




| Directorate: Curriculum GET | | | | LESSON PLAN |
|--|---|---|---|---|
| Subject | English Home Language | | Term | 1 |
| Grade | 6 | | Week | 1 |
| Recommendation | <ul style="list-style-type: none"> ➤ Perform informal, standardized baseline assessment and orientation during the first 3 days of the term in Week 1 (Days 1 to 3). ➤ The data can then be used to identify learning gaps. ➤ This information can then be used to inform subsequent teaching and learning activities. | | | |
| Link to Teaching and Assessment Plan | Listening and Speaking Listens to radio or newspaper reports and discusses current issues | Reading and Viewing Reads newspaper articles from the textbook or from the TRF | Writing and Presenting Writes a newspaper article | Language Structures and Conventions Word level work: nouns, pronouns (Interrogative), tenses Sentence level work: subject, subject - verb agreement, reported speech |
| Introduction | Theme: Extreme weather conditions <ul style="list-style-type: none"> Learners will make predictions based on the graphics and title of newspaper report. Learners will listen to and read a story about extreme weather conditions and its effects on the shoreline in Cape Town. | | | |
| Consolidation | <ul style="list-style-type: none"> Writing a newspaper report using language structure and convention skills. | | | |
| Paper based resources: DBE Workbook; Newspaper front pages; Textbook; Dictionary | | Digital resources: https://edpuzzle.com/assignments/5fd7845170004d40b8fbd385/watch https://www.youtube.com/watch?v=yAKZaQkWSIo | | |
|  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"> Learners will look at two images and predict what the newspaper report will be about in Activity 1. Learners should understand what a newspaper report is about. Revise the difference between a fictional text and an information text with learners. Read the text to the learners and allow them to answer the questions independently. You may also use the digital option of viewing a video with questions in Edpuzzle or | Worksheet Week 1 Edpuzzle video with questions: https://edpuzzle.com/assignments/5fd7845170004d40b8fbd385/watch Full video: https://www.youtube.com/watch?v=yAKZaQkWSIo | |

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| | | viewing the full video for enrichment. | |
| | Reading & Viewing: | <ul style="list-style-type: none"> Learners must read the text in Activity 1.2 independently. Learners will answer questions after reading the text. | |
| | Writing & Presenting: | <ul style="list-style-type: none"> Explain to learners what a newspaper is and what writing a news report is all about. Show learners examples of a newspaper front page layout. Allow learners to complete the labelling activity. Use an existing newspaper article and analyse the structure using the inverted pyramid in Activity 3.1. Allow learners to write their own newspaper reports based on the two images provided. Learners should plan their writing first and think of the vocabulary they would like to use in their reports. | |
| | Language Structures & Conventions: | <ul style="list-style-type: none"> Learners will complete the LSC Activities 4.1 – 4.5. Remind learners what nouns are and how to identify a common noun. Remind them that common nouns are usually preceded by the article (a, an or the) and complete Activity 4.1. Explain to learners what interrogative pronouns are and learners complete Activity 4.2. Explain to learners what direct and indirect (reported) speech is in Activity 4.3. Explain to learners what question marks and exclamation marks are and what they are used for in Activity 4.4. Explain to learners what subject-verb agreement is and complete Activity 4.5. | <p>Direct and indirect speech:</p> <p>https://www.youtube.com/watch?v=ZGdt9apUpqg</p> <p>Question mark:</p> <p>https://www.youtube.com/watch?v=TcVPNBG2bJw</p> <p>Exclamation mark:</p> <p>https://www.youtube.com/watch?v=acKCAj6CukY</p> |

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|  <p>PARENT'S ACTIVITIES</p> | <p>You may follow the same instructions as written for the teacher and for the learners.</p> | <p>Only read the text to a child during the Listening and Speaking activity. 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 newspapers that you like to read and share your own experiences about reading. Do not lecture. Do the interrogative challenge with your learner/child to find examples of interrogative pronouns.</p> | <p>The links above may be helpful to explain lesson plan content.</p> |
|  <p>LEARNER'S ACTIVITIES</p> | <p>After completing this lesson plan, you will be able to:</p> <ul style="list-style-type: none"> • Listen to radio or newspaper reports and discusses current issues. • Predict what will happen in a report based on title and/or graphics. • Listens for specific details in radio and/or television programmes. • Identify how stereotypes are created. • Ask critical questions that challenge and seek alternative explanations. • Listen for information in a variety of oral texts: reports, and summarises main ideas. • Develop a balanced argument on relevant and challenging issues. • Express an opinion and support it with solid evidence. • Listen actively and with sensitivity. • Acknowledge opinions that conflict with own and respond appropriately in the context. • Discusses the validity of information by comparison with other sources. • Identifies and discusses both the intended and hidden cultural messages • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction. • Discuss how the message can be manipulated. • Discuss how the techniques used by writers, graphic designers and photographers construct particular views of the world. • Invent and describe preferred results or endings. • Hypothesize and offer alternatives when trying to solve a problem • Write a newspaper report and identify parts of a newspaper article. • Work with LSC: nouns, pronouns (Interrogative), tenses; subject, subject - verb agreement, reported speech; dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Look at the picture in Activity 1.1 and 1.2 and predict what the information text might be about. Answer the discussion questions. If you are doing it in class, discuss it in class. If doing it at home, write the answers down. <p>Reading and Viewing</p> <ul style="list-style-type: none"> • Read the story independently in Activity 1. Answer the questions in Activity 2 after reading the story. <p>Writing and Presenting</p> <ul style="list-style-type: none"> • You are going to learn more about newspaper reports/articles. • You will learn more about the layout of a newspaper front page and the terminology used by journalists. | | |

- You are going to write your own news report/article.
- **Language Structures and Conventions**
- You will revise LSC: nouns; interrogative pronouns; subject-verb agreement; question marks and exclamation marks; reported speech and tenses.
- Complete activities 4.1 – 4.5.

Activity 1 – Listening and Speaking

Activity 1.1

Read the following questions, look at the picture that follows and discuss these questions in a group or answer on a page:

- 1.1 What do you find most interesting in the photo below?
- 1.2 Explain what you think is happening in the photo.
- 1.3 Compare the two images below. Which do you think is factual and which is fictional. Give a reason for your answer.
- 1.4 What do you think the listening text will be about based on these two images?



Activity 1.2

Listen as you teacher reads the following newspaper article and answer the questions that follow. Alternatively, you may listen to the information text in the link shared and answer the questions in Edpuzzle.

Cape Town beaches might disappear as rising sea levels threaten coastal tourism, study finds

Philani Nombembe Journalist

Cape Town's coastal tourism is under threat from rising sea levels and beaches are likely to disappear.

The problem is so serious that businesses along the shoreline are urged to increase their insurance cover to protect themselves from anticipated surge in damage caused by the rising sea levels and extreme weather.

Cape Town tourist attractions which are at risk include Cape Point, the V&A Waterfront, Robben Island and a number of beaches in False Bay.

These are the findings of a new study in the [Journal of Outdoor Recreation and Tourism](#) by researchers at Vaal University of Technology and Unisa.

“While there is agreement among tourism role players on tourism's potential to contribute to socio-economic and environmental development, the industry is under severe threat from the increased impact of climate variability and change,” say the authors.

“Making use of mean sea level data from permanent sea level markers, remote sensing and field observations, supported by key informant interviews, the study found that coastal tourism is under threat from rising sea levels.

“Current and projected rising sea levels, as well as other extreme weather events such as the increased storm intensity, trigger massive waves and tides that result in storm surges, which overtop and encroach into the land surface area.”

The study found that at least 80% of Cape Town's 2019/2020 Blue Flag beaches are under threat from rising sea levels and coastal erosion.

“Other tourism facilities under threat of weather extremes from climate change include servitudes, coastal roads, railway facilities and tidal pools: all threatening the attractiveness of some resorts,” said authors Kaitano Dube, Godwell Nhamo and David Chikodzi.

Answer the following questions after listening to the information text.

1.2.1 Recall information

1.2.1.1 What is causing a threat to Cape Town's beaches?

1.2.1.2 Name two of the four tourist attractions at risk because of rising sea levels.

1.2.1.3 What is the name of the journalist who wrote the article?

- 1.2.2 Write a paragraph explaining the main idea of the newspaper article. Use the following words: First, next, then and finally.
- 1.2.3 In your opinion, do you think the information in this article is important? Explain your answer.

Activity 2 – Reading and Viewing

Read the newspaper article in Activity 1.2 on your own and answer the following questions.

Literal questions: recognise and reorganize

The answers to literal questions can be found in the text.



- 2.1 Which South African city's beaches are said to be under threat according to a recently published study? (1)

- 2.2 What is the title of this newspaper article? (1)

Inferencing questions

When you infer, you reach a conclusion using evidence and facts from the text, but your answer



is not stated in the text.

- 2.3 Why would the rising sea levels impact the tourism industry negatively? (1)

- 2.4 What action do you think people might take after reading this article? (1)

Evaluation question

This type of question challenges your logic and reason because it links to your existing knowledge or opinions.



- 2.5 Do you think school children that read this article will really take it seriously? Give a reason for your answer. (1)

Appreciation question

This type of question helps you to understand social and emotional aspects.

- 2.6 How does it make you feel when you know people could be the reason why the earth is changing? Give a reason for your answer.

- 2.7 Use any three of the following questions words (also known as interrogative pronouns) and write down your own three possible questions from the text. **who; what; where; when; why; how.** (3)

2.7.1

2.7.2

2.7.3

- 2.8 How would you like this article to end instead? (1)

Activity 3 – Writing and Presenting

Activity 3.1 – Writing a newspaper article



The purpose of **a newspaper article** is to inform people of the news as accurately and as efficiently as possible.

Before you write your own newspaper article, have a look at the lay-out of a newspaper and a newspaper article. See if you can label the different parts correctly. You do not have to rewrite the definitions.

Lead paragraph

The first sentences of a story informing the reader of WHO, WHAT, WHERE, WHEN and sometimes WHY and HOW.

Newspaper vocabulary

- masthead
- deck
- headline
- byline
- lead paragraph
- cut
- caption/cutline
- graphic
- index
- jumpline
- caption

Headline
The title given to the story.

Index
An alphabetised table of contents of the newspaper.

Jumpline
A line which tells the reader where the story is continued.

Caption
Descriptive information appearing with a cut.

Photo credit
A reference to the source of the photo

Graphic
A combination of artwork and words which helps to visually explain a story.

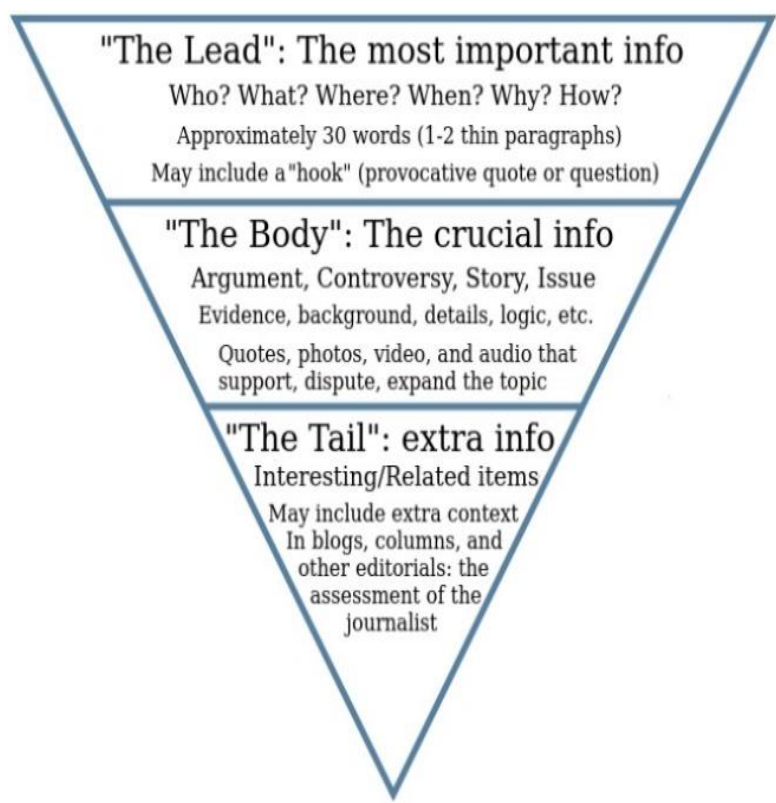
Cut
A photo or illustration

Masthead
A newspaper's name printed in a special font on the front page.

Deck
A secondary headline which provides additional information about the story.

Byline
The name of the writer/ journalist appearing above the article.

The layout of a newspaper article can be presented using an inverted pyramid.



Activity 3.2:

You are going to write your own newspaper article about any one of the following cuts/photos:

Image 1



Image 2



Instructions:

- First, plan what you are going to write about on a separate piece of paper.
- Look at the example provided in Activity 3.2 before you start writing.
- Use a headline, byline and lead paragraph in your article.
- Write a topic sentence that includes relevant information to develop a coherent paragraph.
- Think about the article structure and have a clear beginning; middle and ending.
- Remember to use interrogative pronouns and mostly reported speech.
- Use a dictionary to help you spell words that you do not know how to spell.

Activity 4 – Language Structures and Conventions

Activity 4.1 – Nouns

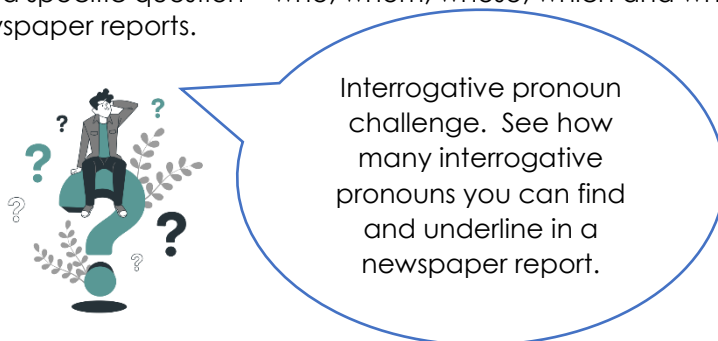
Identify four common nouns in image 1 and four common nouns in image 2 in Activity 3.2 and write it down in the space provided.

| Image 1 | Image 2 |
|------------|-------------|
| e.g. waves | e.g. flames |
| | |
| | |
| | |
| | |

Activity 4.2 – Interrogative pronouns

What are interrogative pronouns?

It is a pronoun used to help us ask questions. There are five interrogative pronouns. Each one is used to ask a specific question – who, whom, whose, which and what. These pronouns are often used in newspaper reports.



Use an interrogative pronoun to write a question to each of the following answers based on the comprehension text in Activity 2.1.

- 4.2.1 The journalist was Philani Nombembe.
- 4.2.2 The Journal of Outdoor Recreation and Tourism published the study.
- 4.2.3 The study is about rising sea levels and the impact and the tourism industry.

Add an interrogative pronoun to complete each of the following sentences.

- 4.2.4 _____ newspaper does the journalist work for?
- 4.2.5 _____ is the journalist that wrote the article?
- 4.2.6 _____ will this article achieve?

Activity 4.3 – Reported speech and tenses

What is direct and indirect (reported) speech?

| Direct Speech | Reported or Indirect Speech |
|--|---|
| It repeats or quotes a person's direct words spoken. The spoken words are placed between quotation marks (""). | It is usually used to talk about the past which means the tense could change. This depends on the reporting verb such as said or asked. The word <i>that</i> can be used to introduce the reported words. Quotation marks are not used. |

The following poster illustrates what word spoken in direct speech will look like in reported speech.

| Grammar | |
|--|---|
| Reported Speech Part One | |
| Direct speech | Reported speech |
| Present Simple He said, "I eat cheese." | Past Simple He said that he ate cheese. |
| Present Continuous He said, "I am eating cheese." | Past Continuous He said that he was eating cheese. |
| Present Perfect He said, "I have eaten cheese." | Past Perfect He said that he had eaten cheese. |
| Past Simple He said, "I ate cheese." | Past Perfect He said that he had eaten cheese. |
| Past Perfect He said, "I had eaten cheese." | Past Perfect He said that he had eaten cheese. |
| Will She said, "I will eat cheese." | Would She said that she would eat cheese. |
| Can She said, "I can eat cheese." | Could She said that she could eat cheese. |

Instructions:

See if you can rewrite the following sentences written in direct speech in reported speech. First, identify the tense in each sentence.

4.3.1 "I am concerned," said Dube. _____

4.3.2 "I am a scientist," he said. _____

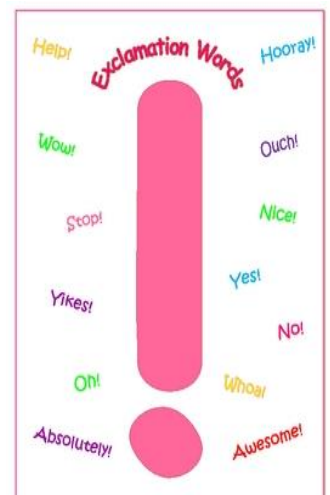
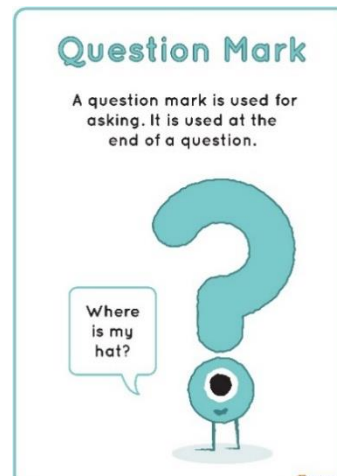
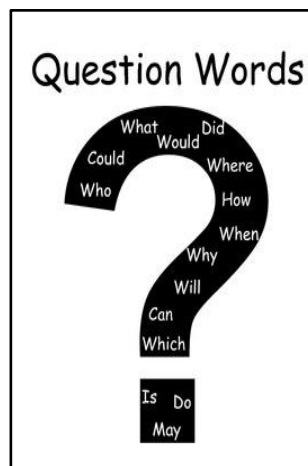
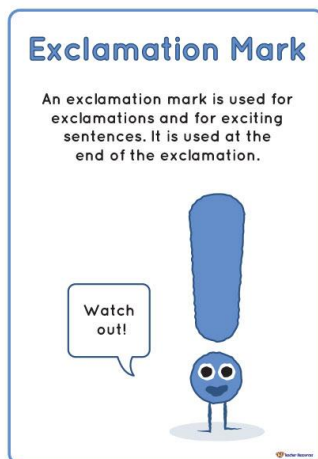
4.3.3 "It is a problem," the reporter said. _____

4.3.4 She said, "I love Cape Town." _____

4.3.5 He said, "I have written a story about it." _____

Activity 4.4 – Question marks and exclamation marks

When do I use a question mark and/or exclamation mark?



Read through the following sentences and add full stops, question marks and exclamation marks after the sentences in the spaces provided.

Oh no___ If the environmental study is accurate, Cape Town can be in big trouble ___ What will happen to the tourism industry___ Something has to be done to stop sea levels from rising___ Now___ Who will offer to help___

Activity 4.5 – Subject-verb agreement

Look at this subject-verb agreement cheat sheet created by Mrs. Flipster and complete the activity. First, underline the verb in the sentence and then, rewrite the verb correctly to match the subject.

| SUBJECT | VERB | |
|---|----------------------|------------|
| | PRESENT TENSE | PAST TENSE |
| 1A. ONE SUBJECT | LINKING VERBS | |
| <u>A boy</u> | is | was |
| <u>He/ She</u> | | |
| <u>A basket</u> | | |
| 1B. DISTRIBUTIVE ADJECTIVES | has | had |
| <u>Each person</u> | does | did |
| <u>Everyday</u> | | |
| <u>Everybody/ Everyone</u> | ACTION VERBS | |
| <u>Only this person</u> | carries | carried |
| <u>Either Jack or jill</u> | | |
| <u>Neither Jack nor Jill</u> | | |
| 1C. EXPRESSIONS FOR QUANTITY | | |
| <u>Time/ Money/ Distance/ Weight</u> | flies | flew |
| <u>Egs:</u> | pulls | pulled |
| <u>Money: <u>Five hundred dollars</u></u> | | |
| <u>Time: <u>Three hours</u></u> | | |
| B. MANY SUBJECTS | LINKING VERBS | |
| <u>A boy and a girl</u> | are | were |
| <u>They</u> | have | had |
| <u>We</u> | do | did |
| <u>The baskets</u> | ACTION VERBS | |
| | carry | carried |
| | fly | flew |
| | pull | pulled |
| C. THE EXCEPTION | LINKING VERBS | |
| I | am | was |
| | have | had |
| | do | did |

4.5.1 Journalists writes articles.

4.5.2 Tourists loves Cape Town.

4.5.3 The sea level rise very quickly.

4.5.4 The shops was closed during lockdown.

4.5.5 A tourist spend a lot of money.

Do you notice a pattern in using the letter 's' from the subject to the verb?

Explain the pattern.
