



Directorate: Curriculum GET			LESSON PLAN
Subject	English First Additional Language	Term	2
Grade	7	Week	7
Link to Teaching and Assessment Plan	• Focus on the teaching of drama/novel at the grade 7 level		
Introduction	<ul style="list-style-type: none"> Text – Extract from a short story Learners must read and discuss the story with their peers / siblings / parents / teachers Learners will answer questions which will challenge them to think critically about the text. 		
Consolidation	<ul style="list-style-type: none"> This lesson focusses entirely on the understanding of the text by the learner The follow up lesson will deal with the literary concepts used by the author in the short story. 		
Paper based resources: Worksheet Text Dictionary		Digital resources: https://wcedportal.co.za/curriculum-support https://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"> Read the text to the learners and discuss the content thereof with the learners Ask questions to test the learners' understanding 	
	Reading & Viewing:	<ul style="list-style-type: none"> Learners will read the text for enjoyment. Re-read the text for understanding and assist learners to make inferences. 	
	Writing & Presenting:		
	Language Structures & Conventions:		
 PARENT'S ACTIVITIES	Same as for the teacher. So that parents are aware of the content of the lesson.	Read the text and discuss its contents with your child.	Dictionary



LEARNER'S ACTIVITIES

Learner activities:

Speaking

1. Read the text and discuss the content with a peer / sibling / parent / teacher.
2. Ask questions of the text especially things that you are not too clear about.

Reading

1. Read the text for enjoyment and ask critical questions of the text content, the character, where he lives, how he does things etc.
2. Re-read for information and answer the questions that were posed about the text.

READING AND VIEWING

Read the extract from the short story **Shelter** which is from Kobus Moolman's short story collection called **The Swimming lesson and other Stories** and complete the activities.

There are two bus shelters just around the corner from where he lives in Greyling Street – from the house he has always lived in. One bus shelter he likes and uses most of the time; mainly to wait for the Saturday morning bus to take him to town, to the children's library in the centre of town, or to the OK Bazaars to buy himself a Lucky Packet (in the shape of a small, brightly-coloured cardboard suitcase) with money he received for his birthday, or to King's Sports to look at their bats or to get another tennis ball after his was confiscated by the woman next door for damaging her flowers during a cricket match between his brother and himself.

The other bus shelter – the one he does not like – is probably closer, but he does not use it. He is not able to walk long distances, so it would make sense to use this one. But he does not. He cannot even remember ever having used it, although he knows that he must have at some point (or driven past it with his parents), for how else would he have known that he did not like it?

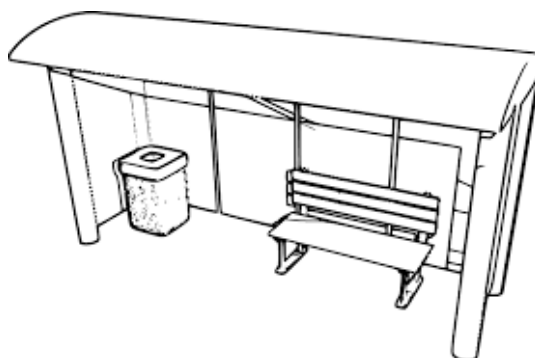
Sometimes he thinks it is because his favourite shelter is situated along the exact road he walks to school every week from Monday to Friday (excepting school holidays). If this is true – and already he knows enough about himself to suspect so – then he feels just a little afraid, for it would mean that he is a creature of habit; that he is, in fact, already laying down on a daily basis a pattern of living he might come to regret at some point in his future.

But the future is too far away for him to be concerned. He is nine years old and he cannot see any reason why he should not remain nine for the rest of his life. His favourite bus shelter is made of tin. It is closed on three sides and has a roof that sticks out like the peak of a cap.

The seat is not solid but consists of two polished wooden strips. When he sits he can swing his legs vigorously and his feet do not scrape the pavement. There is a pole painted yellow just in front of the shelter – in fact, it stands between the shelter and the edge of the road.

There is a small sign on the top of the pole with a number on it, but he does not remember ever taking notice of it. He waits always for the bus with 'City/Stad' displayed in black capital letters on the front. When he returns from town, from his solitary shopping expedition, he looks for the bus marked 'Clarendon'. He does not live in this fancy suburb on the hill – his father is a storeman in a chocolate factory – but the bus that goes there has to drive through a section of the lower end of town where he lives.

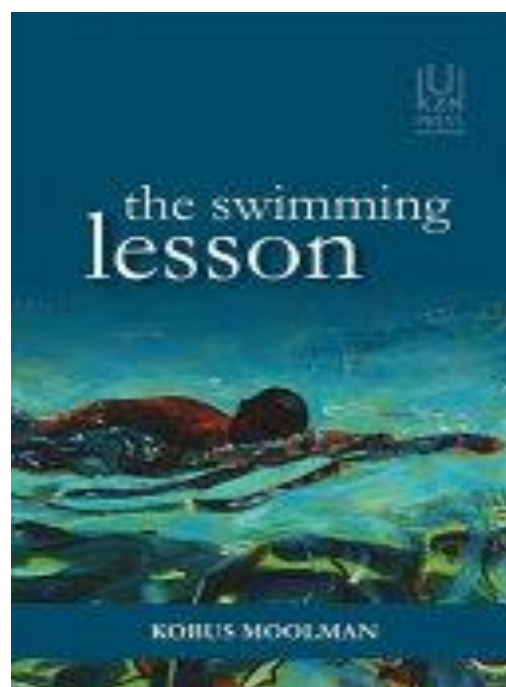
He is not yet conscious of any difference in his life as a result of living in a street where people have names like Koekie and Poppie and the Eyetie, and where they fix their cars in the front garden or in the road because they don't have a garden at all. However, he is aware that there is something different about him because of the way people look at him when he climbs onto the bus or walks into a shop, and then he understands why his mother fusses over him so much and why he is not part of any of the gangs at school. He is not sure but he suspects that another reason he likes this small tin bus shelter is because he cannot be seen once he is inside and has drawn up his legs onto the seat beside him like a pair of crutches.



This desire to hide himself away is perhaps yet another pattern he realises that he is building for himself, from which he will not be able to escape. But he does not know what else a small boy can do who is not able to run or jump or play team sports like other children. The other children do not want him on their team. He is too slow. He falls over when they pass the ball to him. He wets himself from anxiety. He was included once, though. In a football match between the boys and the girls. When he played goalie for the girls. He saved a goal on that occasion, and all the girls jumped up and down and screamed and put their arms around him, and one girl even kissed him on the cheek, twice – a small girl with freckles on her face and a pale skin and sad mouth that was always turned down. They still lost 7–0 though.

On another occasion, an occasion of which he is extraordinarily proud, he won the Dressing-Up Race at school. This was the first and the only race he has ever won in his short life. In the race the boys had to run to a large heap of clothing piled up in the middle of the field which they had brought from the wardrobe of their big sister or their mother. (This part of the race he naturally lost.) Dresses, shoes, hats and handbags were all jumbled together and the boys had to scrabble and scratch around first to find all of their mother's or older sister's items. Then they had to get dressed as quickly as they could – dropping the awkward frocks over their small shoulders – and, hitching their trailing skirts, run slide shuffling in oversize shoes to the finish line at the end of the field. He won this part of the race hands down. His favourite game at home is to dress up in his older sister's outfits and parade around the house talking to himself as if he were some high-society lady. He knows how to do up buttons and zips; how to slide-shuffle in his mother's shoes that fit snugly over his small, black orthopaedic boots. 'Stop that!' his mother would always shout at him. 'You're stretching my shoes.' But she never took her shoes away.

His prize for winning the race that day was an inflatable figure of a clown that stood upright once its bottom had been weighted with water. It was virtually impossible then to knock the smiling plastic man over. No matter how hard he punched or kicked it the clown would simply bounce straight back up again. Down and up, down and up the little figure would go all day long, no matter how hard he hit it. Down and straight back up again. Down and straight back up again. He thinks that this is a very good description of how he walks, too. He tells himself that at least he knows how to fall without hurting himself.



1. Describe what the character does on his Saturday mornings. (3)

2. Why does he have to replace his tennis balls? (1)

3. Why do you think he refers to himself as “a creature of habit”? (1)

4. Describe the boy's favourite shelter. (4)

5. What does the name displayed on the bus, mean? (1)

6. Why did the author add “his father is a storeman in a chocolate factory” in the sentence? (1)

7. Would the people living in Clarendon be rich or poor? Motivate your answer. (2)

8. Why does he have a “desire to hide himself?” (1)

9. What inference (assumption) do you make about the boy's physicality? Quote from the text to support your argument. (2)

10. Why do you think the boy won the dressing up part of the game? (1)

11. Why do you think the boy needs orthopaedic boots? (**Orthopaedic boots** protect broken bones and other injuries of the lower leg, ankle, or foot) (1)

1. He goes to town. He goes to OK Bazaars or to buy himself a lucky packet or he goes to the children's library or he goes to the King's Sport shop to look at cricket bats or he gets another tennis ball.
2. The neighbor (women next door) confiscated it when it landed in her garden and damaged her flowers during a cricket match he played with his brother.
3. He is following a routine (pattern) in the way he does things.
4. His favourite shelter is made of tin. It is closed on three sides and has a roof that sticks out like the peak of a cap. The seat is not solid but consists of two polished wooden strips. There is a pole painted in yellow just in front of the shelter.
5. It means that the bus is going to the City.
6. It is to explain the statement he made beforehand when he says that "he does not live in this fancy suburb on the hill."
7. The people living in Clarendon would be rich. The writer mentions that the boy does not live in the "fancy" suburb on the hill. Fancy indicating that the people living there are affluent. The writer also mentions that the bus has to travel though the lower part of town where the boy lives. The lower part being in contrast with the higher part on the hill.
8. He had realized that he is not the same as everybody else and thus have a desire to hide himself from others.
9. One makes an inference that the boy has some kind of disability or is not as able as others are. He mentions that, "he does not know what else a small boy can do who is not able to run or jump or play team sports like other children."
10. He won the Dress-Up game because he likes to dress up in his older sister's outfits. He knows how to do up buttons and zips and how to slide shuffle in his mother's shoes.
11. He may be suffering from some disease that affects his bones and he thus needs it to walk.