

Name of lesson: The dangers of the Internet		Time: Two weeks (12 hours)
Grade 6: Term 1: Week 1 & 2		Subject: English Home Language
Curriculum Standards (CAPS) Grade 6 English Home Language Term 1 Weeks 1&2		
Summary of the unit		
<p>In this unit we will be looking at newspaper articles and radio interviews that revolve around Internet safety. The Internet is a wonderfully beneficial invention, but it can also be a dangerous place. For the listening skills and reading activities, we'll introduce two newspaper articles on Internet issues, as well as an interview on the subject of cyber addiction. In the writing activity, the learners will write a newspaper report following the template guide. In language activities, the learners will explore interrogative pronouns, subject-verb agreement, the use of exclamation and question marks and the principles of reported speech.</p>		
Skill	CAPS requirements	Activities
<p>Listening & Speaking (2 hours)</p>	<p>Listens to radio or newspaper reports and discusses current issues.</p> <p>Introductory activities: prediction.</p> <p>Listens for specific details in radio and television programmes; Identifies how stereotypes are created; asks critical questions that challenge and seek alternative explanations; listens for information in a variety of oral texts; reports, and summarises main ideas; develops a balanced argument on relevant and challenging issues; expresses an opinion and supports it with solid evidence; listens actively and with sensitivity; acknowledges opinions that conflict with own and responds appropriately in the context; discusses the validity of information by comparison with other sources.</p>	<p>Speaking: 'Is the Internet really dangerous?'</p> <p>Listening and speaking: Listens to an interview.</p>
<p>Reading & Viewing (5 hours) Includes integrated time with Language.</p>	<p>Reads newspaper articles</p> <p>Pre-reading activities; prediction based on title and/or graphics; 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; discusses how the message can be manipulated; discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world; invents and describes preferred results or endings; hypothesises and offers alternatives when trying to solve a problem.</p>	<p>Reading: Read a newspaper article.</p> <p>Reading: Is it safe to date online?</p>

<p>Writing (4 hours) includes integrated time with Language.</p>	<p>Writes a newspaper article Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How; writes a topic sentence and includes relevant information to develop a coherent paragraph; selects, classifies and categorises relevant information from different sources; plans, drafts and refines writing, reflects on and evaluates writing and creative work; writes neatly and legibly; uses clear structure:</p> <ul style="list-style-type: none"> • Beginning • Middle • Ending 	<p>Writing: Let's write a newspaper report.</p>
<p>Language Structure & Conventions (1 hour plus integrated time with other skills).</p>	<p>Word level work: nouns, pronouns (interrogative), tenses.</p> <p>Sentence level work: subject, subject - verb agreement, reported speech.</p> <p>Spelling and punctuation: word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark.</p>	<p>Language structures: Reported speech.</p> <p>Language structures: Interrogative pronouns, exclamation marks and question marks.</p> <p>Language structures: Subject-verb agreement.</p> <p>Language structures: It's time for revision.</p>
<p>Teacher preparation for the whole unit before starting</p>		
<ol style="list-style-type: none"> 1. Read through the activities in this unit and familiarise yourself with them and what resources they require so that you can be totally prepared before the unit begins. 2. Identify some of the necessary vocabulary for this unit and write the words onto wordlists. Constantly revise the vocabulary and ensure that the learners' understanding of the terminology is consolidated. Try to include two spelling tests over the two week period. 3. Note that this unit does not include any reading activities based on the Graded Readers used by the class or the Grade 6 Home Language Reader used by the class. 4. Note who might need remediation and extension and plan accordingly by finding relevant activities for students who come to your notice. 5. Try to include other interesting language games that the learners will enjoy over this two week period. 		
<p>Resources</p>		
<p>Learners will need the activity worksheets for this unit and their classwork books.</p> <p>Reading resources: The reading and listening skill articles were taken from the following resources:</p> <ul style="list-style-type: none"> • The Most Common Problems Teenagers Face Today: https://goo.gl/jkX80H • 'Teen study shows a trend in using Social Media to get even' was crafted from ideas in a report entitled 'The Girl Who Got Even: A True Cyberbullying Story' http://goo.gl/XgncRZ • Is it safe to date online? Was taken from ideas in 'Hot topics' http://goo.gl/QObe1r <p>Topic sentences https://www.youtube.com/watch?v=i8xUNSN6rww http://www.studyzone.org/testprep/ela4/g/topicmain1.cfm</p>		

Assessment

Assessment in Unit 1 is Informal Baseline Assessment. For the majority of the activities, the educator keeps a record of the learners' general progress in acquiring the prescribed listening and speaking, reading, writing and language convention skills. Choose your own form of informal assessment. Note the marking memo guide for the activities under the relevant activities for each skill. The rating scale below, in the Formal Assessment section could also be used.

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

In this unit we will be working with newspaper reports and radio interviews as we explore issues relating to the dangers of the Internet.

Listening and Speaking: Is the Internet really dangerous?

Place the learners in groups so that they can easily discuss the questions posed about the unit content:

For the four headlines, the following answers are suggested:

- a. Positive
- b. Danger
- c. Positive
- d. Danger

The questions posed are:

- a. What sort of social media do you use? For example: Facebook, Twitter, Instagram etc.
- b. Make a list of ways the Internet can be helpful and ways the Internet can pose danger.
- c. How much do you know about cyber-bullying?

Ensure that the group members have roles such as Organiser (keeps the group together), Time keeper (keeps the group on time, a Recorder (writes down any necessary information brought to light by the group) and a Reporter (reports back to the rest of the class.) Other roles can also be encouraged such as an Encourager, who makes everyone feel that their contribution is worthwhile. Learners take turns when discussing questions. Let the group's report back their findings to the rest of the class.

Informal assessment

Walk around as the learners are discussing the questions and make general notes about each learner's oral communication progress.

Listening and speaking: Listen to a radio interview

After listening, answer these questions about the interview in your workbook.

1. What is the main message that Dr Claassen is giving in this interview? (2)
Answers such as 'He describes a condition called cyber addiction that can bring problems to a teenager's life if it is not dealt with.'
2. Do you agree with Dr Claassen? Can such a condition exist? (2)
Learner's own answer.
3. Does Dr Claassen think that the Internet is all bad? (2)
No, he mentions the benefits that the Internet can bring to a person's life. Learners list the benefits.
4. What is the announcer's view of the Internet? (2)
She feels that the Internet is one of the most amazing inventions of our time.
5. Is there an opinion in this interview that you do not agree with? Explain. (2)
Learner's own answer
6. Which are the sites that are potentially dangerous as mentioned by Dr Claassen? (2)
He mentions gaming sites, social networking sites, adult sites and other websites.
7. Do you think Dr Claassen left out any particular types of websites? (1)
Learner's own answers.
8. Can you remember any of the symptoms that Dr Claassen mentioned for cyber addiction? (3)
He mentions distress, withdrawal symptoms including obsessive thoughts, tremors, and other mental and physical problems. Sufferers tend to withdraw from others and become loners, and their schoolwork suffers.
9. A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Do you think this condition is real or that teenagers are just being stereotyped? (2)
Learner's own answer
10. What solution does Dr Claassen give to the problem? (2)
Parents should discuss the matter with their children and together draw up a list of rules that clearly state how long to spend on the Internet and which sites they should avoid. A list of safety measures should be agreed on.

(Total = 20)

The learners work in a group to draw up a relevant list of rules and safety measures to discuss with a child who suffers from cyber addiction. The groups list their ideas and share them with the other groups.

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. They can be marked orally and can be self-assessed or you can take in their books and mark them.

Language structures: Reported Speech

Change these examples of direct speech to reported speech.

A. Words in speech bubble

Suggested answers:

The boy said **that** it **was** a very hot day **that day**.

The girl said **that** she **liked** hot days.

(5 marks)

B. Words written as dialogue

Suggested answers:

The announcer **asked whether** using the word addiction **meant** that a person **couldn't** easily stop themselves.

The psychologist **replied that** she **was** correct and that cyber addiction **could** be just as harmful as addiction to drugs or drinking alcohol.

The announcer asked **whether** he **would** be able to outline the symptoms for **their** listeners.

(10 marks)

C. Words written in inverted commas

Suggested answers:

1. "Sihle is late for school today," said the teacher.

The teacher said that Sihle was late for school that day.

2. "I cannot do my homework today because I am playing cricket in Somerset West and I'll be home late," said Johan.

Johan said that he couldn't do his homework that day because he was playing cricket in Somerset West and he would be home late.

(11 marks)

(Total = 26 marks)

Assessment (Informal assessment)

These exercises are to reinforce concepts and they can be marked orally, or by the learners exchanging books. Make a note of their general progress in language activities.

Reading: Read a newspaper article

After reading the article answer these questions in a group

Suggested answers

1. This trend is referred to as cyberbullying. How would you define cyberbullying?

Learners' own answers such as 'Cyberbullying is when people insult and humiliate you online and you can't do anything about it.'

2. As far as you know is cyberbullying a problem in your school? Explain.

Learners' own answers

3. Have you ever heard of any similar social media bullying stories?

Learners' own answers

4. How old do you think the girl in the newspaper article would be, and why?

Answer such as she seemed to deal with the accusations sensibly so she may have been 17 or 18 years old.

5. Describe how you think Linda felt when she received a threat of an attack at the concert.

Learners' own answers such as she phoned her parents to ask their advice.

6. What does this type of bullying set out to achieve?

Answers such as 'The cyberbullies are really cowards and they want to make the person being bullied feel helpless and psychologically distressed.'

7. What is the underlying message contained in this article?

Learners' own answers such as 'The Internet brings with it many problems such as cyberbullying and schools should have a plan to help their students when it occurs.'

8. Do you think the suggestion made by the researchers is a good one? Discuss some plans that schools could make.

Learners' own answers

9. Create an end to this story about Linda – what happened next?

Learners' own answers

10. What would you do if this kind of thing happened to you?

Learners' own answers

11. Summarise this article in five sentences and write the summary in your workbook.

Learners' own answers

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. The answers can be shared orally after the lesson.

Language structures: Interrogative pronouns

A. Interrogative pronouns

Suggested answers:

1. _____ wrote the cyberbullying newspaper article?

Who wrote the cyberbullying newspaper article?

2. _____ age group does the cyberbullying article refer to?

Which age group does the cyberbullying article refer to?

3. To _____ should I address the letter?

To whom should I address the letter?

4. _____ laptop is lying on the kitchen table?

Whose laptop is lying on the kitchen table?

5. _____ steps should be taken when a person experiences cyberbullying?

What steps should be taken when a person experiences cyberbullying?

6. _____ was the name of the psychologist interviewed on the radio program?

What was the name of the psychologist interviewed on the radio program?

7. To _____ was the insulting sms sent?

To whom was the insulting sms sent?

8. _____ school are you planning to attend next year?

Which school are you planning to attend next year?

9. _____ is the new student in your class?

Who is the new student in your class?

10. _____ school has set up a cyberbullying program?

Whose school has set up a cyberbullying program?

(10 marks)

B. Exclamation marks and question marks

Use question marks, exclamation marks or full stops in the sentences below.

Suggested answers

"Dr Smithers, this is the first time I have heard of the term cyber addiction. Would you be able to explain what it means and how it especially relates to teenagers?"

"What! You haven't heard of the term cyber addiction? I am shocked!"

(5 marks)

(Total = 15 marks)

Reading: Is it safe to date online?

Answer these questions in your workbook on your own.

Suggested answers

1. What is a tween? (2)
Tweens are pre-teens aged 11 and 12.
2. What do you think the writer meant by Internet Safety rules? (2)
Learner's own answer such as: This would refer to rules we know about being protecting your identity online and being careful about befriending strangers online if you've never met them.
3. Are chat rooms still common today on the Internet as far as you know? (2)
Answer such as: They used to be common but they seem to be getting less popular.
4. What do you think the main big problem is with having online boyfriends or girlfriends that you have never met? (2)
Learner's own answer such as: One can never be 100% sure the person is who they say they are.
5. What do you think the writer means when she says: "I just want to warn you, there are 'sick' people out there just looking to find young people like you to get to know better." (2)
Learner's own answer such as 'I think there are people who are not moral or even emotionally stable who see this as an easy way to meet people with the wrong intentions in mind.
6. What is a paedophile? (1)
Learner's own answer such as: A paedophile is an adult who is sexually attracted to children.
7. Does the writer think the Internet is all bad? Quote from the text in your answer. (2)
No the writer doesn't think the Internet is all bad because she says, "The Internet is a wonderful invention".
8. Have you ever heard of any stories about tweens who have been taken in by online predators? If so can you write a sentence about it. (2 for a yes or a no)
Learner's own answer.
9. Give three good tips that you have learned from reading this newspaper article. (6)
Learner's own choice of tips.
10. What do you think of the writer's suggestion to sit down with someone to draw up safety rules? Give a reason for your answer. (2)
Learner's own answer.
11. What do you think the writer means by 'gullible young tweens'? (2)
She means tweens who are very trusting and believe that people always tell the truth about themselves online.

(Total = 25 marks)

Language structures: Subject-verb agreement

Suggested answers

1. Underline the subjects and put brackets around the verbs in these sentences.
 - a. We always (eat) hamburgers for supper on Friday nights.
 - b. During the storm the hailstones (dented) the car.
 - c. The sheep and cows (stay) in the same field during the day.
 - d. They (read) the Internet rules in silence.
 - e. I (have decided) to write an article about Internet dating for tweens.

(10 marks)

2. Add the correct word to these sentences to make sure the subject and verb agree.
- The Internet **is** one of the most amazing inventions of our time.
 - If people spend too much time on gaming sites, they **start** to suffer from a condition called cyber addiction.
 - My school **doesn't** have a specific plan on how to deal with cyberbullying.
 - She **deleted** her Facebook, Twitter and Instagram accounts.
 - Some girls **look** for boyfriends on the Internet.

(5 marks)

3. Change the verbs in these sentences so that the subject and verbs agree.
- Parents **worry** about their children's safety on the Internet.
 - Happy people **play** outside and do not watch too much television.
 - I **listen** to the radio every morning when I wake up.
 - My favourite internet game **is** Minecraft.
 - Her dress **is** pretty and **fits** her well.

(5 marks)

(Total = 20 marks)

Writing: Let's write a newspaper report

Before writing

Match the important parts of a newspaper report with their definitions

Suggested answers

Headline	A short, catchy description of an event.
By-line:	Names the writer of the article.
Lead paragraph:	In your first paragraph hook your readers by giving them the answers to the questions WHO, WHAT, WHERE, WHEN AND WHY/HOW.
Further important details:	After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. This section can also include direct quotes.
Less important details:	This information is the least important. If there is no space it can be left out.

Assessing the newspaper article

Use this rubric to assess the newspaper article. Show this to the learners before they start.

Category	4 marks	3 marks	2 marks	1 mark
Headline and by-line.	Article has a catchy headline that captures the reader's attention and accurately describes the content. By-line is included	Article has a headline that accurately describes the content. By-line is included.	Article has a headline that is not catchy and does not aptly describe the content. By-line is included.	Article is missing headline.

Lead paragraph answers the main 'Who, What, When, Where, Why & How' questions.	'The lead paragraph adequately addresses the 5 W's and an H (who, what, when, where, why and how).	The article is missing one of the 5 W's and a H.	The article is missing 2 of the 5 W's and a H.	The article is missing 3 or more of the 5 W's and a H.
Further supporting details.	The details in the article are clear and supportive of the topic. They answer questions the reader might want to know. There are at least three supportive details.	The details in the article are clear but need to be developed more. Some details may not fit in with the topic.	Most details in the article are clear. Article does not focus on the topic well.	The details article are neither clear nor related to the topic.
Less important details.	There should be at least one interesting less important relevant detail given.	One less important relevant detail is given.	One less important detail is given but it does not focus well on the topic.	No less important detail is given.
Spelling and Grammar.	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.
Total marks = 20				

Language Conventions: It's time for revision

A. Interrogative pronouns

add the correct interrogative pronouns to the sentences below.

Suggested answers

- _____ is the new principal of your school?
Who is the new principal of your school?
- _____ of these books belongs to you?
Which of these books belongs to you?
- Whose house should we go to after school today, yours or mine?
Whose house should we go to after school today, yours or mine?
- To _____ is the letter in the post-box addresses?
To whom is the letter in the post-box addressed?
- _____ have you named your new dog?
What have you named your new dog?

(5 marks)

B. Reported speech

Change these examples of direct speech to reported speech.

1. Direct speech in speech bubbles to reported speech



Suggested answers:

The girl said **that** she **was** enjoying eating her ice-cream.

The boy said **that** he **would** have an ice-cream the following day if it **was** a hot day.

(6 marks)

2. Inverted commas to reported speech

Suggested answers

a. "My favourite book is Anne of Green Gables," said Jill. (2)

Jill said that her favourite book was Anne of Green Gables.

b. "My class sang Happy Birthday to me this morning," commented the teacher. (5)

The teacher commented that her class had sung Happy Birthday to her that morning.

c. "I want to go to the park now," shouted the bad-mannered boy. (4)

The bad-mannered boy shouted that he had wanted to go to the park then.

d. "I am a good swimmer," he said. (3)

He said that he was a good swimmer,

(14 marks)

C. Subject-verb agreement

Change the verbs in these sentences so that the subject and verbs agree.

a. Either the wild dogs or the hyenas **make** that sound at night.

b. The girl and her brother **are** both from Zimbabwe.

c. Neither chocolates nor biscuits **are** good for you.

d. The view of the sea and the beach **was** breath-taking.

e. The new book in the series **has** a very attractive cover.

(5 marks)

D. Question marks and exclamation marks

Suggested answers

Do you have an online boyfriend or girlfriend that you have never met? Yes! Then you are not following Internet Safety rules! It's Dangerous! Dont you know there are prowlers out there? 4

(5 marks)

(Total = 30 marks)