




Directorate: Curriculum GET			LESSON PLAN
Subject	English Home Language	Term	1
Grade	7	Week	1-2
Link to Teaching and Assessment Plan	<ul style="list-style-type: none"> Build on listening skills taught in previous grade. The skills taught: to listen to a story and retell the main parts of the story. Literary Text: Short Stories: Key Features of a Literature Text Write a narrative paragraph: Narrative Paragraph conventions Language Structure and Conventions – expanding on terminology from previous grades 		
Introduction	<ul style="list-style-type: none"> Learners will engage with a short story Learners will engage with a short story and be able to retell the main parts to an adult Learners will engage with a short story and answer the questions posed Learners will engage with the short story and be able to make meaning and draw on that knowledge and his/her own experience to completing a narrative paragraph. 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=VDmhl-SU5Yk https://www.youtube.com/watch?v=kbP0P8Wxtcg https://www.youtube.com/watch?v=yACYcd4B4q0 https://www.youtube.com/watch?v=napjD6U4OU	
 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:	Listen to a short story : <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts 	1. Worksheets provided
	Reading & Viewing:	Literary text: short stories <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluation) 	2. https://www.youtube.com/watch?v=VDmhl-SU5Yk 3. https://www.youtube.com/watch?v=kbP0P8Wxtcg 4. https://www.youtube.com/watch?v=yACYcd4B4q0 5. https://www.youtube.com/watch?v=napjD6U4OU
	Writing & Presenting:	Write a narrative paragraph	

		<p>Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Use conjunctions for cohesion • Explain requirements of text such as telling a story • Use appropriate words and style <p>Write in the past tense</p>	
	Language Structures & Conventions:	<p>Word level work: common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns</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</p> <p>Share thoughts</p> <p>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 paragraph etc.)</p> <p>Offer support and guidance</p>	
 <p>LEARNER'S ACTIVITIES</p>	<p>Learner activities:</p> <p>Listening and Speaking: Listen to a short story</p> <ol style="list-style-type: none"> 1. Listen to the short story as it is being read to you. It may be read more than once. 2. Make notes on the worksheet provided 3. Make meaning of the short story from your notes 4. Retell you understanding of the main parts of the story. <p>Reading and Viewing: Read a short story and identify the main literary features and apply the writing process to answer the questions.</p> <ol style="list-style-type: none"> 1. Read the text for a quick impression on its content 2. Read it a second time for meaning and to understand the moral. 3. Answer the questions that follow. <p>Writing and Presenting: Write a narrative paragraph</p> <p>Use the notes provided and prior knowledge from previous grades to ensure you know what a paragraph is and what it looks like.</p> <ol style="list-style-type: none"> 1. Plan your paragraph in the space provided. 2. Draw on your knowledge of the topic as well as your personal experience. 3. Complete the first draft <p>Language Structure and Conventions: Countable and Uncountable Nouns; Concrete and Abstract Nouns</p> <ol style="list-style-type: none"> 1. Familiarize yourself with the notes on these topics 2. Explain to a sibling or an adult your thoughts on it. 3. Refer to the videos explaining the concepts for further clarity. 4. Complete the worksheets. 		

Activity 1: Listening and Speaking: Listen to a Short Story

“Seventh Grade” by Gary Soto

1. On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective¹, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.
2. Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa’s, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.
3. They shook hands, *raza*-style, and jerked their heads at one another in a *saludo de vato*². “How come you’re making a face?” asked Victor.
4. “I ain’t making a face, *ese*³. This is my face.” Michael said his face had changed during the summer. He had read a GQ magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and *scowl*. They would sit at the pool, their rippled stomachs dark with shadow, and *scowl*. They would sit at dinner tables, cool drinks in their hands, and *scowl*.
5. “I think it works,” Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. “Belinda Reyes walked by a while ago and looked at me,” he said.
6. Victor didn’t say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia⁴, except hot and more boring.
7. “What classes are you taking?” Michael said, scowling.
8. “French. How ‘bout you?”
9. “Spanish. I ain’t so good at it, even if I’m Mexican.”
10. “I’m not either, but I’m better at it than math, that’s for sure.”
11. A tinny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that’s weird. Michael thinks making a face makes him handsome.
12. On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction⁵.
13. In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.
14. The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the home room teacher.
15. “So you think I should talk to Mrs. Gaines?” she asked the teacher. “She would know about ballet?”
16. “She would be a good bet,” the teacher said. Then added, “Or the gym teacher, Mrs. Garza.”
17. Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.
18. He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, “Hi, Victor.”
19. He smiled back and said, “Yeah, that’s me.” His brown face blushed. Why hadn’t he said, “Hi, Teresa,” or “How was your summer?” or something nice.
20. As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.
21. In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, “What is a noun?”
22. “A person, place, or thing,” said the class in unison.
23. “Yes, now somebody give me an example of a person--you, Victor Rodriguez.”
24. “Teresa,” Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.
25. “Correct,” Mr. Lucas said. “Now provide me with a place.”
26. Mr. Lucas called on a freckled kid who answered, “Teresa’s house with a kitchen full of big brothers.”
27. After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.
28. After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites.
29. Girls walked by and looked at him, “See what I mean, Vic?” Michael scowled. “They love it.”
30. “Yeah, I guess so.”
31. They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn’t see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.
32. The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

¹ **elective** (n.) - optional course or subject

² **raza-style**. . *saludo de vato* - Spanish gestures of greeting between friends

³ **ese** - Spanish word for “man”

⁴ **Sibera** - region in northern Asia known for its harsh winters ⁵ **conviction** (n.) - belief

33. He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.
34. Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.
35. They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."⁵
36. "*Bonjour*," braved a few students.
37. "*Bonjour*," Victor whispered. He wondered if Teresa heard him.
38. Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.
39. One kid raised his hand and asked, "What's 'populace'?"
40. "The people, the people of France."
41. Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "*Très bien. Parlez-vous français*?"⁶
42. Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.
43. "La me vave me con le grandma," he said uncertainly.
44. Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.
45. Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, "Frenchie oh wewe gee in September."
46. Mr. Bueller asked Victor to repeat what he said.
47. "Frenchie oh wewe gee in September," Victor repeated.
48. Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.
49. "*Le bateau*," he sang.
50. "*Le bateau*," the students repeated.
51. "*Le bateau est sur l'eau*,"⁷ he sang.
52. "*Le bateau est sur l'eau*."
53. Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.
54. The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly⁸ at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."
55. Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog--anything! I'll be your best student, and I'll clean your erasers after school.
56. Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.
57. Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.
58. "Sure, anytime," Victor said.
59. "I won't be bothering you, will I?"
60. "Oh no, I like being bothered."
61. "Bonjour," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.
62. "Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.
63. He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade.

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

What do you think the short story is about?

Who is the intended target audience?

⁵ **Bonjour** – French for "Hello"; "Good day"

⁶ **Très bien. Parlez-vous français?** – French for "Very well. Do you speak French?"

⁷ **Le bateau est sur l'eau** – French for "The boat is on the water."

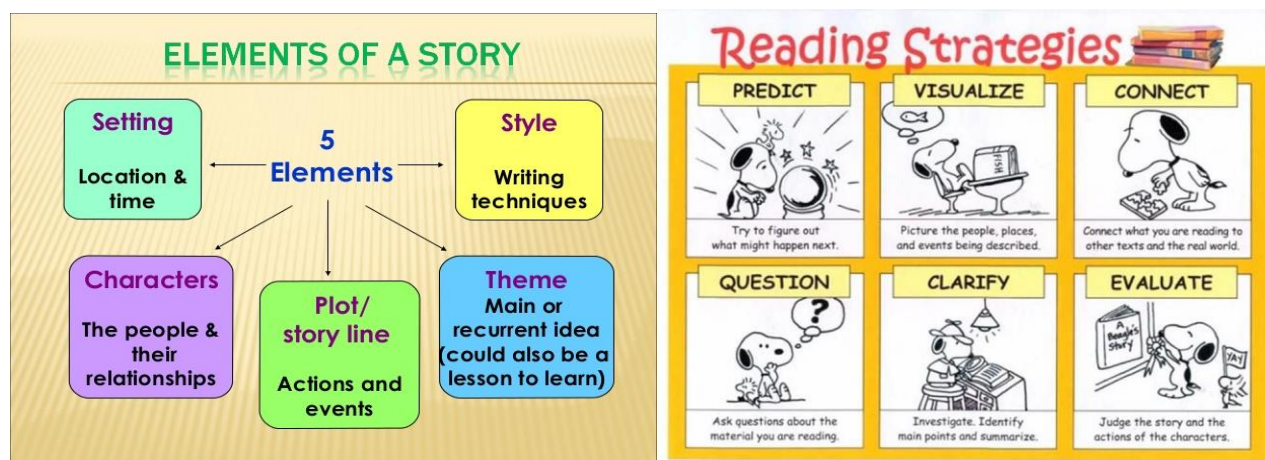
⁸ **Sheepishly** (adv.) – in a shy or embarrassed way

How does it make you feel?

Was this easy to follow? Why or Why not?

Why do you think the author decided to write this short story?

Activity 2: Reading and Viewing: Re-read the short story "7th Grade". Then read the notices below of the elements of a story and answer the questions that follows:



1. "Seventh Grade" is a narrative. How is this form of writing different from a persuasive text?

2. Read paragraphs 7-10 (a) Who is speaking? (b) How do you know?

3. What is the theme of the story? Why do you think so?

4. Analyze a character. How do his/her words and actions influence the thoughts and/or actions of another character?

5. In paragraph no.62, the author says, "The rosebuds of shame on his face became bouquets of love." What are the actions that led to this change of feeling in Victor?

6. Read paragraph no.18. The author says that Victor managed to "catch her eye." What is the meaning of this idiom?

7. Read paragraph no.54. What does the underlined word, sheepishly, mean? How do you know?

Activity 3: Writing and Presenting: Writing a narrative paragraph on your first day of grade 7.

Steps of the WRITING PROCESS

What is the writing process?
The writing process is the steps that writers follow from the beginning to the end of creating a piece of writing.

1. PREWRITE	<ul style="list-style-type: none"> Choose a topic. Set a purpose. Collect facts. Brainstorm and organize ideas.
2. DRAFT	<ul style="list-style-type: none"> Create a rough draft that will later be improved on. Organize your ideas into sentences and paragraphs.
3. REVISE	<ul style="list-style-type: none"> Review and improve your draft. Make any changes or additions in word choice, organization, and descriptive details.
4. EDIT	<ul style="list-style-type: none"> Make any corrections needed in spelling and grammar. Reread each sentence to make sure they all make sense.
5. PUBLISH	<ul style="list-style-type: none"> Write a final copy of your corrected writing. Get ready to share your writing with your readers.

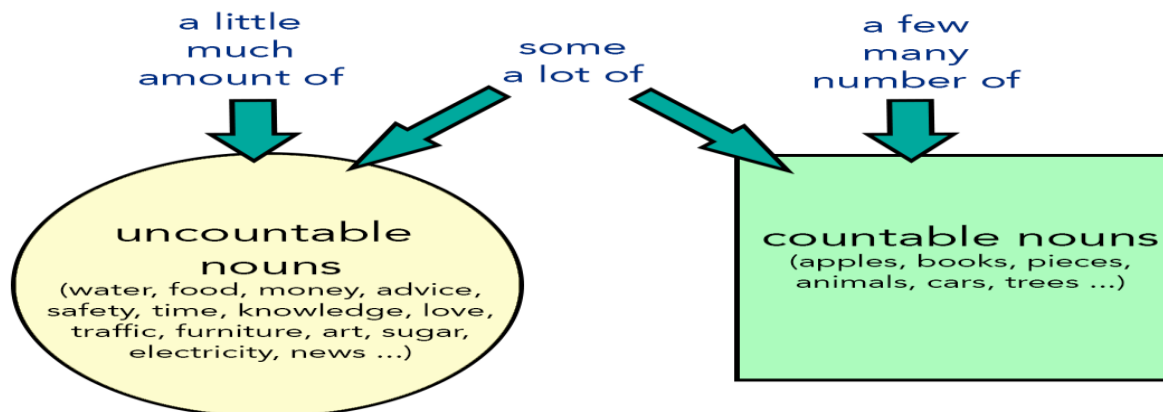
Using space provided, write the first draft of your in the space provided below (Use the information provided above)



Final Draft

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 4: Language Structures and Conventions



COUNTABLE AND UNCOUNTABLE NOUNS

1. Say if the nouns are countable (C), uncountable (U) or both (B).

- | | | | | | | | |
|-----------|--------------------------|---------------|--------------------------|--------------------|--------------------------|-----------|--------------------------|
| a. beef | <input type="checkbox"/> | e. sugar | <input type="checkbox"/> | i. pear | <input type="checkbox"/> | m. melon | <input type="checkbox"/> |
| b. coffee | <input type="checkbox"/> | f. strawberry | <input type="checkbox"/> | j. jam | <input type="checkbox"/> | n. bread | <input type="checkbox"/> |
| c. peach | <input type="checkbox"/> | g. tea | <input type="checkbox"/> | k. a cup of tea | <input type="checkbox"/> | o. milk | <input type="checkbox"/> |
| d. onion | <input type="checkbox"/> | h. pork | <input type="checkbox"/> | l. a glass of milk | <input type="checkbox"/> | p. butter | <input type="checkbox"/> |

2. Fill in the gaps with a, an or some.

- Can I have _____ biscuits and _____ glass of milk, please?
- I'd like _____ sausages and _____ eggs, please.
- I want _____ cheese and ham sandwich today.
- Would you like _____ apple or _____ pear?
- I want _____ chocolate ice cream with my fruit salad.
- I'd like _____ steak, _____ rice and _____ green salad.
- Do you want _____ chips with your chicken?
- Would you like _____ strawberries or _____ grapes?
- I'd like _____ egg and _____ cereals for breakfast.
- Can I have _____ milk or _____ juice, please?
- Would you like _____ beer or would you prefer _____ glass of wine?
- Would you like _____ wine? And _____ cheese, too?
- I want _____ jam and _____ butter for my toast, please.
- Do you want _____ sausages, or would you prefer _____ steak?

3. Write the correct form of the verbs in brackets.

- My tea _____ too sweet. (be)
- These oranges _____ very nice. (not be)
- This steak _____ delicious. (be)
- This cheese _____ really expensive. (be)
- These egg sandwiches _____ great. (be)
- This coffee _____ terrible, but the biscuits _____ great. (taste / be)

Abstract and concrete nouns

Noun Sort			
<p>Nouns you can see and touch...</p> <p>Concrete Nouns</p>		<p>Nouns you can't see or touch...</p> <p>Abstract Nouns</p>	
pencil	knowledge	truth	pond
peace	love	car	lake
calm	education	lie	book
friendship	frog	idea	dream
joy	freedom	anger	
mouse	clock	body	
shoe	watch	miser	
fish	luck	thrill	
Concrete		Abstract	

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