

**Directorate: Curriculum GET** **LESSON**

**PLAN**

<b>Subject</b>	English Home Language	<b>Term</b>	<b>4</b>
<b>Grade</b>	<b>7</b>	<b>Week</b>	<b>1</b>
<b>Link to Teaching and Assessment Plan</b>	<ul style="list-style-type: none"> <li>Build on listening skills taught in Term 3. The skills taught: to be able to <b>Introduce a speaker;/vote of thanks/Telling a story</b> •</li> <li>Drama /Novel and Short Story continuing from Term 3</li> <li>Writing continuing from Term 3</li> <li>Language Structure and Conventions – expanding on terminology from previous grades and terms</li> </ul>		
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Learners will engage with text</li> <li>Learners will engage with a text with visuals and be able to retell their perceptions to an adult</li> <li>Learners will engage with a text with visuals and answer the questions posed</li> <li>Learners will engage with notes on giving directions and be able to make meaning and draw on that knowledge and his/her own experience to complete a set of directions</li> <li>Learners will engage with the language structure notes and apply their knowledge in the worksheets provided.</li> </ul>		
<b>Consolidation</b>	<ul style="list-style-type: none"> <li>Learners are challenged with activities to apply their knowledge and skills after each section.</li> </ul>		

<b>Paper based resources:</b> Text Dictionary	<b>Digital resources:</b> <a href="https://wcedportal.co.za/curriculum-support">https://wcedportal.co.za/curriculum-support</a> <a href="https://wcedportal.co.za/partners/#103031">https://wcedportal.co.za/partners/#103031</a> <a href="https://www.youtube.com/watch?v=DPYJQSA-x50">https://www.youtube.com/watch?v=DPYJQSA-x50</a> <a href="https://study.com/academy/lesson/how-to-identify-use-adjectival-adverbial-phrases.html">https://study.com/academy/lesson/how-to-identify-use-adjectival-adverbial-phrases.html</a>
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	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...)
 <b>TEACHER'S ACTIVITIES</b>	Listening & Speaking:	<ul style="list-style-type: none"> <li>Listen to the story and look at the pictures</li> <li>Make notes on the sheet provided</li> <li>Make meaning of the story looking at your notes</li> <li>Retell your views of the story</li> </ul>	<ol style="list-style-type: none"> <li>Worksheets provided</li> <li><a href="https://www.youtube.com/watch?v=DPYJQSA-x50">https://www.youtube.com/watch?v=DPYJQSA-x50</a></li> <li><a href="https://study.com/academy/lesson/how-to-identify-use-adjectival-adverbial-phrases.html">https://study.com/academy/lesson/how-to-identify-use-adjectival-adverbial-phrases.html</a></li> </ol>
	Reading & Viewing:	<ul style="list-style-type: none"> <li>Read the text once and look at the visuals once for a quick impression of what it is about.</li> <li>Read it again for understanding and to be able to answer questions.</li> </ul>	

	<p>Writing &amp; Presenting:</p>	<ul style="list-style-type: none"> <li>• Use the knowledge of giving directions and apply when you plan to write</li> <li>• Use knowledge of giving directions as well as your personal experiences to be able to complete the set.</li> </ul>	
	<p>Language Structures &amp; Conventions:</p>	<ul style="list-style-type: none"> <li>• Use the notes provided to get an understanding of the concepts</li> <li>• Answer the worksheets to see how well you made meaning of the notes.</li> </ul>	
<p><b>PARENT'S ACTIVITIES</b></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 (ie. when have you watched it, have had to write a etc.) Offer support and guidance</p>	
<p><b>LEARNER'S ACTIVITIES</b></p>	<p><b>Learner activities:</b></p> <p><b>Listening and Speaking: Telling a story</b></p> <ol style="list-style-type: none"> <li>1. Listen to the <b>story</b> as it is being read to you and look at the pictures. It may be read more than once.</li> <li>2. Make notes on the worksheet provided</li> <li>3. Make meaning of the story from your notes</li> <li>4. Retell your understanding of the story.</li> </ol> <p><b>Reading and Viewing: Read a comprehension text with visuals</b></p> <ol style="list-style-type: none"> <li>1. Read the text and look at the pictures for a quick impression on its content</li> <li>2. Read it a second time for meaning and to understand the moral.</li> <li>3. Complete the questions.</li> </ol> <p><b>Writing and Presenting: Write/Give directions</b></p> <p>Use the notes provided and prior knowledge from previous grades to ensure you know what directions are and how you should give them.</p> <ol style="list-style-type: none"> <li>1. Plan your route in the space provided.</li> <li>2. Draw on your knowledge of the topic as well as your personal experience.</li> <li>3. Complete the writing process.</li> </ol> <p><b>Language Structure and Conventions: Adjectives: Comparative and Superlative, Adverbial and Adjectival Clauses, Synonyms and Antonyms</b></p> <ol style="list-style-type: none"> <li>1. Familiarize yourself with the notes on these topics</li> <li>2. Explain to a sibling or adult your thoughts on it.</li> <li>3. Refer to the videos explaining the concepts for further clarity.</li> <li>4. Complete the worksheets.</li> </ol>		

## Activity 1: Listening and Speaking: Listen to a story

### Amazing Nature

#### Animal senses

Humans have five senses; sight, hearing, taste, smell, and touch. We use these senses every day of our lives when we work, play, eat, drink. Animals have sense too, and sometimes they are much more powerful than ours. We have our food prepared for us

But animals need to find their own food using their senses. For example, predators often have very good sight. Some birds of prey can see a mouse at a distance of 1.5 kilometers. However, they don't always catch the mouse. Mice have amazingly good hearing and this helps them escape from predators!



Insects sometimes have senses that are different from ours. For example,



butterflies don't taste with their mouths - they taste with their feet. Crickets don't hear with their ears - they hear with their legs. Chameleons have two eyes, the same as we do, but they can move their eyes separately and look in two different directions at the same time! Some animals seem to have special sense that tells them about the future. Birds,

ants and many other animals look for food more busily just before bad weather. This helps them survive because it's more difficult to find food when the weather is bad. They know that bad weather is coming. Birds also use this ability to avoid bad weather when they fly long distances. For centuries, people have noticed that animals often behave strangely before an earthquake. For example, in January 1975, a lot of farmers in one part of China told scientists that their horses and cattle did not want to go inside the barns. A few days later, there was a large earthquake in that region. Do animals have a special sense that predicts earthquakes? The answer is probably yes, but scientists do not yet understand how it works.

**Using the template below, organize your thoughts about the story.**

What do you think the story is about?

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Who is the intended target audience?

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How would you use your voice to make the story more interesting to the audience?

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Was this easy to follow? Why or Why not?

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How does the visuals use impacts on the story? Is it relevant?

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**Activity 2: Reading and Viewing: Read the following story with its visuals and answer the questions that follow:**

**Amazing Nature**  
**Animal senses**

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But animals need to find their own food using their senses. For example, predators often have very good sight. Some birds of prey can see a mouse at a distance of 1.5 kilometers. However, they don't always catch the mouse. Mice have amazingly good hearing and this helps them escape from predators!



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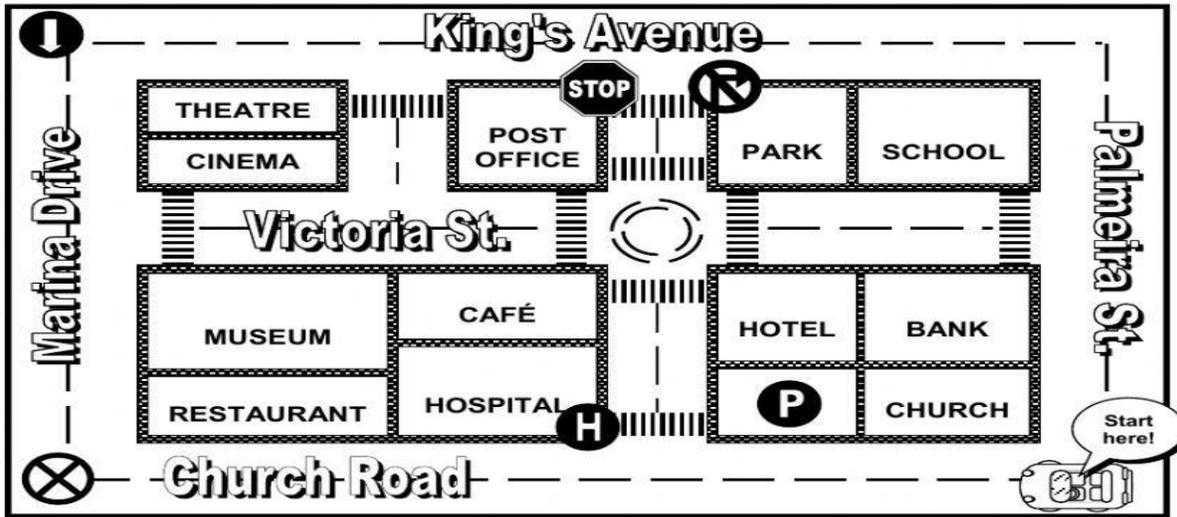
**Answer the following questions**

1. How many senses do humans have?  
\_\_\_\_\_
2. What do animals use to find their food?  
\_\_\_\_\_
3. Which sense do birds of prey use to catch their food?  
\_\_\_\_\_
4. Which sense helps mice to escape from predators?  
\_\_\_\_\_
5. What do butterflies use to taste?  
\_\_\_\_\_
6. What do crickets use to hear?  
\_\_\_\_\_
7. What is special about chameleons?  
\_\_\_\_\_
8. Which animals look for food more busily before bad weather?  
\_\_\_\_\_

Activity 3: Writing and Presenting: Writing a set of directions

Using frame provided, complete the writing process and write a complete set of directions.

# GIVING DIRECTIONS



**A. Look at the map, follow the directions and write the answers.**

- Go straight ahead, past the hospital, and then turn right. Go along Marina Drive and turn right into King's Avenue. Take the second turning on the right. Cross the street. You are in front of the \_\_\_\_\_
- Go up Palmeira Street and take the first turning on the left. Go past the post office and turn right. Don't cross the street. Are you at the post office, opposite it or at the school? \_\_\_\_\_
- Go straight ahead. Take the first turning on the right. Go along this street and turn left. Stop! What's on your left? \_\_\_\_\_
- Go straight ahead. Take the first turning on the right and then right again. Cross the street and get into the park. Turn right and walk across the park. Where are you? \_\_\_\_\_
- Go down Church Road and turn right into Marina Drive. Go around the corner and stop. What's on your right? \_\_\_\_\_
- Go up Palmeira Street and turn left into King's Avenue. Take the first turning on the right and go straight ahead, past the café. The \_\_\_\_\_ is on the left, opposite the hospital.

**B. Complete the conversations using the words in the box.**

on straight past left next to  
turn behind up in front of right  
opposite (2) left near

1. 'Excuse me! Could you tell me the way to the cinema?'

'Yes, certainly. Go \_\_\_\_\_ ahead until the end of this street, and then turn \_\_\_\_\_ . Go \_\_\_\_\_ the restaurant and the museum and \_\_\_\_\_ right into Victoria Street. The cinema is \_\_\_\_\_ the museum, \_\_\_\_\_ the theatre.'

'Thank you so much!'

'You're welcome!'
2. 'Excuse me! Is there a bank \_\_\_\_\_ here?'

'Yes, there is one \_\_\_\_\_ the church, \_\_\_\_\_ Victoria Street.'

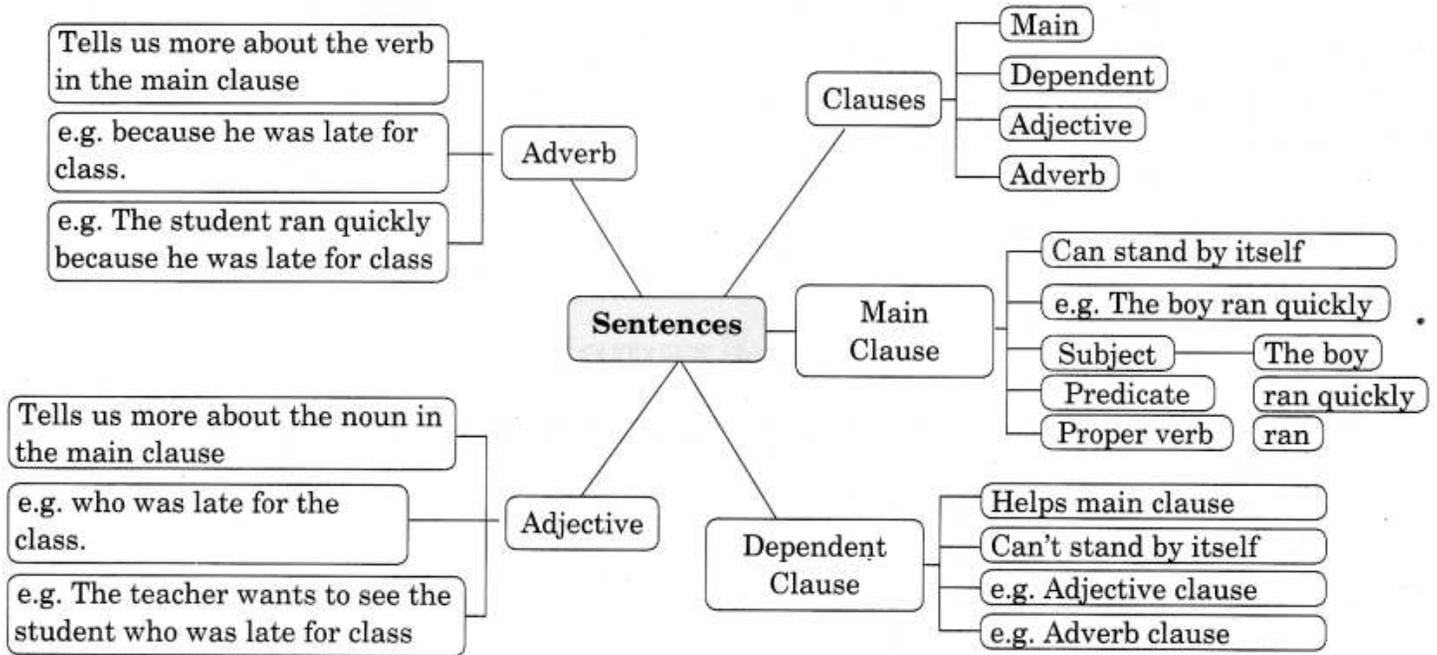
'Could you tell me how to get there?'

'Yes, of course. Go \_\_\_\_\_ Palmeira Street and turn \_\_\_\_\_ at the corner. You'll get \_\_\_\_\_ the school. Cross the street. The bank is \_\_\_\_\_ the school.'

'Thanks a lot!'

'No problem.'

Adverbial and Adjective clauses



Make your own sentences using the above table

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_
4. \_\_\_\_\_
- \_\_\_\_\_

# Same and Opposite

Write a *synonym* and an *antonym* for each word.  
Use the words from the word box.

laugh	false	difficult	moist
ill	different	healthy	full
easy	cowardly	sob	factual
similar	dry	famished	daring
construct	rich	destroy	poor

	SYNONYM	ANTONYM
true	_____	_____
damp	_____	_____
cry	_____	_____
alike	_____	_____
build	_____	_____
hard	_____	_____
sick	_____	_____
wealthy	_____	_____
hungry	_____	_____
brave	_____	_____

## Comparative and Superlative Adverbs (Writing Part 1)

The comparative form of the adverb compares two actions. The superlative form of the adverb compares more than two actions.

**Directions:** Use the comparative or superlative form of the following adverbs in parenthesis to best complete each sentence.

*Example A: David looks (happier / happiest) than John this morning.*

*Answer: David looks happier than John this morning.*

1. The man arrived (earlier / earliest) than the others.

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2. The man drove (farther / farthest) than he had to.

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3. Jason jumped (higher / highest) of all the students in the class.

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4. I run (shorter / shortest) distances in the morning.

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5. He is the (taller / tallest) boy in the class.

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