

# Grade 7 English Worksheet

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## Assessment Task: Demonstrating and describing a practical task

1. Demonstrate to the class how you prepare a snack from a recipe.

1.1 Find a recipe that is easy and simple to make.

1.2 Write out the recipe on an A3 page in the correct format.

Example: Marshmallow Marie's

### ***Ingredients***

1 packet Marie biscuits

1 tin condensed milk

½ packet marshmallows

### ***Method***

Spread condensed milk over one side of biscuit.

Place a marshmallow on top of each biscuit.

Put into microwave oven for 1 minute.

Allow to cool before eating

1.3 Take all the ingredients to school to prepare the recipe at school as your English task.

1.4 You will place the “poster” on the board and “present” to the class the process of making

your snack.

1.5 You will have to provide each learner with a sample as part of the taste test.

1.6 Each learner has to bring a paper plate for their “samples” from other learners.

Refer to the checklist to ensure you are well prepared: Place a tick next to each item.

Checklist	Tick
1. The recipe is quick and easy.	
2. I have all the necessary ingredients.	
3. Correct terminology e.g. utensils, ingredients	
3. My recipe is on a poster.	
4. The poster is clear and attractive.	
5. I rehearsed the process with appropriate terminology.	

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Your teacher will assess you according to the following rubric:

### Teacher's rubric – Recipe presentation

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Mark</b>
<b>Recipe</b>	Recipe is simple to make. All the ingredients are available and at hand in the correct sequence.	Recipe is easy to make. Ingredients are available, but not arranged in sequence.	Recipe is not simple enough/ Some ingredients are missing.	No recipe. Insufficient ingredients.	
<b>Voice</b>	Clear pronunciation, Good volume, Good intonation.	Acceptable. Good pronunciation, too soft/fast. Good sentence structure.	Satisfactory, but inaudible and little intonation. Hesitation.	Inaudible, not coherent. Poor sentence structure.	
<b>Body Language</b>	Good posture and eye contact and audience interaction. Relaxed and confident.	Rigid/slumped posture. Satisfactory eye contact but little audience interaction.	Fidgeting, not enough eye contact, little audience interaction. Tense.	No eye contact, fidgeting, no audience/listener interaction. Nervous.	
<b>Pacing</b>	Good time management, allows for audience participation. Demonstrates well.	Appropriate time management, hesitant at times. Demonstrates sometimes.	Too fast/slow. Not enough information. Does not demonstrate.	Does not meet time constraints. Uses "filler" words, e.g. "um".	
<b>Poster</b>	Captures attention of audience. Correct text format.	Correct format. Lacks creativity.	Incorrect format. Creative and clear.	Incomplete poster.	<hr/> /20

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2. After your presentation, provide each learner with a sample for a taste test.  
 Remember your values of fairness and honesty. Use the mark allocation below:

Learner's name	Name of sample	Score
1.		
2.		

5 – Loved it, must use the recipe.  
 4 – Good, might try to make it.  
 3 – Average, not sure, but was not bad.  
 2 – Do not like the taste, but it looked good.  
 1 – Did not like it at all.

3. Rewrite the sentences in the Present Continuous Tense.

Example: I (make) a marshmallow biscuit.

I am making a marshmallow biscuit.

3.1 The teacher (mark) our presentation according to the rubric.  
 3.2 Clive (mix) the sugar with the butter.  
 3.3 I (put) my poster onto the board.  
 3.4 We (taste) the samples made by the other learners.  
 3.5 You (go) to have to do your presentation next.  
 3.6 He (cut) the tart into eight pieces.  
 3.7 They (pack) their ingredients into a container.  
 3.8 She (look) at her friends poster.  
 3.9 The milk (boil) on the stove.  
 3.10 We (enjoy) the presentations.

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### Suggested Solutions

1. Refer to the rubric in the Appendix for Assessment Tools.

2.

Learner's name	Name of sample	Score
1. Nicholas	Ice cream cake	3
2. Noluthando	Mexican hotdog	2

3.1 The teacher **is marking** our presentation according to the rubric.

3.2 Clive **is mixing** the sugar with the butter.

3.3 I **am putting** my poster onto the board.

3.4 We **are tasting** the samples made by the other learners.

3.5 You **are going** to have to do your presentation next.

3.6 He **is cutting** the tart into eight pieces.

3.7 They **are packing** their ingredients into a container.

3.8 She **is looking** at her friends poster.

3.9 The milk **is boiling** on the stove.

3.10 We **are enjoying** the presentations.

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### Appendix for Assessment Tools

#### Teacher's rubric – Recipe presentation

	Level 4	Level 3	Level 2	Level 1	Mark
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Discuss gender bias with class – only girls bake/sew.