

Directorate: Curriculum GET			LESSON PLAN
Subject	English Home Language	Term	4
Grade	7	Week	2
Link to Teaching and Assessment Plan	<p>Listening and Speaking Unprepared speech Introducing a speaker/vote of thanks/Telling a story</p> <p>Reading and Viewing Key features of literature text: Reading/ viewing for comprehension</p> <p>Writing and Presenting Long/short transactional text e.g. Writing instructions</p> <p>Language Structures and Conventions Word level: complex noun phrases; prepositions Sentence level: simple; compound and complex sentences; Word meaning: literal; contextual; figurative; adjectives; adverbs; Punctuation: semicolon; inverted commas; full stop; apostrophe</p>		
Introduction	<p>Theme: Nature</p> <ul style="list-style-type: none"> Learners will present an unprepared speech. Learners will read a text about the magicians of the sea. 		
Consolidation	<ul style="list-style-type: none"> Learners will write short instructions. Learners will also identify language structures and conventions within the context of text. 		
Paper based resources: DBE Workbook; Magazines; Textbook; Dictionary		Digital resources: https://wcedportal.co.za/curriculum-supporthttps://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"> The teacher will introduce learners to what an unprepared speech is about and where it can be used. Learners will present on a topic identified by the teacher. Learners will only have two minutes to structure their thoughts based on the frame provided. Learners should try and present their speech based on the criteria included in Activity 1. 	Worksheet Week 2 Worksheet Week 2 Memoranda https://drive.google.com/drive/folders/1yXAMrrrHsDMaeM6Q3vQY4ENHQdGvBkE5?usp=sharing
	Reading & Viewing:	<ul style="list-style-type: none"> Learners must read the information text and visual text in Activity 2 independently. 	

		<ul style="list-style-type: none"> Learners will answer questions after reading the text. 	
	Writing & Presenting:	<ul style="list-style-type: none"> Learners would have written instructions before. Ask learners why it is important to write exact or specific instructions. Discuss the text features of instruction writing with the learners. Allow learners to complete the activity following the writing process. Learners should plan and write on a separate piece of paper or activity book. 	<p>Writing exact instructions challenge:</p> <p>https://www.youtube.com/watch?v=cDA3_5982h8</p>
	Language Structures & Conventions:	<ul style="list-style-type: none"> After explaining and establishing understanding of each of the language structures and conventions in Activity 4, allow learners to complete the activities independently. Explain to learners what complex noun phrases; adjectives; adverbs; simple prepositions; compound prepositions and complex prepositions are in Activity 4.1 Explain simple, compound and complex sentences in Activity 4.2 Explain literal and figurative language in Activity 4.3. Explain the use of punctuation in Activity 4.4. 	
 <p>PARENT'S ACTIVITIES</p>	<p>You may follow the same instructions as written for the teacher.</p>	<p>Allow your child to read the instructions independently and then have your child explain to you what he/she should do. Rather than reading the instructions to the child if he/she does not understand, let your child read it again and ask, "What part do you not understand?"</p> <p>Have a conversation about nature preservation and the importance of caring for the environment. Do not lecture.</p>	<p>The following links may be helpful to explain lesson plan content:</p> <p>Writing exact instructions challenge:</p> <p>https://www.youtube.com/watch?v=cDA3_5982h8</p>

After completing this worksheet, you will be able to:

- ✓ Present an unprepared speech.
- ✓ Infer the meaning of a text; read unfamiliar words and analyse images; identify main and supporting ideas; distinguish between fact and opinion.
- ✓ Identify the key features of literature texts.
- ✓ Write a short transactional text: instructions.
- ✓ Identify complex noun phrases; adjectives; adverbs; simple prepositions; compound prepositions and complex prepositions.
- ✓ Work with simple, compound and complex sentences.
- ✓ Explain literal and figurative language.
- ✓ Use punctuation marks effectively.



LEARNER'S ACTIVITIES

Listening and Speaking

- ✓ Study the guidelines about presenting an unprepared speech in activity one. Your teacher will give you a topic and two minutes to prepare a short presentation on the topic.

Reading and Viewing

- ✓ Read the information text and visual text independently in Activity 2. Answer the questions that follow.

Writing and Presenting

- ✓ You are going to write clear, concise instructions about how to make a healthy snack for studying purposes. Follow the guidelines provided in the notes provided.

Language Structures and Conventions (LSC)

- ✓ You are going to do LSC revision from Activity 41. – 4.4.

Worksheet – Grade 7 English HL Term 4 Week 2

Activity 1 – Listening and Speaking

Activity 1.1 – Unprepared Speech

Read the through the following information and instructions carefully. In this activity, you are going to prepare an unprepared speech. How can you prepare an unprepared speech?

An unprepared speech is given with little or no **preparation**, yet almost always with some advance knowledge on the topic. When called to speak "off the cuff" on the "spur of the moment," it is usually because the speaker is quite knowledgeable about the subject.

An unprepared speech often occurs when someone is asked to "say a few words" or give a toast on a special occasion. You have probably done **impromptu speaking** many times in informal, conversational settings.

How can you prepare?

Your teacher may give you a topic and allow two or three minutes for you to structure your thoughts and write down some ideas.



Topics: Allow learners to choose any ONE of the following topics two minutes before the learner should present. Allow learners to structure their thoughts for two minutes whilst another learner is delivering his/her speech. Learners should not see these topics before the time.

Environment 	Nature 
How does pollution impact humans?	What I have learnt from nature
How can we look after the environment better?	Which animal is worth saving?
My least favourite form of pollution	Why is water important?
Humans are the environment's worst enemy	My favourite part of nature

After you have chosen your topic, consider the following speech format when planning to write your speech:

SPEECH FORMAT

- **Introduction**
 - How will I grab attention? Quote/Interesting fact/Question
 - State purpose of speech What is the speech about?
 - State two to three main ideas
- **Body**
 - Two to three paragraphs about your main ideas
 - Restate main idea at the beginning of every paragraph
 - Provide details/evidence/support for choosing your idea
- **Conclusion**
 - Restate the purpose of your speech
 - Restate the main ideas
 - Make a closing remark

Criteria				
When assessed in this skill, your teacher may focus on the following criteria.				
Content	Eye contact and use of gestures	Volume, clarity and articulation	Flow and fluency	Confidence and attitude

Activity 2 – Reading and Viewing

Activity 2.1 – Comprehension of non-literary text

Read the following information text and answer the following questions.

MAGICIANS OF THE SEA - by Kelly Hashway

What has three hearts, eight arms and one huge brain? An octopus, a creature that can do amazing things.

An octopus is extremely intelligent. It can learn new things just like humans do. It has even learnt a few tricks to get it **out of** sticky situations. If an octopus is threatened by a predator, such as a shark or bird, it can use some pretty **incredible** skills to get away. An octopus does not have teeth or sharp claws to defend itself. Instead, it uses clever ways to outsmart its attackers. An octopus likes to hide in the sand **on** the bottom of the ocean floor. How you ask? Well, the octopus has something **in common with** the chameleon because it can change the colour of its skin to match the sand. And this colour change, or camouflage, happens in less than a minute.

Some of them like to stay in more **shallow** water where there are rocks and coral.

Because an octopus is an invertebrate (meaning it does not have backbones), it can **effectively** squeeze itself **into** small spaces between the rocks to get out of reach of predators. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus. By the time the ink clears and the predator can see again, the octopus has **quickly** swum away or hidden. It's very much like a magician doing a **vanishing act**.

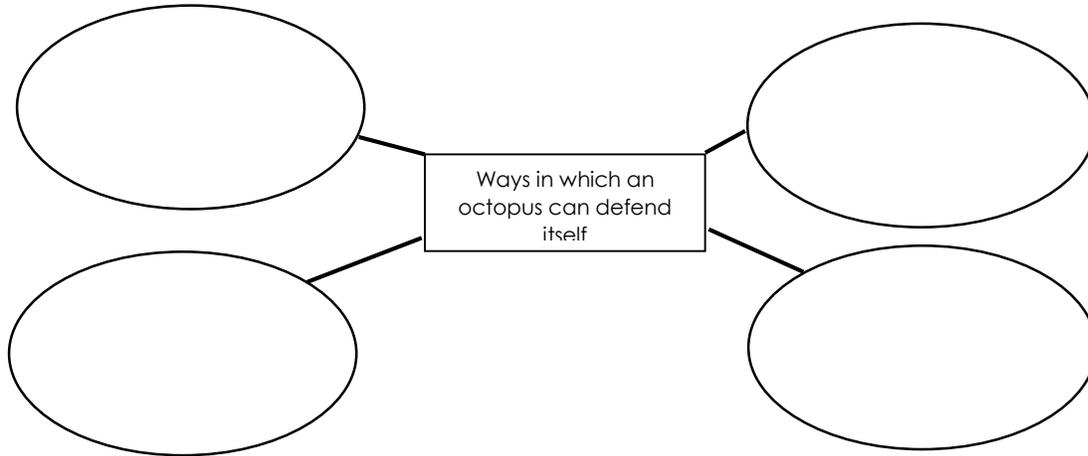
If you think that's a neat trick, then you'll love what else these creatures have **up** their sleeves. If an octopus is being attacked, it can actually make itself look like a **venomous sea snake**. It will bury itself in the sand, keeping two arms visible. It will change the colour of those arms to match the colour of a sea snake. What if there's no time to hide? If an octopus is in trouble, it can break off one of its tentacles. The tentacle will then change colour and squirm around in the water to distract the predator while the octopus swims away to safety. Don't worry though. Its tentacle will grow back.

There is one kind of octopus that has venom to use in defense. The **blue-ringed octopus** is tiny; it could fit into the palm of your hand. Predators might think this size makes the octopus

a **great** snack, but they know to stay away. The blue-ringed octopus is very poisonous and can kill predators much **larger** than itself, including humans.

So, the next time you see an octopus in the aquarium or while you are snorkeling, remember that inside that **oversized** head is a very large brain, making it a clever addition to the sea.

2.1.1 Complete the following graphic organiser. Write down the different ways in which an octopus can defend itself in the spaces provided. (4)



2.1.2 Name one difference and one similarity between an octopus and a chameleon. (2)

2.1.3 Say whether you agree or disagree with this statement and provide a reason for your answer.

If an octopus loses a tentacle, the damage may not be permanent. (2)

2.1.4 What is the author's purpose for writing this article? (1)

2.1.5 What is the main message in this text? (2)

2.1.6 Do you think the title is meant literally or figuratively? _____ (1)

Activity 2.2 – Comprehension of a visual text

Look at the following visual text advertising a documentary and answer the questions that follow.



2.2.1 What is the title of this documentary? _____

2.2.2 Name one of the possible characters in this documentary. _____

2.2.3 Would you like to watch this documentary based on the poster? Give a reason for your answer.

2.2.4 Refer to the title. Explain what you think this documentary will be about in two sentences.

Activity 2.3 – Key features of a literature text

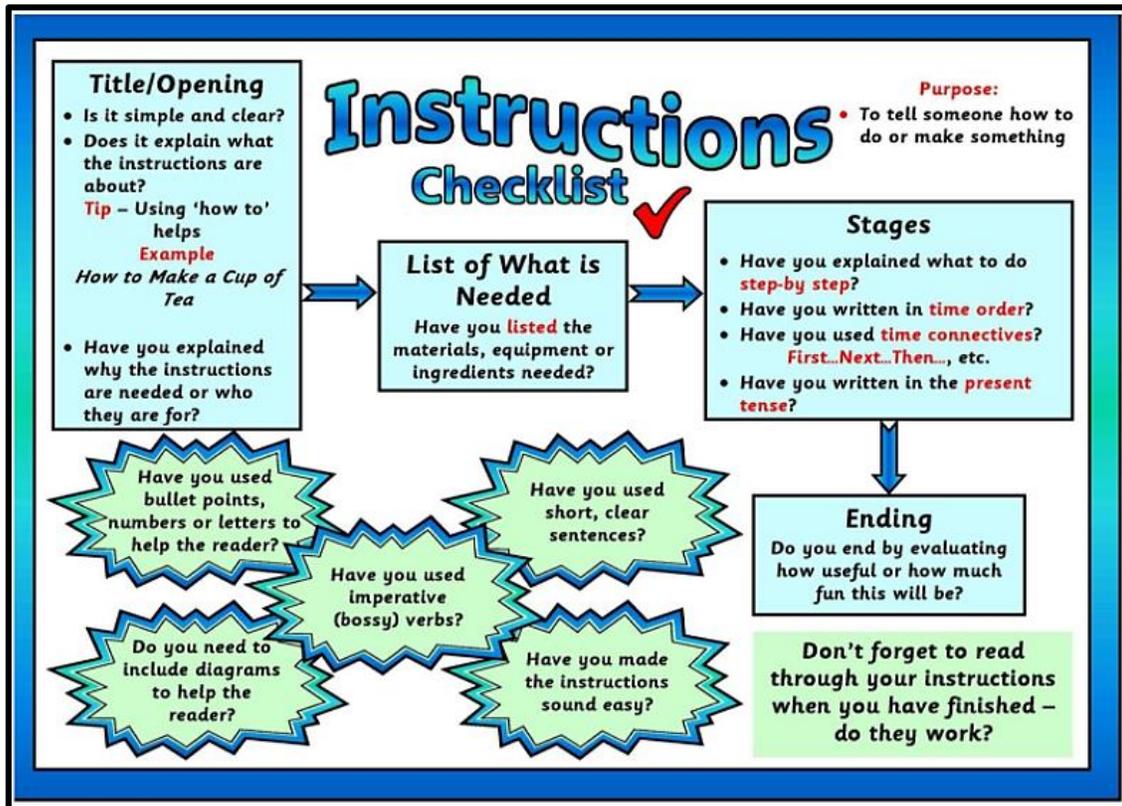
Match the following definitions of literature text features to the correct word. Write down the corresponding letter or rewrite the feature in the space provided.

Letter	Feature	Definition	Correct feature
A	character	the circumstances or situation prevailing at a particular time or underlying a particular event.	
B	characterisation	The underlying meaning of a literary work, a particular truth about life or humanity, which the author is trying to make the reader see. Plot is a pattern or events or what happens – but this is the meaning, what it's about.	
C	conflict	a description of the distinctive nature or features of someone or something.	
D	plot	A dynamic person or animal or living thing that is changed by events or interactions with others. A static person or animal or living thing that stays essentially the same.	
E	background	the place and time at which a play, novel, or film is represented as happening.	
F	narrator	A struggle between opposing forces. Sometimes the struggle is internal, or inside a character, as when a character strives to meet a self-imposed challenge (man versus himself). At other times the struggle is external and involves a force outside the character. This force may be another character, the antagonist; a force of nature; or a social convention or custom.	
G	setting	The part in a story or play that is the high point of interest or suspense in a literary work. In some works of literature, it is the turning point.	
H	theme	The sequence of events in literary work.	
I	climax	a person who narrates something, especially a character who recounts the events of a novel or narrative poem.	

Activity 3 – Writing and Presenting

Activity 3.1 – Writing Instructions

You are going to write instructions. Pay attention to the format and style of your writing. Also consider your target audience, purpose and context. Carefully consider your choice of words and language structures to avoid any confusion.



You are going to write simple instructions and explain to someone how to make a perfectly healthy study snack. Think of a healthy snack that a grade 7 learner will be able to make and eat. You may create something new or share your favourite snack, but the secret is in writing clear instructions according to the guidelines above so that the instructions are clear and easy to understand.

Follow the writing process and plan your instructions in an activity book or piece of paper.

Activity 4 – Language Structures and Conventions

Activity 4.1 – Complex noun phrases; adjectives; adverbs; simple prepositions; compound prepositions and complex prepositions

Refer to the reading text in Activity 2 – Magicians of the Sea. Find examples of the following in the text. The examples have been printed in bold. You must match it to the correct part of speech.

- 4.1.1 three complex noun phrases
- 4.1.2 three adjectives
- 4.1.3 two adverbs
- 4.1.4 three simple prepositions
- 4.1.5 one two-word complex preposition (compound preposition)
- 4.1.6 one three-word complex preposition

Activity 4.2 – Simple, compound and complex sentences

What are simple, compound and complex sentences?

You need to first understand the following terms:

- **Independent clause:** It expresses a complete thought; it has a subject and verb and it can stand by itself as a sentence.
- **Dependent clause:** It is a group of words that contains a subject and a verb but it does not express a complete thought; it cannot stand on its own as a sentence.

Type of sentence	Definition
simple	It is a sentence consisting of only a independent (main) clause, with a single subject and predicate.
compound	It is a sentence consisting of at least two independent clauses usually joined by a conjunction.
complex	It is a sentence with an independent clause and at least one dependent clause.

Compound Sentences

A compound sentence consists of two independent clauses, joined together by a comma and a coordinating conjunction.

The coordinating conjunctions are:
For, And, Nor, But, Or, Yet, So

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Examples:

He was tired, **for** he went to bed early.
 I cooked dinner, **and** he washed the dishes.
 Jane has a red car, **but** Jill has a blue car.

Activity 4.2.1 – Compound sentences

The following sentences are examples of compound sentences. Split the sentences into two simple sentences and identify the conjunction that joined the two sentences.

- 4.2.1.1 There are several different sea creatures and every animal is unique.
- 4.2.1.2 Many sea creatures move freely in the water, but there are also predators.
- 4.2.1.3 I do not eat fish yet I love eating mussels.



Activity 4.3 – Literal; contextual and figurative language

Explain what the literal and figurative meaning of the following statement can be.

- He is a chameleon.

Activity 4.4 - Punctuation: semicolon; inverted commas; full stop; apostrophe

Rewrite the following reported sentence in direct speech and correct the punctuation errors.

- 4.4.1 The reviewer said that the film was captivating and that the filmstar was the octopus.