



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LANGUAGE
Class/ Section	YR 7
Week	26TH SEPTEMBER – 30TH SEPTEMBER 2021
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	UNIT 2 -NEWS- Presenting the news
Key Vocabulary	Updated; constantly; reveal; media; access;
Lesson 1 –Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	(WK 4 LESSON 4 & 5 CARRIED FORWARD TO WK5) <u>Specific Learning objectives</u> To learn what makes the news. To use skimming and scanning to find information To listen to others' response and make notes <u>Specific Intended Learning Outcomes</u> To understand what makes news

Tasks

Understand the information from key words and phrases
Understand purpose of news

- ❖ Teacher shares PPT and asks
What is news?
Possible responses - newly received or noteworthy information, especially about recent events. a broadcast or published report of news.
synonyms: report, announcement, story, account;
- ❖ Teacher introduces the text - **NEWS** and shares objectives and success criteria

- ❖ Teachers invites responses for the following questions
Why are newspapers important to our community?
What kind of information do they provide to link us?
Possible responses:
 - carry the news of the world.
 - provide information and general knowledge.
 - provide news about a country's economic situation, sports, games, entertainment, trade and commerce.
 - newspaper makes a good habit and it is already part of the modern life. this habit widen one's outlook and enrich knowledge.
 - reading newspaper makes you well informed. it enables you to take part in every discussion pertaining to the world's current events.
 - reading newspapers will improve your knowledge in general and it will be easy for you to relate to other people who often talk about current events and politics.
 - through newspapers, you will have a clear idea and understanding of what is happening in your country and the whole world.

- ❖ Students attempt **ACTIVITY-1-1and 2a and 2b (PG 32)** identifying news stories and the media.
-students share their responses giving reasons for their choice and answer
- ❖ Students write **a sentence** beginning 'News is', explaining the kind of information we can get from newspapers, television news and news websites.
ACTIVITY-3(PG 32).
Few students read their sentences and peers can comment on information shared.
Teacher guides the students and consolidates understanding.

Essential questions

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts. .

A08

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

Resources

BUILDING SKILLS IN ENGLISH-1



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Class/ Section	YR 7
Week	5- 26TH SEPTEMBER – 30TH SEPTEMBER 2021
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	UNIT 2 -NEWS - Presenting the news
Key Vocabulary	media; access; recommend;
Lesson 2 –Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	<u>Specific Learning objectives</u> <ul style="list-style-type: none">• To know what makes the news• To understand the different forms News takes, and how we choose it. Success Criteria I can: <ul style="list-style-type: none">• Explain the kind of information or news we can get from different media – the newspaper, television, news websites.• Choose and recommend the suitable media - the newspaper or television or news websites with awareness of the kind of news each provide• To listen to others' response and make notes

Tasks

Specific Intended Learning Outcomes

To understand what makes news and how it is presented through different media

To explain which media is suitable for different audience

Whole class discussion and teacher's explanation

Recap

-class discussion of the different media – newspaper, television, news websites

--the kind of news or information each news medium provides

--how and when people can access the information

--which media will provide the information they need

Activity

-advantages and disadvantages of the different media – newspaper, television, news websites

Did you think of any of these advantages and disadvantages?

Newspapers/print media	TV news	Radio news	Online news (websites/apps)
<ul style="list-style-type: none">• Portable. It is easy to pick up and put down and can be taken anywhere• Can be read at any time the reader wishes• Can be read multiple times• Can have games and puzzles included• Can report on a wide variety of topics as it does not have a time limit <p>○ Create waste ○ Cannot be updated ○ Slow to report on events ○ Has a cost</p>	<ul style="list-style-type: none">• Can be reported live• Can be quicker to report than printed news• Easily accessible (audience does not need to be able to read)• Can be reported at the scene of the event, showing the audience rather than telling them <p>○ Slower to report than online news ○ Only happens at scheduled times in the day ○ The reader cannot skip articles they are not interested in ○ TV licence is needed (at a cost)</p>	<ul style="list-style-type: none">• Can be reported live• Can be quicker to report than printed news• Easily accessible (audience does not need to be able to read)• Free and available to everyone <p>○ Slower to report than online news ○ Only happens at scheduled times in the day ○ The reader cannot skip articles they are not interested in ○ No pictures or other media to add to the articles</p>	<ul style="list-style-type: none">• Can be updated instantly• Reader can skip to articles they are interested in• Can be read anywhere (with an internet connection and a suitable device) at any time• Can be read multiple times• Readers can comment on and discuss the articles <p>○ Requires internet connection and a device that can access the internet ○ Requires a powered device (which may run out of battery) ○ Readers may not receive a wide range of news articles as they only click on familiar topics.</p>

Assessment Criteria/ Essential questions

- ❖ In groups students attempt **ACTIVITY-2-2 & 3 (PG 33)** and make notes **in their note books**.
- ❖ Each group present their discussions and peers comments on their presentation guided by the teacher.

Activity

- ❖ Teacher reviews Noun phrases and verb phrases.

What is the resource for this activity?

This is a key skill. Students struggle to identify phrases.

Teachers must use an extract from biography and news report/ article as resource to review phrases.

HOMEWORK;

- ❖ **Sharpen your skills:** Noun phrases and verb phrases. Qs 1&2

A01

- Identify and interpret explicit and implicit information and ideas.

Resources

	<ul style="list-style-type: none"> Select and synthesise evidence from different texts. <p>A08</p> <ul style="list-style-type: none"> Listen and respond appropriately to spoken language, including to questions and feedback to presentations. <p>- BUILDING SKILLS-1</p>
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Class/ Section	YR 7
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Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	UNIT 2 -NEWS- features of a newspaper front page features of a newspaper - Headlines
Key Vocabulary	Masthead; puff; headline; image; text; strapline; byline; Eye-catching; distinct; layout; intrigue;

<p>Lesson 3 & 4</p> <p>–Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> • To explore the layout of a newspaper front page. • To write an effective headline. <p>Success Criteria required</p> <p>Success criteria</p> <p>I can</p> <ul style="list-style-type: none"> • Identify and deduce the purpose of the layout features of the front page of a newspaper • annotate the layout features of the front page of a newspaper • explain with reasons the writer’s choice of headline • identify the elements of a headline and interpret the effectiveness of a headline <ul style="list-style-type: none"> • attempt to write a headline. • Write an explanation of the effectiveness of my headline • To listen to others’ response and make notes <p><u>Specific Intended Learning Outcomes</u></p> <p>To explore the layout features of newspaper front page</p> <p>To understand the rules to write an effective headline</p> <p>To select the best words to write an effective headline</p> <p>To explain the features used in the headline and the effect created</p> <ul style="list-style-type: none"> ❖ Whole class discussion on the HOMEWORK:Sharpen your skills: Noun phrases and verb phrases.Qs 1&2 ❖ Teacher displays a slide featuring front page and invites students to identify the features of newspaper. Whole class discussion followed by teacher guided discussion on the features - ACTIVITY 1-1(PG-34) ❖ Teacher displays slide on effective headlines – purpose and structure. PPT - NEWS ❖ Students attempt ACTIVITY 2-2(PG-34) identifying and explaining the rules the given headlines follow. ❖ Students attempt ACTIVITY 3 -1(PG-35) and create an effective headline.(NOTE BOOK) ❖ Students write two or three sentences explaining the rules they have used to make their headline effective. ACTIVITY 3 -2 (PG-35) <p>Lesson4 and 5 - Please prepare a plan for lesson 5</p> <p>GROUP WORK</p>
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- ❖ Students design a **newspaper front page** for the headline they have written in **ACTIVITY 3 -(PG-35)**
Remember to include all features explored in **ACTIVITY 1 (PG – 34)**
- ❖ List out the features they have used for the front page.
- ❖ Write a sentence or two for each feature explaining the effect they have tried to create.
- ❖ Each group present their headlines explaining how and why they used the features followed by peers commenting on their work.
- ❖ Teacher guides the students and further consolidates understanding of the purpose and features of effective headlines.

A01

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

A02

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

A08

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

- BUILDING SKILLS-1

