

## **WEEK 9 - DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Lily Prava Swain

**Class and Section:** YEAR 7 D

**Subject:** ENGLISH LANGUAGE

**Week 9 :** 17<sup>TH</sup> MAY – 21<sup>ST</sup> MAY No. of lessons – 5 LESSONS

**Student's access to Work:** Work sent to students through Class Group Gmail /Google Classroom /Zoom Meeting

**Topic:** NON- FICTION – NEWS - **Giant hornets reach North America**

### **LEARNING OUTCOMES :**

- The lessons of the week encourage critical thinking. Students learn to explore how journalists select information and use language and structure Headlines, news reports to engage them, and other readers/viewers
- The discussions, asking and answering questions enable students to expand their own thinking about News and Journalism. The oral responses enable students to practice tense consistency orally.
- The shared reading, text analysis of ideas, events, themes, techniques of language and structure leads students smoothly into the independent writing process.
- Note-making supports review and reflection on key points, as well as independent writing.

**RESOURCE - NON- FICTION – NEWS - Giant hornets reach North America**

**ZOOM LESSON 1** [INSTRUCTIONS to Students for pre-reading](#)

**Read** **Giant hornets reach North America** ( lines 1-9)

- In your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- Read and annotate key words and ideas presented by the writer.

**ZOOM LESSON 2 Topic: NON- FICTION – NEWS - Giant hornets reach North America (lines7-20)**

DATE	ACTIVITY
WEEK 9	17 <sup>TH</sup> MAY – 21 <sup>ST</sup> MAY - 2020 – Reading and Writing
17 <sup>th</sup> May 2020- 7D(Girls) 3 <sup>rd</sup> period	<p><b>LESSON 1</b>  <b>ZOOM LESSON 1 -- NON- FICTION – NEWS - Giant hornets reach North America</b>            (uploaded on Google Classroom)</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea of a news story</li> <li>• Understand the organization of information in a news story</li> <li>• Understand the information from key words and phrases</li> <li>• Understand purpose of news</li> <li>• ask and answer questions and clarify doubts</li> <li>• listen to others’ response and make notes</li> </ul> <p>• <b>SUCCESS CRITERIA: I can</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea of a news story</li> <li>• Determine and explain the organization of information in a news story</li> <li>• Infer the information from key words and phrases</li> <li>• infer main facts and opinions</li> <li>• interpret purpose of news</li> <li>• Express relevant views about the current situation around the world</li> </ul>

- ask questions and clarify my doubts
- listen to others' response and make notes

#### **TEACHING ACTIVITY 1 :**

- Teachers asks students if they have been following news / are updating with world news?
- Did you read about any insects ?
- Invite responses - possible - / giants bees /hornets / locusts
- Students could share what the news was about.
- Teacher introduces the text - **NEWS - Giant hornets reach North America** and shares objectives and success criteria

#### **INSTRUCTIONS to Students**

- refer to annotations and the notes you have made
- in your **NOTEBOOK**, make notes of teacher's explanation of meanings and ideas.
- **Your notes will help to answer question posted in Google Classroom.**

#### **TEACHING ACTIVITY 2 –**

- **Teacher / student will read lines (1-9)**

### **Giant hornets reach North America**

7th May, 2020

There are some scary insects in this world. Few of them are as scary and as venomous as the Asian giant hornet. These fearsome creatures are common in Japan and Korea but are now moving across the Pacific Ocean to the USA and Canada.

The hornets kill around 40 people a year in Japan. They also destroy and wipe out colonies of honeybees. A hornet attack can leave piles of dead bees, most of them headless, in their beehive. A few dozen hornets can kill an entire colony of 30,000 bees in a few hours. Authorities in Washington State on the west coast of the USA have warned people to look out for the hornets.

Beekeepers are now worried about their beehives.

The hornets are big. They measure about five centimeters in length. They also look scary. Washington bee breeder Susan Cobey said: "They're like something out of a monster cartoon with this huge yellow-orange face." The sting of the hornet is extremely painful **9**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'giant'?

**Explanation of how news headlines attract the reader's attention.**

- Annotate the headlines - **Giant hornets reach North America**
- What is the purpose of headlines?
- What information do we get about news from the headlines?

**TEACHING ACTIVITY 3 CLASS DISCUSSION and EXPLANATION**

**Detailed explanation of the news and elements of news inviting students responses and clarification of doubts**

- Teacher guides students **to identify key words and ideas;**

3. What do you know about hornets?
4. What did you learn about hornets?
5. What are the elements of news?
6. What is a Lead in a News report ?

**TEACHING ACTIVITY 4 :**

- Students read the text and fill in the given table:

Feature (5 W'S)	Example	Purpose
Who		
What		

When		
Where		
Why		

**TEACHING ACTIVITY 4:**

- Detailed explanation of the structure of the opening lines of news
- Key words and ideas
- main facts and opinions
- tenses; noun phrases; verbs; emotive words; alliteration ;puns; similes
- use of reported speech
- sentence structure
- invite students responses and clarification of doubts.

**TEACHING ACTIVITY 5: PLENARY**

*Teacher's focus will be on-*

the main ideas

purpose of the text

Language features – tenses; noun phrases; verbs; emotive words; **alliteration ;puns; similes**

**17<sup>th</sup> May  
2020-  
7D(Girls)  
4th period**

**LESSON 2**

GOOGLE CLASSROOM 1

**OBJECTIVES:**

- Identify the main idea of a news story
- Understand the organization of information in a news story
- Understand the information from key words and phrases
- Understand purpose of news
- ask and answer questions and clarify doubts

- listen to others' response and make notes

**SUCCESS CRITERIA: I can**

- Identify the main idea of a news story
- Determine and explain the organization of information in a news story
- Infer the information from key words and phrases
- infer main facts and opinions
- interpret purpose of news
- Express relevant views about the current situation around the world
- ask questions and clarify my doubts
- listen to others' response and make notes

**TASK 1:** -Read the texts on 'Giant hornets reach North America' , and match the correct meaning.

- |             |  |
|-------------|--|
| 1. scary    | a. With no part left out; whole.   |
| 2. venomous | b. An animal, but not a human being.   |
| 3. creature | c. Put an end to something by damaging or attacking it.                              |
| 4.common    | d. Frightening; causing fear   |
| 5. destroy  | e. A large group of animals or insects of one kind living close together             |
| 6.colony    | f. Poisonous, especially when an insect, snake or sea creatures stings or bites you. |
| 7. entire   | g. Happening, found, or done often   |

**TASK -2-** Read the texts on ‘Giant hornets reach North America’ , and underline the correct answer.

1) What did the article say the hornets were besides scary and fearsome?

- a) boring
- b) colourful
- c) cute
- d) venomous

2) Where do the hornets kill around 40 people a year?

- a) Australia
- b) Japan
- c) Thailand
- d) Papua New Guinea

3) What shape are dead bees in after a hornet attack?

- a) messy
- b) triangular
- c) square
- d) headless

4) How many honeybees can a few dozen hornets kill in a few hours?

- a) 33,000
- b) 13,000
- c) 30,000
- d) 3,000

5) What are beekeepers now worried about?

- a) a giant hornet invasion
- b) honey

	<p>c) getting stung d) their beehives</p> <p>7. What is a Lead in a News report ?</p> <ul style="list-style-type: none"><li>a. Answers the questions who, what, where, when, why, and how</li><li>b. Is a long introduction to the article</li><li>c. Has quotations from authority figures</li><li>d. Contains who wrote the article</li></ul> <p><b>8. What is a "quotation"?</b></p> <ul style="list-style-type: none"><li>a. Dialogue which has these symbols ' ' surrounding it</li><li>b. The lead of the story</li><li>c. Another name for the headline of the article</li><li>d. Dialogue that has these symbols " " surrounding it</li></ul> <p><b>TASK 3:</b> Re-read the texts ,‘Giant hornets reach North America’, and answer the following questions:</p> <p>1. What is the purpose of this news?</p> <p>_____</p> <p>_____</p>
	<p>2. Re-read the paragraph 1. Identify an example of <i>simple sentence</i> and explain how it engages the reader.</p> <p>_____</p> <p>_____</p> <p>_____</p>



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3. Why has the writer used *facts*? Explain with an example of the fact used by the writer.

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18<sup>th</sup> May  
2020-  
7D(Girls)  
5th period

**LESSON 3**

**ZOOM LESSON 2**

**INSTRUCTIONS to Students for pre-reading ‘Giant hornets reach North America’**

**Read the text and annotate**

- key words and phrases as examples of language features presented by the writer.
- Examples of structural features
- Make a mind map or notes in your **Note book**, examples of words and phrases that suggest key ideas,
- Write down the doubts that you want to ask your teacher

**OBJECTIVES:**

- Identify the main idea of a news story
- Understand the organization of information in a news story
- Understand the information from key words and phrases
- Understand purpose of news
- ask and answer questions and clarify doubts
- listen to others’ response and make notes

- **SUCCESS CRITERIA: I can**
- Identify the main idea of a news story
- Determine and explain the organization of information in a news story
- Infer the information from key words and phrases
- infer main facts and opinions
- interpret purpose of news
- Express relevant views about the current situation around the world
- ask questions and clarify my doubts
- listen to others' response and make notes

**TEACHING ACTIVITY 1 EXPLANATION and CLASS DISCUSSION**

➤ **Feedback on class response to Google Classroom work 1**

➤ **Teacher/student will read aloud**

The hornets are big. They measure about five centimeters in length. They also look scary. Washington bee breeder Susan Cobey said: "They're like something out of a monster cartoon with this huge yellow-orange face." The sting of the hornet is extremely painful.

A Vancouver beekeeper described the pain. He said: "It was like having red-hot thumbtacks driven into my flesh. **10**

" He said the sting was "excruciating". The hornet's stinger is half a centimeter long. It can get through the protective clothing beekeepers wear. Another beekeeper said: "They give a warning before they sting. They snap their jaws and make a clicking sound. But if you stick around to notice that, you're probably already in a world of hurt.'

Washington state agricultural officials are asking beekeepers and residents to report any sightings of the giant hornets. But don't get too close. Its sting can penetrate a regular beekeeper's suit, and state scientists had to order special **15** reinforced suits.

"Don't try to take them out yourself if you see them," said entomologist Chris Looney of the state Department of

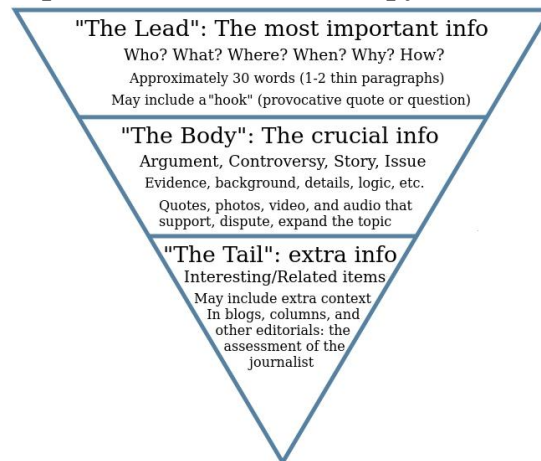
Agriculture. "If you get into them, run away, then call us! It is really important for us to know of every sighting, if we're going to have any hope of eradication."

State officials are asking people in Whatcom, Skagit, Island, San Juan, Jefferson and Clallam counties to be especially vigilant.

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### **TEACHING ACTIVITY 1 Explanation and Class Discussion**

- Teacher guides students **to identify key words and ideas;**
- **Detailed explanation of the news and elements of news inviting students responses and clarification of doubts.**
- **Explanation of the inverted pyramid**



### **TEACHING ACTIVITY 1**

- Read the news story, and discuss the main idea.
- As a class, work through the news story to determine the key details, and fill them into the inverted pyramid.

### **TEACHING ACTIVITY: 2**

**Teacher invites responses to check students understanding of structure of news**

### **TEACHING ACTIVITY: 3**

- A quote is the written form of the words which people have spoken.
- quotes are shown surrounded by quotation marks, either single (‘) or double (").*inverted commas*.
- The alternative to using a quote is to rewrite the sentence into what we call *reported speech*.

#### **Why use quotes?**

There are three main reasons why quotes are used in print journalism:

- If you repeat the exact words which people themselves used you will reduce the risk of misreporting what they say.
  - When we give a person's exact words our readers can see both the ideas and the way they were presented.
  - People often use lively language when they speak. Quotes allow you to put that lively language directly into your story.
- Review direct and reported speech

**Direct speech** is a sentence in which **the exact words spoken are reproduced in speech marks** (also known as quotation marks or inverted commas). For example:

He said: "It was like having red-hot thumbtacks driven into my flesh.

**Reported Speech** is what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech..

### **TEACHING ACTIVITY 4: PLENARY**

**Teacher summarises the significant points – main idea, language, structure and purpose  
(must link with Outcomes)**

**Teacher will instruct and guide about work set for Google Classroom 2**

18<sup>th</sup> May  
2020-  
7D(Girls)  
6th period

## LESSON 4 –

### GOOGLE CLASSROOM 2

#### OBJECTIVES:

- Identify the main idea of a news story
  - Understand the organization of information in a news story
  - Understand the information from key words and phrases
  - Understand purpose of news
  - ask and answer questions and clarify doubts
  - listen to others' response and make notes
- 
- **SUCCESS CRITERIA: I can**
  - Identify the main idea of a news story
  - Determine and explain the organization of information in a news story
  - Infer the information from key words and phrases
  - infer main facts and opinions
  - interpret purpose of news
  - Express relevant views about the current situation around the world
  - ask questions and clarify my doubts
  - listen to others' response and make notes

**TASK 1** : Read lines **7-20 of the news story**, and match the words to their correct meaning

- |              |   |
|--------------|---|
| 1. Measure   | a. very great degree.   |
| 2.. huge     | b. he soft muscle and fat that is found between the skin and bones of an animal or a human. |
| 3. sting     | c. The upper and lower bones that form the mouth and contain the teeth.                     |
| 4. extremely | d. very big.  |

5. flesh

6. protective

7. jaws

e. Being able to keep someone or something safe.

f. A sharp, burning pain after an insect (like a bee) bites you or puts venom inside you.

g. Find out the size, length, weight, etc. of something.

**TASK 2:** Re-read the texts on ‘Giant hornets reach North America’, and underline the correct answer.

1) How long are Asian giant hornets?

a) 5mm

b) 15cm

c) 5cm

d) 50cm

2) What colour is the face of the giant Asian hornet?

a) yellow-orange

b) greeny-blue

c) yellowy-brown

d) pinkish

3.) What do hornets snap before they sting?

a) their wings

b) their jaws

c) their legs

d) their eyelids

4) What world might you be in if you hear a hornet's warning?

a) a world of hurt

b) another world

- c) their own world
- d) this world

5) The inverted pyramid structure is also known as a method of:

- a. Front loading your article
- b. Back loading your article
- c. Brick building your article
- d. Story telling in chronological order

6) The inverted pyramid structure is most used in:

- a. Television
- b. Print media
- c. Radio news headlines

7. **The order of an article is...**

- a. Lead, headline, byline, and summary paragraphs
- b. Headline, summary paragraphs, lead, and byline
- c. Headline, byline, lead, and summary paragraphs
- d. Headline, summary paragraphs, byline, and lead

**TASK 3** : Re-read the texts on ‘Giant hornets reach North America’, and answer the following questions:

- 1. Read lines 6-9 and identify an example of *an adverb* and explain how it engages the readers.

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- 2. Change the sentence into ‘Reported speech’

‘Washington bee breeder Susan Cobey said: "They're like something out of a monster cartoon with this huge yellow-orange face’

3. Explain why the journalist has used quotes in his news story?

20<sup>th</sup> May  
2020-  
7D(Girls)  
1st period

**LESSON 5 - ASYNCHRONOUS**

**LEARNING OBJECTIVES:**

**to improve vocabulary by playing diverse word games**

**success criteria:**

**i can improve my vocabulary by playing diverse word games**

**ACTIVITY 1: Unscramble the jumbled words:**

1. ysrac
2. sotac
3. sfhle
4. as ousvmone
5. iroevctpte
6. rtneie
7. tcaakt
8. rectauesr



9. sameeru
10. elmryeetx

**ACTIVITY 2:** Try to think of headlines to make readers want to read these stories:

1. High exam results at your school.
2. A huge storm over your town.
3. A footballer's shorts fall down during an important game.

**use a range of techniques- such as alliteration, puns, full and half-rhyme.**

**ACTIVITY 3:** Complete each headline by filling the gap with one of the following words:

**blaze bid cleared foils backs**

1. A group of German climbers are attempting to climb Everest.

GERMAN CLIMBERS IN NEW EVEREST \_\_\_\_\_

2. Three people have died in a hotel fire.

THREE DEAD IN HOTEL \_\_\_\_\_

3. The President has expressed his support for school reforms.

PRESIDENT \_\_\_\_\_ SCHOOL REFORMS

4. A police officer is found not guilty after a corruption accusation.

POLICEMAN \_\_\_\_\_ OF CORRUPTION CHARGES

5. A pensioner has prevented thieves from stealing things from her home.

BRAVE PENSIONER \_\_\_\_\_ BURGLARS

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <b>ACTIVITY 3: Read any latest news story and make a inverted pyramid with the key details of the story</b></li></ul> |
|--|---|

Teacher's Guide to answers

Lesson 1 Activity 2

**Teacher 's Notes** : **Headline** gives brief summary of the news

**the noun phrase** , **Giant hornets** identifies the key information;

**Verb in present tense** – **reach**, describes the immediacy of the action and implies the danger involved

**Proper noun**, **North America** identifies the place of danger

Lesson 2 Task 1 1. d 2. f 3. b 4. g 5. c 6. e 7. A

TASK 2 1. d 2. b 3. d 4. c 5. d 6a 7d

## Zoom 2 Inverted Pyramid

Method of starting with conclusion

Also referred as Front-loading

Put your most important information first

Has many benefits:

- Readers can quickly assess whether they want to read your entire article.

- Readers can stop reading at any point and still come away with the main point of your article.
- By starting with your conclusion, the first few sentences on your web page will contain most of your relevant **keywords**, boosting your SEO.
- By front-loading **each paragraph**, you allow your readers to skim through the first sentences of every paragraph to get a quick overview of your entire article.

Lesson 4 Task 1 1. g 2. d 3. F 4.a 5.b 6.e 7.c

TASK 2 1. c 2. a 3. c 4. b 5. a 6 b 7c