




OER for Interactive Flat Panel in Schools

Grade:	10	
Subject:	English	
Chapter:	5B. The Storeyed House (II)	
Concepts:	Report Writing	
Learning Outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the author's voice in a written text. ● Identify a reporter's point of view and how it can influence the tone and content of a news report. ● Analyse real-world news reports to identify instances where the reporter's point of view may have influenced the tone and content. ● Practice writing a news report with a specific tone. ● Reflect on the impact of an author's point of view on their writing and biases. 	
Total Time Required:	40 minutes	
Resource	Activity	Suggested Time
R1: How to Read News? https://drive.google.com/file/d/1KRdxf6Up-yz2bKnLMLmZaFELg LH7nLdZ/view?usp=drive_link	<p>Activity 1:</p> <p>This activity can be conducted post-reading.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Read out the two news clippings displayed on the IFP. 2. Selected students approach the IFP to answer the true and false questions using the pen tool. 	20 minutes

	<ol style="list-style-type: none"> 3. Read out the paragraphs that follow to analyse the choices while answering the questions. 4. The activity focuses on elaborating the underlying or hidden tones in news items. 5. Discuss where you may have noticed similar instances while reading newspapers or watching news. 	
	<p><u>Activity 2:</u></p> <ol style="list-style-type: none"> 1. Use the learnings so far to move to the second part of the resource. 2. Read out the instructions and use the example to understand the activity better. 3. Selected students approach the IFP and use the pen tool to circle and underline their choices. 4. Justify your choices based on the inferences from Activity 1. 5. Move to the third part of the resource 'Another Way to Tell It'. 6. Read the news clippings displayed on the IFP. 7. Selected students approach the IFP using the pen tool and draw connectors between boxes that are most likely describing the same event. 	15 minutes
Assessment:	<ol style="list-style-type: none"> 1. Pick out one news report from any English newspaper available to you like The Times of India, The Hindu, etc. 2. Use the inferences from the activities above to analyse the report. Focus on the tone of the report and the influence of the reporter in writing the event they are covering. 3. Write a report covering the same event in a neutral tone. 	
Teacher Notes:	<p><u>Activity 1:</u></p> <ol style="list-style-type: none"> 1. Page 1 of the R1 will be displayed on the IFP. 2. The first part of the resource highlights the influence of the personal opinion of the reporter on the event they are 	

	<p>covering. Also emphasise the tone of the report for the reader.</p> <ol style="list-style-type: none"> Students can take turns to come up to the IFP and use the pen tool to answer the true and false questions. Discuss inferences from the activity once students have read the paragraphs that follow. To help discuss contextual examples, you can bring English newspapers to the class and ask students to compare similar events covered by various newspapers. Or, play news clippings from different channels that the students are familiar with. <p><u>Activity 2:</u></p> <ol style="list-style-type: none"> Students first read out the instructions and the example and then take turns answering and circling their choices using the IFP pen tool. Ask students to justify their choices based on inferences drawn from Activity 1. Ask students to take turns reading the news clippings displayed on the IFP in the third part 'Another Way to Tell It'. Ask students to use the pen tool to draw connectors between boxes that are most likely describing the same event. Facilitate discussions to further enable connections between the activities. <p><u>Assessment:</u></p> <ol style="list-style-type: none"> Assess if the student has been able to identify the reporter's influence in writing the event and the tone of the report. Observe if students have been able to apply the inferences from the activities. Assess how much of a neutral tone the student has been able to maintain in the report and check for technical aspects of report writing. Use this space to introduce components of Report Writing and follow up with the report writing activity in the textbook.
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