

OAKLAND CUSD #5

ENGLISH I
APRIL 13-17, 2020

SABRINA KILE

Week of April 13-17, 2020

English I - Sabrina Kile

Hello English I! Please choose two assignments for this week from the 6 choices listed below. Please email me your completed assignments no later than Monday 4/20 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! --Mrs. Kile

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
English I	Complete the worksheet titled, "Lesson 1: Nouns: Singular, Plural, and Collective."	Read the short story, "The Old Man at the Bridge" by Ernest Hemingway and answer the questions that follow.	Complete the worksheet titled, "Lesson 107: Personal Letters".	Write a letter to a local business (restaurant, grocery store, hardware store, etc) thanking them for staying open and helping the community. Remember the format for formal letters? If not, I have a copy that you can find in the scanned documents section under my name!	Read the article, "Why the Novel Coronavirus Became a Social Media Nightmare" and answer the questions that follow.	Get creative! I am sure you can come up with an excellent assignment option. You could write a short story, write a poem, read something and write a reflection, or make a video. Email me to get approval!

Unit 1: Parts of Speech

Lesson 1

Nouns: Singular, Plural, and Collective

A **noun** is a word that names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea, and a **plural noun** names more than one. Most plural nouns are formed by adding **-s** to the singular form. Words that end in *ch*, *sh*, *s*, *x*, or *z* form the plural by adding **-es**. Words that end in a consonant and *y* form the plural by changing *y* to *i* and adding **-es**. Some plurals are formed irregularly, for example, *child*, *children*; *foot*, *feet*; *mouse*, *mice*. Some singular and plural forms are the same, for example, *sheep*, *deer*, *series*.

	SINGULAR	PLURAL		SINGULAR	PLURAL
Person:	child	children	Thing:	piano	pianos
Place:	corner	corners	Idea:	religion	religions

A **collective noun** names a group. A collective noun is singular when it refers to the group as a whole. It is plural when it refers to the individual members of a group.

The **jury** is still deliberating. (singular)

The **jury** are arguing loudly. (plural)

► **Exercise 1** Write *S* above each singular noun and *P* above each plural noun.

S
S
S
P

Congress debated the issue and approved the bill defining consumer rights.

1. My parents expect us children to help with the housework.
2. The film followed a herd of cows through a typical day.
3. She probably has more self-confidence than any of my other friends.
4. The returning astronauts waved to the cheering crowd.
5. The principal congratulated the class on its performance.
6. The dodo is an extinct bird.
7. Her favorite team lost in the playoffs.
8. My grandmother always used to say that pride went before a fall.
9. The paintings were in the new section of the museum.
10. This particular book contains both stories and poems.
11. Before we could paint the house, we had to scrape off the old paint.

Name _____ Class _____ Date _____

- 12. Frankly, your dog is not the smartest creature I've ever seen.
- 13. The eerie music during the play added to the atmosphere of mystery.
- 14. Every time he went to the mall he saw the same group of kids.
- 15. The awful smell from the laboratory reached to the gym.
- 16. When the chain fell off her bicycle, she heard a terrible grating sound.
- 17. One panel gave a presentation about democracy.
- 18. I usually don't like spicy food.
- 19. That girl works at the store on the corner.
- 20. The audience gasped in disbelief when the senators appeared.

► Exercise 2 Choose 30 singular nouns you identified above. On the lines below, write the plural form for each of those nouns.

congresses	issues	bills
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

► Writing Link Write three sentences about a concert or other performance you have seen. Use at least three collective nouns in your sentences.

"The Old Man at the Bridge"
by Ernest Hemingway

An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

"Where do you come from?" I asked him.

"From San Carlos," he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?"

"Various animals," he said, and shook his head. "I had to leave them."

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

"What animals were they?" I asked.

"There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons."

And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

"No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others."

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further."

"This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa."

"I will wait a while," he said, "and then I will go. Where do the trucks go?"

"Towards Barcelona," I told him.

"I know no one in that direction," he said, "but thank you very much. Thank you again very much."

He looked at me very blankly and tiredly, and then said, having to share his worry with someone, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?"

"Why they'll probably come through it all right."

"You think so?"

"Why not," I said, watching the far bank where now there were no carts.

"But what will they do under the artillery when I was told to leave because of the artillery?"

"Did you leave the dove cage unlocked?" I asked.

"Yes."

"Then they'll fly."

"Yes, certainly they'll fly. But the others. It's better not to think about the others," he said.

"If you are rested I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

"I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals."

There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.

1. What was the old man doing in his native town?
 - a. taking care of animals
 - b. begging on the streets
 - c. helping the soldiers
 - d. talking care of children
2. What is special about the day the narrator encounters the old man?
 - a. It is Easter Sunday.
 - b. It is the last day of the war.
 - c. It is Thanksgiving.
 - d. It is Christmas Day.
3. Why does the old man leave the animals?
 - a. because the children are taking care of them
 - b. because he loses interest
 - c. because they all die
 - d. because of the artillery
4. Which animal is the old man least concerned about?
 - a. the goats
 - b. the pigeons
 - c. the cat
 - d. the dog
5. The trucks are crossing the bridge and going where?
 - a. Vera Cruz
 - b. Barcelona
 - c. San Carlos
 - d. Tortosa
6. What is the old man's native town?
 - a. Vera Cruz
 - b. Ebro Delta
 - c. Barcelona
 - d. San Carlos
7. What is the narrator's job?
 - a. He questions people before they cross the bridge.
 - b. He protects the people who cross the bridge.
 - c. He scouts ahead for the enemy's location.
 - d. He stops people from crossing the bridge.
8. Why does the old man stop and not go across the bridge?
 - a. He is asked not to cross the bridge.
 - b. He doesn't need to cross the bridge.
 - c. He is too tired to cross the bridge.
 - d. He isn't interested in crossing the bridge.
9. The old man is a symbol of what?
 - a. the causes of war
 - b. the patience of the soldiers
 - c. the civilian victims of war
 - d. the apathy of the civilians
10. How old is the old man?
 - a. ninety-four
 - b. sixty-six
 - c. eighty-four
 - d. seventy-six
11. Explain why the narrator takes so much time to converse with the old man. Use details from the story to support your answer.

12. What statements from the story suggest that the old man is about to give up on life? Quote specific statements to back your answer.

13. How is the narrator portrayed in the story? How does he treat the old man? Give examples from the story to back your answer.

14. How does Hemmingway show that war is disrupting the lives of the peasants? Is this portrayal realistic? Why or why not?

15. What is the setting of the story? Give details from the story to support your answer.

17. What kind of life has the old man been leading? What keeps him going? Use details from the story to support your answer.

Lesson 107

Personal Letters

A personal letter is often a letter to a friend or relative. In a personal letter, you describe recent events in your life and ask the recipient questions about his or her life. A personal letter can also be an invitation or a thank-you note.

These letters are usually written in indented form. Each paragraph is indented, as well as each line in the heading and the signature (see Handbook page 20).

► **Exercise 1** Read the following personal letter. Answer each question.

951 Pleasantville Drive
Sunnydale, Illinois 60000
May 15, 1996

Dear Chris,

You won't believe what a great month I've had! I couldn't wait to write you. First of all, I finally made the swim team. All that extra practice has paid off. My first meet is Monday. I'm a little nervous, but I'll be all right once I get in the water.

The time I've spent mowing lawns and cleaning garages is paying off, too. I'm using the money I've earned to buy the mountain bike I told you about in my last letter. The next time you come for a visit, you can try it out.

Did you buy the bike you had your eye on? Write soon and tell me all about it. Tell me what else you've been doing, too. I miss you.

Your friend,
Taylor

1. Who is Chris? _____

2. Why is Taylor writing to Chris? _____

3. How is this a good example of a personal letter? _____

4. What might Chris include in a response to Taylor's letter? _____

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Kile - English I - 4/13 - 4/17 (Choice #4)

Your Street Number and Name

Your City, State, and Zip Code

The Date

Dear (business name),

Content of letter goes here. Write at least two paragraphs explaining why you are writing and thanking them for what they are doing to help the community during Covid-19.

Sincerely,

Your Name

Tuesday, April 7, 2020

Why the novel coronavirus became a social media nightmare

Readability Score: 14.0

By AFP NEWS Sunday, March 29, 2020

Why the novel coronavirus became a social media nightmare

Arthur MacMillan with W.G. Dunlop in Washington

The biggest reputational risk Facebook and other social media companies had expected in 2020 was fake news surrounding the US presidential election. Be it foreign or domestic in origin, the misinformation threat seemed familiar, perhaps even manageable.

The novel coronavirus, however, has opened up an entirely different problem: the life-endangering consequences of supposed cures, misleading claims, snake-oil sales pitches and conspiracy theories about the outbreak.

So far, AFP has debunked almost 200 rumors and myths about the virus, but experts say stronger action from tech companies is needed to stop misinformation and the scale at which it can be spread online.

"There's still a disconnect between what people think is true and what people are willing to share," Professor David Rand, a specialist in brain and cognitive sciences at the MIT Sloan School of Management, told AFP, explaining how a user's bias toward content he or she thinks will be liked or shared typically dominates decision-making when online.

Part of the reason is that social media algorithms are geared to appeal to someone's habits and interests: the emphasis is on likability, not accuracy. Changing that would require Facebook, Twitter and other such companies to alter what people see on screen.

Prompts urging users to consider the accuracy of content they are spreading on social networks are needed, said Rand, co-author of a study on COVID-19 misinformation that was published earlier this month.

Deadly consequences

Using controlled tests with more than 1,600 participants, the study found that false claims were shared in part simply because people failed to think about whether the content was reliable.

In a second test, when people were reminded to consider the accuracy of what they are going to share, their level of truth awareness more than doubled.

That approach -- known as "accuracy nudge intervention" -- from social media companies could limit the spread of misinformation, the report concluded.

"These are the kind of things that make the concept of accuracy top of the minds of people," said Rand, noting that news feeds are instead filled by users' own content and commercial advertisements.

"There probably is a concern from social networking companies about accuracy warnings degrading the user experience, because you're exposing users to content that they didn't want to see. But I hope by talking about this more we'll get them to take this seriously and try it."

What is undoubted is that misinformation about the novel coronavirus has been deadly. Although US, French and other scientists are working to expedite effective treatments, false reports have appeared in numerous countries.

In Iran, a fake remedy of ingesting methanol has reportedly led to 300 deaths, and left many more sick.

Dr. Jason McKnight, assistant clinical professor in the Department of Primary Care and Population Health at Texas A&M University, said the sharing of false information has an impact beyond the immediate risk of the virus itself.

"I have seen posts related to 'treatments' that are not proven, techniques to prevent exposure and infection that are either not proven and/or filled with a lot of misleading information, and instruction for individuals to stock up on supplies and food," he said.

McKnight highlighted two types of danger posed by inaccurate information on the virus: that it "could incite fear or panic," and "the potential for individuals to do harmful things in hope of 'curing the illness' or 'preventing' the illness."

Immediate positive impact'

Facebook took a hammering over Russia's interference in the 2016 US election. Having been accused on Capitol Hill of ignoring the allegations, Facebook conceded the following year that up to 10 million Americans had seen advertisements purchased by a shadowy Russian agency. As evidence mounted about how Russia had used Facebook to sow division, company CEO Mark Zuckerberg apologized.

Facebook has placed authoritative coronavirus information at the top of news feeds and intensified its efforts to remove harmful content, including through the use of third-party fact checkers.

Zuckerberg also said earlier this month that a public health crisis is an easier arena than politics to set policies and to take a harder line on questionable content.

Discussion Questions

Why the novel coronavirus became a social media nightmare

1. Define: fake news, snake-oil, bias, algorithms, expedite.
2. Have you seen any fake news in social media regarding the corona virus? Explain.
3. How will technology companies know what is true or not about a cure? How should they police their platforms?
4. Explain how much a post being liked or shared affects what you choose to post on social media.
5. Which is more important to you regarding your social media posts: likability or accuracy? Explain.
6. Have you ever shared content that you later found out was false? If yes, explain how you felt or where you think you fell short in your analysis. If no, what prevents you from sharing things that are false, i.e. how do you analyze before you post?
7. Do you think a reminder to consider the accuracy of posts will make people post content that is more accurate? Do you think people would get used to them and thus eventually ignore them? Explain why or why not.
8. Do you think warnings would degrade the user experience? Why or why not?
9. Do you think seeing a political Facebook ad is enough to change someone's mind as to who to vote for? Explain your position.
10. The 2nd century Roman poet Juvenal famously asked: "Quis custodiet ipsos custodes?" or "Who will guard the guards?" If social media platforms hire third party fact checkers, who will check the checkers?