

Gr 7 English Home Language: Week 4

Text book pp. 115,118,119,120,121


 Theme
8

Keep going straight!

In this theme, I will:

- have and sustain a group discussion
- deliver a speech
- read an instructional text and revise the reading process
- revise the key features of a poem
- revise writing a transactional text and process writing
- learn about prepositions of time, place and movement
- learn about numerical adjectives, the active and passive voice, idioms and proverbs
- learn about the hyphen and the apostrophe
- read a poem in the *Core Reader*.

Let's talk about this theme

- Have you ever been lost? If so, why did you get lost? Discuss this with your friends.
- Have you ever tried to give someone else directions to get somewhere?
- Have you ever been confused when you are trying to follow an instruction manual?
- What would help you to follow instructions, or to give them? Discuss this with your friends.

What you still need to know



When you deliver your speech, you must vary your pace and tone. If the subject matter is exciting, you can speak more quickly with a lively tone. If your content is serious, you can speak more slowly and with a respectful tone. You can vary your pace depending on what you are talking about. During your presentation, use cue cards to assist you, but don't rely on them, and only use them to remind you of key points. Stand still and do not sway on your feet; use gestures to emphasise your points and look at your audience.



Classroom activity 2

- 1 For your prepared speech, choose a topic that you know well or that interests you. Prepare a two to three minute speech on the topic of your choice. Give your speech a title. Remember to use cue cards.
- 2 Plan your speech carefully. When you deliver your speech, remember to speak clearly, vary your tone and pace and use good body language. Use interesting words, and remember to stress important words.
- 3 Say your speech to your partner and ask for comment. Take note of any suggestions your partner gives you for improving your speech.
- 4 Present your speech to your teacher.

Your teacher will give you a copy of a prepared speech rubric, against which you will be assessed.



Prepositions

Prepositions link different parts of the sentence together. They relate two words or phrases to one another. There are different types of prepositions: prepositions of place, such as *around*, *beyond* and *under*; prepositions of time, such as *past* and *since*; and prepositions of movement, such as *across*, *from* and *towards*.



Numerical adjectives

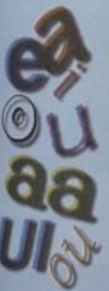
Numerical adjectives are describing words that are placed in front of nouns and refer to quantity or number, for example, *three* books or *fifty* survivors.



Hyphens

Hyphens can be used to create compound words, for example: *She was a well-behaved girl.*

- 1 These assist with pronunciation, for example: *The man's daughter was the co-author of the book.*
- 2 They separate two syllables of a word, for example, at the end of a newspaper column: *in-terested*



Apostrophes

Apostrophes have two uses.

- 1 They can be used for contraction: if one or more letters are left out, the apostrophe indicates that, for example, *don't*, *won't*, *couldn't*
- 2 They can show possession, or that something belongs to someone. For example, the *boy's* soccer boots.

Classroom activity 3

- 1 Write down three different sentences using a preposition of place, a preposition of time and a preposition of movement.
- 2 Write down two of your own numerical adjectives. Remember that your adjectives must be placed in front of nouns and must refer to quantities or numbers.
- 3 Write a sentence in which you use a hyphen. Ask your partner if your use of the hyphen is correct. Ask your teacher if you are not sure.
- 4 Write down an example of an apostrophe which is used for contraction, and an apostrophe which is used for possession. Say which is which.



Active and passive voice

When the subject in a sentence is followed by a verb and then by an object, it is in the **active voice**. For example:

- *The teacher gave directions to the visitor.*
Subject Verb Object

When the object in a sentence comes first, the tense is changed, and the subject comes next, it is in the **passive voice**. The action is done to the subject. For example:

- *Directions were given by the teacher to the visitor.*
Object Verb Subject

Here is another example of each:

- **Active voice:** *The girl read the manual.*
- **Passive voice:** *The manual was read by the girl.*

Note: You can only change the active into the passive voice if there is a direct object in the sentence. To find the direct object, ask the question *who?* or *what?* after the verb.

- *My mother baked a cake.* Cake is the direct object, so you can change this sentence into the passive voice.
- *A cake was baked by my mother.*

Classroom activity 4

Change the following sentences into the passive voice:

- 1 The adventurous girl climbed a high tree.
- 2 The boy passed the ball to his friend.
- 3 The learners all passed the test.
- 4 Lightning struck the house.
- 5 The athlete won a medal.

Change the following sentences into the active voice:

- 6 The newspaper was read by me.
- 7 The girl was given a prize by her teacher.
- 8 The race was run by both his father and his son.

- 9 Our holiday was booked by the travel agent.
10 Our destination was reached by us.

Read a text about instructions

What you know already

Instructions must be clear and accurate. If they are not clear, you will not be able to follow them. You must therefore take care to be as clear as you can when you are giving somebody else instructions. You must ask yourself what the instructions tell them, and if they will be able to follow them.

Check myself

Answer **Yes** or **No** for each of the following statements.

	Yes	No
I know that instructions must be clear and accurate.		
I realise that if instructions are not clear, I will not be able to follow them.		
The instructions I give to other people are always clear.		
I always ask myself the purpose of the instructions, and what they are telling me to do.		

Word bank

A B C

manual	a book giving instructions
complex	hard to understand; complicated
encounter	be faced with
assume	accept as true without proof
inference	a conclusion reached on the basis of evidence

What you still need to know

When you give instructions, you should try to put yourself in the place of the person who doesn't know how to do something. This will help you to explain more clearly. Try to be as clear and definite as possible so that they will be able to follow what you say.

