentence into a **subject** and **predicate**.

[4]

After that, divide the predicate into a **verb** and **object**.

Mrs Mitchell confiscated the notebook.

Subject _____

Predicate _____

Verb _____

Object _____

3. Identify the **subject**, **verb** and **object** in the sentence below.

The entire class had to write an essay.

[3]

Subject _____

Verb _____

Object _____

4. Firstly, **circle the object**, then change the sentence from **active to passive voice**.

[3]

Emily and her friends picked up the papers.

5. Change the sentence into the different tenses.

[6]

Simple Present Tense Emily writes essays.	Simple Past Tense _____	Simple Future Tense _____
Present Continuous Tense _____	Past Continuous Tense Emily was writing essays	Future Continuous Tense _____
Present Perfect Tense _____	Past Perfect Tense _____	Future Perfect Tense Emily will have written essays.

6. Identify the **main clause** and the **subordinate clause** in the following sentence.

[2]

Mrs Mitchell will send Christopher to the office if he continues.

Main Clause _____

Subordinate Clause _____

7. Identify the parts of speech. Underline the correct answer.

[3]

During the science lesson, Emily sat at the same desk as Christopher.

Word	Part of speech		
a) Emily	Pronoun	Proper Noun	Abstract Noun
b) sat	Finite Verb	Infinitive	Transitive Verb
c) at	Pronoun	Preposition	Proper Noun



Blouberg Ridge Primary School

Grade 7

English HL

Mid-Year Examination Paper 2019

Marking Guidelines

Section A : Reading Comprehension

Read the extract from *The Next Time You See Me*, written by Holly Jones and answer the questions that follow. [20]

Emily Houchens watched as Christopher Shelton, who sat in a desk two rows up and one over from her own, leaned back and smoothly slid his notebook over his shoulder, so that the boy sitting behind him could read what was written there. This second boy, Monty, who was Christopher's best friend, began to **quake (shake)** with suppressed laughter. The notebook **retracted (pulled back)**; an open hand took its place, waiting expectantly, and Monty softly gave him five: Good one. Mrs. Mitchell, who was pacing in her predictable way up and down the **aisles** while the students worked, had missed the whole exchange, and Emily tucked her chin into her chest to hide the smile on her face. Christopher was always lucky. He was like an action hero in a movie. Things always worked out for him.

"Five more minutes," Mrs Mitchell announced, and Emily dragged her attention back to the sheet of paper on her desktop and the **meagre** lines she had written in response to the prompt. It was a Friday, the day their English class focused on test-taking strategies, which everyone hated—even Mrs Mitchell, Emily suspected. One of the students read:

- Select an important emotion or image communicated in the novel A Separate Peace.*
- Imagine how a painter might render this same emotion or image on a canvas. Describe this imagined painting, detailing how and why this emotion or symbol is conveyed by choices related to space, colour, texture, and shape.*

Now, as Mrs Mitchell resumed her place at the front of the classroom, Emily brought her paragraph to a **hasty (quick) conclusion(ending)** and set her pencil down. Her underarms prickled with heat, and a lump of anxiety formed in her throat. Stupid, to let herself get distracted again by Christopher. The open-response questions were for marks.

"Cross your t's and dot your i's," Mrs Mitchell said. The chairs squeaked as students shifted, and there was a chorus of sighs. "Let's read some of these aloud today and discuss them. Can I get a volunteer?"

Emily let her hair hang over her face. Not me, not me, not me, she willed.

She heard **snickering (laughing and giggling)** and **peeked (looked)** through her fringe. Monty was poking Christopher between the shoulder blades with the eraser end of his pencil, and Christopher jumped up in his seat. His hand shot up. Mrs Mitchell looked at him **warily.(suspiciously)** "Yes, Christopher?"

"I'll read mine," he said, shooting a satisfied glance back at Monty, who put his head down on the desktop as if a game of seven-up had started. Emily could hear him wheezing with laughter.

“Go ahead,” said Mrs Mitchell.

Christopher stood and held his notebook in front of him like an **orator**. (a person who speaks well) “In *A Separate Peace*, Finn decides to wear a pink shirt...”

The rest of the words which were spoken by Christopher were so inappropriate, especially in Mrs Mitchell’s class.

There was a stunned silence. The students exchanged glances, delighted and disbelieving, then shifted their attention back to Mrs Mitchell, primed for the inevitable explosion. Her face had become very red, as it always did when she was flustered, and her hands were shaking. Emily ached with second-hand embarrassment. After that he said something nasty to make Emily cry.

“You’re such a cry baby,” he added. “Go home to your mommy and cry some more.”

“Go to the back of the room and take a seat,” Mrs Mitchell said in a **quavering (shaky)** voice. “Stay there. Don’t leave when the bell rings.”

Christopher’s neck glowed suddenly with its own bright heat, and he moved as if to hunch down and grab his books from beneath his desk.

“Go on,” Mrs Mitchell said. “Leave your books.”

“Ok,” he said. He **sauntered (walked slowly)** down the aisle between his row and Emily’s, and she couldn’t help but watch him.

He had always been kind to her— that is, unlike others in their grade. They’d shared a table for a semester in seventh-grade science class, both of them smart enough and serious enough to complete Mr Wieland’s assignments successfully. His eyes were bright blue. She had never seen such blue eyes.



1. Who is Emily watching during class time?

[1]
LEVEL 1

CHRISTOPHER

2. Why was Christopher sliding his notebook over his shoulder?

[1]
LEVEL 1

TO SHOW IT TO HIS FRIEND, MONTY, SO THAT HE COULD READ WHAT HE HAD WRITTEN.

LEVEL 1

3. How did Monty respond after reading what was written in the notebook? Name two

[2]

things.

GAVE HIM A HIGH FIVE

SAID "GOOD ONE"

[1]
LEVEL 1

4a. Write down a sentence suggests that Christopher is quite lucky?

He was like an action hero in a movie.

b. Which figure of speech was used in the sentence which you just wrote down in the previous question?

SIMILE

[1]
LEVEL 3

5. How did Emily try to be invisible when Mrs Mitchell asked the pupils to read their work?

[1]
LEVEL 2

EMILY BROUGHT HER PARAGRAPH TO A HASTY CONCLUSION

OR

EMILY LET HER HAIR HANG OVER HER FACE

6. Why did Mrs Mitchell **not notice** Christopher showing the notebook to Monty?

[1]
LEVEL

MRS MITCHELL, WHO WAS PACING IN HER PREDICTABLE WAY UP AND DOWN THE AISLES WHILE THE STUDENTS WORKED

7. Why do you think the English teacher looked at Christopher warily? Underline the correct answer. [1]

a) He does not normally participate on class.

LEVEL 2

b) He is a keen student.

C) HE IS OFTEN UP TO MISCHIEF AND SHE WAS EXPECTING THE WORST.

8. When Christopher spoke in class, he **was like an orator**. This suggest that

[1]
LEVEL 3

a) he was a good spokesman.

b) he was confident and enjoyed speaking in class.

c) HE WAS SO SURE OF WHAT HE WAS GOING TO SAY, THAT HE DIDN'T CARE IF HE GOT INTO TROUBLE.

9. How do you know that Mrs Mitchell was upset by what Christopher had said?

[2]

Underline two correct answers.

LEVEL 3

A) HER FACE BECAME RED.

b) She was embarrassed.

C) HER HANDS WERE SHAKING.

10. Why do you think Christopher's "neck glowed suddenly with its own bright heat"?

[1]

LEVEL 3

HE WAS ANGRY / EMBARRASSED

11. What do the words, "Her face had become very red, as it always did when she was flustered, and her hands were shaking, "suggest about Mrs Mitchell's attitude towards the situation which had developed in the class.

[1]

LEVEL 3

OWN INTERPRETATION - SHE WAS UPSET / ANGRY BY WHAT HAD TRANSPIRED / COULDN'T SHOW HER EMOTIONS / COULDN'T SPEAK HER MIND

12. What could be the cause of Christopher's behaviour in class?

[2]

LEVEL 3

Own interpretation - 2 reasons

WAS JUST FOOLING AROUND / TRIED TO GET A RESPONSE FROM THE TEACHER / LOOKING FOR AFFIRMATION FROM FRIENDS / TRYING TO IMPRESS A GIRL / LOW SELF ESTEEM AND ACTING OUT

13. Do you empathise with Emily? Give a reason for your answer.

[2]

LEVEL 5

YES / NO [1]

SHE LIKED HIM, BUT HE WAS A BULLY WHO MADE HER CRY / HE WAS NICE TO HER WHEN THEY WERE IN THE SCIENCE CLASS, UNLIKE THE OTHER KIDS

14. Do you accept the behaviour which is displayed by Christopher (writing something inappropriate, bullying Emily and being defiant towards the teacher) is acceptable? Give a valid reason for your answer.

[2]

LEVEL

NO [1]

NEGATIVE ATTENTION SEEKING WHICH DISRUPTS THE CLASS, BULLYING OR DEFIANCE IS UNACCEPTABLE.

15. How, in your opinion, could the author have improved his style of writing to capture and retain the

attention of the reader more effectively?

LEVEL 5

OWN INTERPRETATION - SHORTER SENTENCES, MORE FIGURES OF SPEECH

[1]

SECTION B : VISUAL LITERACY : ANALYSING A VISUAL TEXT.

[10]

Analyse the advertisement.



1. What product is being advertised?

[1]

COCA COLA

2. Which sport is associated with this product? Underline the correct answer.

[1]

a) basketball b) baseball c) cricket

3. Who is the intended audience for this product? Underline the correct answer.

[1]

a) people who play sport

b) people who are walking on the street

c) people who are at home

d) all of the above

4. Find an examples of **alliteration** , excluding Coca-Cola

[1]

Example PLEASES THE PALATE

5. In the advertisement, it stated that, “Coca-Cola is a ball.” Which figure of speech has been used? [1]

METAPHOR

Analyse the following cartoon strip.



1. Write down the correct spelling of the word, THRU. through

[1]

2. Which three words are associated with the letters ESP? Underline the correct answer.

[1]

a) extra special person b) extra sensory perception c) extra sensory placement

3a) Which object (thing) in the last frame suggests that this cartoon was drawn a long time ago?

[1]

The phone

[1]

3b) Give a reason for your answer.

Many homes only use cell phones/ it's an old fashioned phone, which we don't get anymore.

4. Andrea has dark hair and Cathy has blonde hair. How does Andrea's **body language** - in frame three suggest she disagrees with Cathy? [1]

a) She looks away to show she is angry.

She turns away to show her frustration.

b) She turns away to put on the kettle to make some tea.

SECTION C : WRITING A SUMMARY

Write a summary of the text below in your own words.

Christopher Shelton, who sat in a desk two rows up and one over from her own, leaned back and smoothly slid his notebook over his shoulder, so that the boy sitting behind him could read what was written there.

This second boy, Monty, who was Christopher's best friend, began to **quake (shake)** with suppressed laughter. The notebook, which Christopher showed Monty, was **retracted (pulled back)**; an open hand took its place, waiting expectantly, and Monty softly gave him a high five: Good one.

Mrs Mitchell, who was pacing in her predictable way up and down the **aisles** while the students worked, had missed the whole exchange, and Emily tucked her chin into her chest to hide the smile on her face. Christopher was always lucky. He was like an action hero in a movie. Things always worked out for him.

Now, as Mrs Mitchell resumed her place at the front of the classroom, Emily brought her paragraph to a **hasty (quick) conclusion (ending)** and set her pencil down. Her underarms prickled with heat, and a lump of anxiety formed in her throat. Stupid, to let herself get distracted again by Christopher. The open-response questions were for marks.

"Cross your t's and dot your i's," Mrs Mitchell said. The chairs squeaked as students shifted, and there was a chorus of sighs. "Let's read some of these aloud today and discuss them. Can I get a volunteer? I need someone to read their paragraph"

Emily let her hair hang over her face. Not me, not me, not me, she willed.

Christopher jumped up in his seat. His hand shot up. Mrs Mitchell looked at him **warily (suspiciously)** "Yes, Christopher?" "I'll read mine," he said, shooting a satisfied glance back at Monty, who put his head down on the desktop as if a game of seven-up had started.

There was a stunned silence. The students exchanged glances, delighted and disbelieving, then shifted their attention back to Mrs Mitchell, primed for the inevitable explosion. She was furious.

Then, he said something nasty to make Emily cry.

"Go to the back of the room and take a seat," Mrs Mitchell said in a **quavering (shaky)** voice. "Stay there. Don't leave when the bell rings."

1. Christopher showed his notebook to the boy behind him.
2. The notebook was taken back and Monty laughed.
3. Mrs Mitchell missed the whole thing.
4. Emily completed her paragraph.
5. Mrs Mitchell asked for someone to volunteer.
6. Emily hid behind her fringe.
7. Christopher volunteered to read.
8. The class became quiet and Mrs Mitchell became angry.
9. Christopher made Emily cry.
10. Mrs Mitchell sent him to the back of the room.

SECTION D : LANGUAGE STRUCTURES AND CONVENTIONS

[20]

1. Divide the sentence into a **subject** and a **predicate**.

[2]

Christopher held his notebook in front of him.

Subject ____ Christopher

Predicate ____ held his notebook in front of him.

2. Divide the sentence into a **subject** and **predicate**.

[4]

After that, divide the predicate into a **verb** and **object**.

Mrs Mitchell confiscated the notebook.

Subject ____ Mrs Mitchell

Predicate ____ confiscated the notebook.

Verb _____ confiscated

Object ____ the notebook.

3. Identify the **subject**, **verb** and **object** in the sentence below.

The entire class had to write an essay.

[3]

Subject _____ The entire class

Verb _____ had to write

Object _____ an essay

4. Firstly, **underline** the object, then change the sentence from **active to passive voice**.

[3]

Emily and her friends picked up the papers.

THE PAPERS WERE PICKED UP BY EMILY AND HER FRIENDS.

5. Change the sentence into the different tenses.

[6]

Simple Present Tense	Simple Past Tense	Simple Future Tense
Emily writes essays.	WROTE	WILL WRITE

Present Continuous Tense IS WRITING	Past Continuous Tense Emily was writing essays	Future Continuous Tense WILL BE WRITING
Present Perfect Tense HAS WRITTEN	Past Perfect Tense HAD WRITTEN	Future Perfect Tense Emily will have written essays.

6. Identify the **main clause** and the **subordinate clause** in the following sentence. [2]

Mrs Mitchell will send Christopher to the office if he continues.

Main Clause _____ **Mrs Mitchell will send Christopher to the office**

Subordinate Clause ___ **if he continues.**

7. Identify the parts of speech. Underline the correct answer. [3]

During the science lesson, Emily sat at the same desk as Christopher.

Word	Part of speech		
	a) Emily	Pronoun	<u>PROPER NOUN</u>
b) sat	<u>FINITE VERB</u>	Infinitive	Transitive Verb
c) at	Pronoun	<u>PREPOSITION</u>	Proper Noun