



2020 Grade 7 English Generic Framework Document - Revised ATP (Post Covid-19)

		compare, contrast, evaluate)		
FORMAL ASSESSMENT TASK 6				
ORAL - (During the course of the Term)				
Listening Comprehension OR Prepared Speech [20 Marks]				
Week 5-6	<p>Listening and Speaking strategies:</p> <p>Prepared/Unprepared speaking on how to follow Instructions or Procedures</p> <ul style="list-style-type: none"> • Focus on the choice of wording & expression • Use of tone, pace and intonation • Use of cues during presentation • Use of appropriate body language 	<p>Reading/Viewing for comprehension:</p> <p>Read an Instructional text like a recipe / direction, etc.</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>A shorter transactional text:</p> <p>Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Paragraph cohesion • Use suitable word choice and sentence structure <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Adverbs; Preposition – of time, place and movement Adjectives: numerical</p> <p>Sentence level: active and passive voice</p> <p>Word meaning: idioms and proverbs</p> <p>Punctuation: hyphen; apostrophe</p> <p>Dictionary use encouraged</p>
Week 6	<p>FORMAL ASSESSMENT TASK 7</p> <p>WRITING Test (1hr 30 min) [Total: 40 Marks]</p> <p>Transactional text Advertisement / Poster / Instructional text: Recipe (Select one) (20 Marks)</p> <p>AND</p> <p>Essay - Narrative / Descriptive Essay (Select one) (20 Marks)</p>			

Directorate: Curriculum GET			LESSON PLAN
Subject	English First Additional Language	Term	2
Grade	7	Week	6
Link to Teaching and Assessment Plan	<ul style="list-style-type: none"> • Focus on poetry • Listening to and answering questions on the poem • Reading poem and analyze it • Reading poem and make meaning of its contents. 		
Introduction	<ul style="list-style-type: none"> • Learners will listen to the song / They can discuss what they understand from what they heard in the song with an older sibling / parent / teacher • Learners will either complete the online quiz or the hard copy • Learners will use the knowledge obtained in Listening and Speaking and apply to the Reading and Viewing activities of <ul style="list-style-type: none"> ▪ Analyzing the poem and ▪ Making meaning of the poem 		
Consolidation	<ul style="list-style-type: none"> • The activity to be completed in the Listening and Speaking part of the lesson will challenge the learners on his or her thoughts as well as their interpretation of what the author / poet / song writer means in the words they use. • The activities in Reading and Viewing teaches the learner to <ol style="list-style-type: none"> Analyze Make meaning 		
Paper based resources: Dictionary worksheets		Digital resources: https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031	
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:	<ul style="list-style-type: none"> • Learners to click on link and listen to the song • Learners must express their understanding of the lyrics to an older sibling / parent /teacher • Learners may clarify some of the content with the facilitator • Learners answer the quiz 	Worksheets provided. https://www.youtube.com/watch?v=-ScYgXAUORl https://bit.ly/TheRoseThatGrow W6T2
	Reading & Viewing:	<ul style="list-style-type: none"> • Learners read the poem • It's imperative that you go through this poem with them and that they understand the meaning of it. 	

		<ul style="list-style-type: none"> Learners use graphic organizer to analyze the poem Learners answer the questions 	https://www.youtube.com/watch?v=W1_IRU6zx9g
	Writing & Presenting:		
	Language Structures & Conventions:	<ul style="list-style-type: none"> Learners will go through the slides and note added Learners will complete the activity 	
 <p>PARENT'S ACTIVITIES</p>	<p>Same as for the teacher. So that parents are aware of the content of the lesson. Keep it simple.</p>	<p>Listen to the song with the learner. Engage with him or her on the lyrics. Make meaning of the lyrics with the learner. Support in clarification if need be. Let the Learner read the poem to you – more than once if possible. Engage on the content and make meaning of it. Make connections. Offer support and guidance</p>	<p>Access to internet for online activities Worksheets provided Dictionary</p>
 <p>LEARNER'S ACTIVITIES</p>	<p>Learner activities:</p> <p>Listening and Speaking</p> <ol style="list-style-type: none"> Listen to lyrics of song Discuss your interpretation of lyrics What do you think the author / songwriter / singer means? <p>Reading</p> <ol style="list-style-type: none"> Look at the pictures and use knowledge of previous activity to make more meaning Read the poem and discuss your thoughts with older sibling / parent / teacher. Complete the graphic organizer to further cement your understanding Complete the questions <p>Language Structure and conventions</p> <ol style="list-style-type: none"> Go through the slides provided Use the note to once again remind yourself of Active and Passive Voice Complete the activity Teacher to add more consolidation exercises to ensure learners are well versed in Active and Passive voice. 		

LISTENING AND SPEAKING

The song ***“The Rose that Grew from Concrete”*** comes from a poem with the same name which was written by the rapper Tupac Shakur.

Listen to it as many times as you wish to be able to answer the questions that follow.	https://www.youtube.com/watch?v=-ScYgXAUORl
Complete the quiz after you've listened to the song.	https://bit.ly/TheRoseThatGrew_W6T2

Circle the correct answer.

- Who wrote the song?
 - John Legend
 - Eminem
 - Tupac Shakur
 - Drake
- What is the name of the song?
 - The concrete that cracked
 - The rose that grew from concrete
 - The dying rose
 - The rose that dies in concrete
- In the song the artist is trying to do something that is unlikely to happen. What is that?
 - Grow a rose from concrete
 - Grow a rose from the soil
 - Grow a rose in water
 - Grow a rose in a flask
- According to the artist what would people's reactions be if they see a rose grow from concrete?
 - Fear
 - Concern
 - Confusing
 - Surprise



5. What does the rose growing from concrete symbolize to the artist?
 - (a) Nothing
 - (b) Wild life
 - (c) His life
 - (d) Plant life

6. Do people have good or bad things to say about the artist?
 - (a) Good
 - (b) Bad

7. Do you believe that the artist feels that he is being underestimated by people?
 - (a) Yes
 - (b) No

8. What are your thoughts of the song?

Answers:
1. C
2. B
3. A
4. D
5. C
6. B
7. A
8. Learner's response

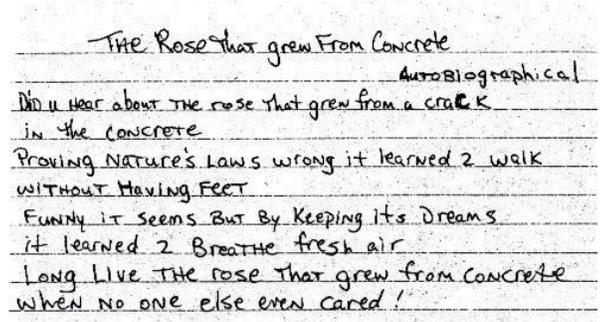
READING AND VIEWING: POETRY

Read the below poem and use the knowledge of the previous activity and the activity sheet to analyze the poem.

The Rose that Grew from Concrete
Tupac Shakur

Did you hear about the rose that grew from a crack
in the concrete
Proving nature's laws wrong it learned 2 walk
without having feet
Funny it seems, but by keeping its dreams
it learned 2 breathe fresh air
Long live the rose that grew from concrete
When no one else cared!

The original poem as written by Tupac Shakur from a selection that he wrote between 1989 and 1991



ANALYZING A POEM

Complete the graphic organizer with information on the poem *The Rose that Grew from Concrete*

Poem title:	
What is the poem all about?	How does the poem make you feel?
What did you notice about the rhyme?	Where does the poem take place?
What images did you see in your head while reading the poem?	Does the poem have any characters? If so, who are they?
Why do you think the author wrote this poem?	Can you make any connections with the poem and its content? Elaborate.
	What do you think the poem means?

Underline the correct answer.

1. What is surprising about the rose?
 - (a) The rose grew from a crack in the concrete
 - (b) The rose learned to breath fresh air
 - (c) The rose learnt to walk without having feet
 - (d) The rose lived a long life

2. Which of the following identifies the theme of the The Rose that Grew from Concrete?
 - (a) Nature can overcome problems better than people.
 - (b) We learn from our failures.
 - (c) People can overcome difficulties and succeed.
 - (d) All living things need support to grow.

3. Which detail from the poem best describes the answer in number 2 above.
 - (a) "when no one else ever cared." (Line 8)
 - (b) "Proving nature's laws wrong it/ learned to walk without having feet."
(Line 3-4)
 - (c) Funny it seems, but by keeping its dreams," (Line 5)
 - (d) Did you hear about the rose that grew from a crack in the concrete?
(Lines 1 – 2)

4. Which of the following describes how the speaker views the rose?
 - (a) The speaker is impressed by the rose.
 - (b) The speaker thinks the rose is not real.
 - (c) The speaker feels sad for the rose.
 - (d) The speaker is jealous of the rose.

5. Which quote from the poem best supports the answers to number 4 above?
 - (a) "when no one else cared." (line 8)
 - (b) "learned to walk without having feet." (Line 4)
 - (c) "Long live the rose that grew from concrete" (Line 7)
 - (d) "Proving nature's law is wrong" (Line 3)

6. What does the words "rose" and "concrete" represent as used in this poem?
 - (a) Tupac and the movement
 - (b) People who face their fears and the things that frighten them.
 - (c) Beauty and hardships
 - (d) People who overcome struggle and the challenges they face.

6(c)	5(c)	4(a)	3(d)	2(c)	1(a)
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Resource from <https://quizizz.com/admin/quiz/5a5ea57f82adce10002b5cc7/the-rose-that-grew-from-concrete>

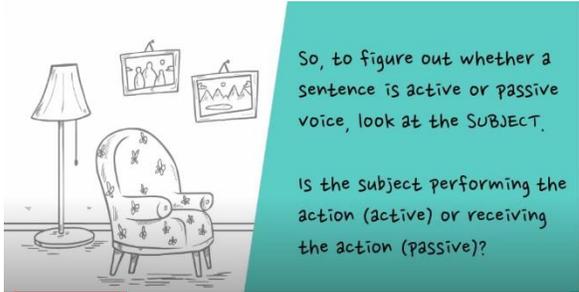
LANGUAGE STRUCTURE AND CONVENTIONS: ACTIVE AND PASSIVE VOICE



Active? Passive?
What is VOICE?
voice refers to the "WHO" or "WHAT" that is doing the verb's action in a sentence.

Active VOICE
means the subject is **DOING** the action
--> **ACTIVE** Subject

Passive VOICE
means the subject is **RECEIVING** the action
--> **PASSIVE** Subject



The boy plays the piano.

Boy = subject
plays = verb

The boy is "doing" the action.

Therefore...
the boy is the **ACTIVE** subject.

The boy plays the piano.

Because the **BOY** is the **ACTIVE** subject...

Then,
this sentence is written
in the **ACTIVE VOICE!**

The piano is played by the girl.

piano = subject
is played = verb

The piano is "receiving"
(or NOT "doing") the action.

The piano is played by the girl.

Because the **piano** is the **PASSIVE** subject...

Then,
this sentence is written
in the **PASSIVE VOICE!**

Why do we care?

Active voice is...

- more concise
- easier to understand
- less work for your reader

Resource from YouTube:
https://www.youtube.com/watch?v=W1_IRU6zx9g

A sentence is in active voice when the subject of the sentence is performing the action.

Example 1: Pat drove the car. (ACTIVE VOICE)

The subject **Pat** is the actor in the sentence. Pat is driving.

A sentence is in passive voice when the subject is not performing the action, but the subject is instead being acted upon by something else.

Example 2: The car was driven by Pat. (PASSIVE VOICE)

The subject **car** is not performing any action, instead Pat is acting upon the subject. Pat is still driving, but is no longer the subject of the sentence.

Change each of the following sentences from **active voice to passive voice**.

1. The committee presented the report.

2. Karl watched the scary movie alone.

3. The burglar stole the television in the house.

4. I opened the window in the study for some fresh air.

5. The tornado lifted the house into the air.

1. The report was presented by the committee.
2. The scary movie was watched by Karl alone.
3. The television in the house was stolen by the burglar.
4. The windows in the study was opened by me for some fresh air.
5. The house was lifted into the air by the tornado.

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