

| Directorate: Curriculum GET | | | LESSON PLAN |
|--|---|--|--|
| Subject | English Home Language | Term | 3 |
| Grade | 7 | Week | 1 |
| Link to Teaching and Assessment Plan | <ul style="list-style-type: none"> Build on listening skills taught in Term 2. Apply skills taught to be able to answer listen and retell what they've heard in the questionnaire. Drama /Novel and Short Story continuing from Term 2 Writing continuing from Term 2 Language Structure and Conventions – expanding on terminology from previous grades | | |
| Introduction | <ul style="list-style-type: none"> Learners will engage with questionnaires and be able to retell their perceptions to an adult Learners will engage with a questionnaire and answer the questions posed Learners will engage with the questionnaire and be able to make meaning and draw on that knowledge and his/her own experience to completing a questionnaire Learners will engage with the language structure notes and apply their knowledge in the worksheets provided. | | |
| Consolidation | <ul style="list-style-type: none"> Learners are challenged with activities to apply their knowledge and skills after each section. | | |
| Paper based resources: Text Dictionary | | Digital resources: https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031 https://www.youtube.com/watch?v=FkX-t0Pgzzs https://www.youtube.com/watch?v=FTzuQa9UQb0 https://www.youtube.com/watch?v=2rrjIKC6zNM | |
|  <p>TEACHER'S ACTIVITIES</p> | 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"> Listen to the questionnaire Make notes on the sheet provided Make meaning of the questionnaire by looking at your notes Retell your views of the questionnaire | <ol style="list-style-type: none"> Worksheets provided https://www.youtube.com/watch?v=FkX-t0Pgzzs https://www.youtube.com/watch?v=FTzuQa9UQb0 https://www.youtube.com/watch?v=2rrjIKC6zNM |
| | Reading & Viewing: | <ul style="list-style-type: none"> Read the questionnaire once for a quick impression of what it is about. Read it again for understanding and to be able to answer questions. | |
| | Writing & Presenting: | <ul style="list-style-type: none"> Use the knowledge of a questionnaire and apply when you plan to write Use knowledge of completing a questionnaire as well as your personal experiences to be | |

| | | | |
|---|---|---|--|
| | Language Structures & Conventions: | <p>able to complete the questionnaire.</p> <ul style="list-style-type: none"> Use the notes provided to get an understanding of the concepts Answer the worksheets to see how well you made meaning of the notes. | |
|  <p>PARENT'S ACTIVITIES</p> | | <p>Read the text to your child Share thoughts Show that you are also making connections to the text i.e. relate the text to your own life experiences. Offer support and guidance</p> | |
|  <p>LEARNER'S ACTIVITIES</p> | <p>Learner activities:</p> <p>Listening and Speaking: Listen to a questionnaire</p> <ol style="list-style-type: none"> Listen to the questionnaire as it is being read to you. It may be read more than once. Make notes on the worksheet provided Make meaning of the questionnaire by referring to your notes Retell your understanding of the questionnaire <p>Reading and Viewing: Questionnaire</p> <ol style="list-style-type: none"> Read the text for a quick impression on its content Read it a second time for meaning and to understand the moral. Answer the questions <p>Writing and Presenting: Completing a Questionnaire</p> <p>Use the notes provided and prior knowledge from previous grades to ensure you know what a questionnaire is and what it should consist of.</p> <ol style="list-style-type: none"> Plan your questionnaire in the space provided. Draw on your knowledge of the topic as well as your personal experience. <p>Language Structure and Conventions: Subject Predicate, Subject Verb Agreement</p> <ol style="list-style-type: none"> Familiarize yourself with the notes on the two topics Explain to a sibling or adult your thoughts on it. Refer to the videos explaining the concepts for further clarity. Complete the worksheets. | | |



Activity 1: Listening and Speaking: Listen to a questionnaire

Customer Satisfaction Survey Questionnaire

I. Questions

Directions: Please indicate your level of agreement or disagreement with each of these statements regarding QRZ Family Restaurant. Place an "X" mark in the box of your answer.

Q1: How many times per year do you visit QRZ Family Restaurant?

Q2: Do you visit QRZ Family Restaurant with family or friends?

Yes

No

- 1. The store is accessibly located.
- 2. Store hours are convenient for my dining needs.
- 3. Advertised dish was in stock.
- 4. A good selection of dishes was present.
- 5. The meals sold are a good value for the money.
- 6. Store has the lowest prices in the area.
- 7. Meals sold are of the highest quality.
- 8. Store atmosphere and decor are appealing.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. The store is accessibly located. | | | | | |
| 2. Store hours are convenient for my dining needs. | | | | | |
| 3. Advertised dish was in stock. | | | | | |
| 4. A good selection of dishes was present. | | | | | |
| 5. The meals sold are a good value for the money. | | | | | |
| 6. Store has the lowest prices in the area. | | | | | |
| 7. Meals sold are of the highest quality. | | | | | |
| 8. Store atmosphere and decor are appealing. | | | | | |



Q9: How would you rate your overall experience at the QRZ Family Restaurant?

- Highly satisfactory**
- Satisfactory**
- Neutral**
- Unsatisfactory**
- Highly Unsatisfactory**

Q10: What could we do to make your restaurant dining experience better?

Notes: The questionnaire may contain mixed closed-ended and open-ended questions as well as response formats. However, it is ideal to begin with closed-ended questions for higher response rates.

III. Demographic Data

Name (optional): _____

Age: _____

Gender: _____

Number of Family Members:

- 1-2**
- 3-5**
- 6-10**
- more than 10**

Email Address (optional): _____

Notes: This section is optional. The questions asking for demographic data should be relevant to the survey goal and must point to the characteristics of the target population.

IV. Thank you for sharing your thoughts with us. Enjoy dining at QRZ Family Restaurant.

Note: This section may also include further information regarding on how to claim the incentive that you wish to provide to the respondent.



Using the template below, organize your thoughts about the questionnaire.

What is the questionnaire about?

Who is the intended target market?

How does the questionnaire make you feel?

Was this easy to follow? Why or Why not?

Why do you think the compiler decided to write this questionnaire?

Write down any other thoughts you have on the questionnaire

Activity 3: Writing and Presenting: Complete a questionnaire Use template below to plan your questionnaire. You will only do the first three steps of the writing process, namely Planning, Drafting and revision of your first draft



Club Questionnaire survey template

Template 1: Pre-season survey

<INSERT CLUB LOGO AND NAME>

At our club everyone is welcome regardless of their ability or where they come from. We think it's important to have fun and that our members feel valued and a part of the club. We want people who are good sports and who behave respectfully to others – both on and off the field.

To help us improve our club we would like you to fill out this short survey. You do not need to provide your name as individual responses are not reported on.

| | | |
|---|--------------------------------------|---|
| 1. Why did you join our club? | | |
| <input type="checkbox"/> To be with friends | <input type="checkbox"/> To have fun | <input type="checkbox"/> To be involved with your community |
| <input type="checkbox"/> To be part of a competition | <input type="checkbox"/> To keep fit | |
| 2. Do you and your family feel welcome at our club? | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 3. Are our facilities clean and tidy? | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 4. Do you know that our club has flexible fee payment options and a uniform and equipment loan scheme? | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 5. Do you know that our club may be able to help out with transport to games? | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | |

Activity 4: Language Structures and Conventions:

Noun Clauses

Adjectival and Adverbial Clauses

An adjective clause is a subordinate clause that modifies a noun or a pronoun in the main clause of a complex sentence.

Adjective clauses are introduced by relative pronouns;

that, which, who, whom, whose, when, where

Directions: Underline the adjective clause in each sentence below.

Example A: *That boy needs to complete all his chores.*

Answer: That boy needs to complete all his chores.

1. Which person do you think will be able to complete the work?
2. The woman who lives next door, brought us some cookies.
3. There is a condo that I'd like to purchase.
4. Lincoln City is where I wish to live.
5. That cat that you found belongs to our neighbor.
6. The man who wore the hat was guilty.
7. Stephen, whose friends were from out of town, had a great time.
8. Summer, which is my favorite season, is usually hot.
9. English, which is my favorite subject, has a lot of good stories.
10. Los Angeles, is a the city where I was born.

An adverb clause is a subordinate clause that often modifies the verb in the main clause of a complex sentence.

An adverb clause tells how, when, where, why, or under what conditions the action occurs.

Adverb clauses are introduced by subordinating conjunctions;

after, although, because, before, until, unless, wherever, while, whenever

Directions: Underline each adverb clause below.

Example A: After the game, we went to the pizza parlor.

Answer: After the game, we went to the pizza parlor.

1. Unless he comes early, I will not wait all day for him.
2. Whenever they arrive, I will be waiting for them.
3. When she comes, make sure to tell her the good news.
4. As if she knew, she will be surprised.
5. While he waits, let's go and get a hamburger.
6. After the show, we will go get some ice cream.
7. Although they are early, they will still have to wait in line.
8. If they win, they will have won three straight championships.
9. I think of you whenever I hear that song.
10. Two people called while you were sleeping.
11. I passed the test because I studied hard.

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