



Scoop!

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen and identify relevant information from extended explanations or presentations on a range of topics SLlr/L2.1
- Make relevant contributions and help move discussion forward SLd/L2.1
- Support opinions and arguments with evidence SLd/L2.4

Practise reading and writing

- Trace and understand the main events of continuous descriptive, explanatory and persuasive texts Rt/L2.1
- Identify the purpose of a text and infer meaning which is not explicit Rt/L2.2
- Read an argument and identify the main points of view Rt/L2.4
- Read critically to evaluate information, and compare information, ideas and opinions from different sources Rt/L2.5
- Summarise information from longer documents Rt/L2.8
- Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text Rs/L2.1
- Use punctuation to help interpret the meaning and purpose of text Rs/L2.2
- Recognise and understand the vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose Rw/L2.3
- Plan and draft writing Wt/L2.1
- Judge how much to write and the level of detail to include Wt/L2.2
- Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate Wt/L2.3
- Use format and structure to organise writing for different purposes Wt/L2.4
- Use formal and informal language appropriate to purpose and audience Wt/L2.5
- Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary) Wt/L2.6
- Use correct grammar (e.g. subject-verb agreement, correct and consistent use of tense) Ws/L2.2
- Spell correctly words used most often in work, studies and daily life, including familiar technical words Ww/L2.1

Key functions

- Knowing how to record key relevant points when listening over an extended period
- Using different styles of writing for different purposes, understanding that appropriate style depends on purpose, audience and context
- Summarising key points

Key grammar

- Understanding that when writing texts such as impersonal reports, passive verb forms are useful to keep the focus on the action rather than on who performs it
- Understanding that specific grammatical forms and types of words signal the level of formality of a text, e.g. passive verbs

Resources to support this unit

- A class set of dictionaries
- Computers for word processing
- Video player, stereo system and TV
- Whiteboard or flipchart
- Highlighter pens

Materials preparation

- Audio clip 1
- Prepared card and envelope set
- A selection of newspapers – broadsheet and tabloid (NB: Ensure all articles are suitable for the learner audience)
- Photocopies of pages 18, 19 and 20 of the learner's material
- Writing frame (Photocopy 1, page 51)
- Prepared card and envelope set
- Envelopes
- Glue
- Scissors
- A3 paper
- Copies of the 'County hospitals in crisis' article (page 9 of learner's materials).

Reading strategy: For activities in this unit learners will use strategies such as:

- identifying the main points and specific detail in a text
- understanding the difference between objective fact and opinion / point of view
- knowing that information on the same topic from different sources may have a different or even contradictory emphasis
- summarising information from longer documents.

Spelling strategy: In this unit, learners will concentrate on:

- understanding how knowledge of word roots, prefixes and suffixes can support spelling
- being confident enough to choose the most precise words for a task, not necessarily the easiest word to spell, and know when to double check their spelling from an outside source.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit, to examine fact, fiction and bias in written text.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills show the progression from L1 and reflect the ILP.

Specific to this unit

- Find out which newspapers learners prefer to read.
- Which newspapers are most popular with the group? Why? Discuss – broadsheet or tabloid? a favourite writer or column? real news or gossip? etc.
- Ask learners if we can believe all that we read in the press.
- Carry out the self-assessment tick box activity on page 1.
- Ensure that this opening discussion is kept short and to the point. Its purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

Pages 2 and 3

News and views

Materials

- Audio clip 1 or, if possible, an audio clip of a recent national news story
- Audio / video tape and player
- A set of dictionaries
- Photocopies of pages 18, 19 and 20 of the learner's material
- A selection of newspapers, broadsheet and tabloid
- A prepared article written in both prose and in newspaper format
- Examples of newspaper text showing different format and examples of punctuation used, e.g. inverted commas and brackets.
- Writing frame (Photocopy 1, page 51)

Rationale

- To read critically to evaluate information
- To listen for relevant information
- To examine the format and punctuation used in newspaper text

Important – news items are provided for Activities A and B but it is better if current news items are used. Teachers should photocopy the latest news articles, which will be more interesting for learners and they should record the national news for learners to watch.

Activity A *Reading and writing*

Pre-task

- Discuss the terms 'broadsheet' and 'tabloid'.
- Discuss the main differences between the two types of newspaper. How many can they name?
- Ask a volunteer to tell you what happened in *EastEnders* (or another soap opera) last night as you missed it. Ask learners to discuss the highlights or main events.
- Elicit from the group that the volunteer has just provided a summary.

Punctuation

- Explain to learners that certain types of punctuation are used for different purposes in some text types.
- Recap use of the colon, semi-colon, inverted commas, hyphen, dash and brackets and ask for examples of where they are used in lists, brochures and leaflets.
- Draw learners' attention to the way text is presented in continuous prose and how the text is organised in a different way in columns and boxes in newspapers.
- Draw learners' attention to the format of newspaper articles and the particular functions of punctuation used in newspaper articles which they may not suggest as obvious similarities or differences.
- Ask learners for examples of the different types of punctuation used in tabloids and broadsheets.
- Discuss as a group how the punctuation helps to make the text easier to understand or highlight the meaning of the text.
- Prepare an article as continuous prose and highlight the difference between this text and the newspaper column format.

Task

Point 1

- In small groups, decide on a definition for the word 'news' and write the definition on the whiteboard.
- Ask learners to look up the definition of 'news' in the dictionary.
- Compare and discuss the different definitions.
- In pairs, choose a broadsheet and a tabloid paper. Then decide on a story to work on. Read the summary teaching points to the group and remind them of the pre-task activity.
- Go through how to write a summary, defining the main points, specific details and other information. Remind them that a summary is shorter than the original article and must be in the learner's own words.
- With another person, ask learners to summarise the main points.
- Set a time guide.

Point 2

- Ask learners to read the articles again and to pick out the punctuation used in the articles.
- Learners can then draw up a table of the different types of punctuation used and explain how they contribute to a clearer understanding of the text.

Extension

- If possible, pair two learners of a similar ability and ask them to carry out the summarising individually and to work with another person again on Activity B.

Help

- Offer a writing frame as support.
- Summarise only one story and put learners into groups rather than pairs for Activity B.

Activity B

Reading, writing and speaking

Pre-task

- Explain to learners that as they read the articles in the unit they will be looking at the main events, the purpose behind the writing and the meaning which is inferred but is not always explicit.

- Go through with learners the process of summarising the main points from a longer document. Prepare some OHTs and allow learners to draw out the main points and the most important information, and to disregard minor points.
- As a group, write the main points in their own words on the board as an example of a summary.

Task

- Use news stories from Activity A.
- In pairs, note down key similarities and differences between the two accounts of the same story.
- Discuss the results as a whole group.
- Note the main points on the whiteboard or flipchart.
- Discuss the similarities and differences between the broadsheet and tabloid.
- Go through other accounts in the newspapers to show further examples. Ask learners who they think each type of newspaper is aimed at and why.
- Ask learners which news report they found most interesting and why.
- Did learners feel that the reports were equally trustworthy or did one seem more reliable than the other?
- Before the discussion recap the learning points from discussion at Level 1 on how to make relevant contributions and to move the discussion forward with their comments. Remind learners that when they give an opinion they must support their opinion with evidence.
- Discuss with learners the progression at Level 2: to cooperate with other members of the group and to allow differences to be aired constructively.
- Go through the types of phrases and gestures learners could use to signal they would like to contribute to the discussion.
- Encourage learners to give their opinion on all the articles and stories within the unit.

Activity C

Listening

- Where possible, use a recording of a national news story for the week this activity is taught. Highlight and replay the item being discussed.

Pre-task

- Set the scene.
- Explain to learners what audio clip 1 (or your own audio clip) is about.
- Encourage learners to listen the first time that the recording is played.
- Ask learners if they watch the evening news, which is supposed to be unbiased. Explain the term 'bias' (more work will be done on this later).
- Ask learners to listen again. Do they think the national news is unbiased? Highlight the main differences in media news coverage, film and visual effects. What do they prefer, to read or to watch the news?

Task

- Explain to learners that they should focus on the news item that they studied in Activity A.
- Share the 'noting key points whilst listening' text box with the learners as a teaching point.
- Ask learners to note down the key points and messages.
- Explain that the recording can be replayed as needed.
- Play the audio clip. Do learners think that the national news is a true representation of the facts? Does the national news have its own agenda?
- What are the key differences between the way the news is represented in a newspaper and on TV or radio?
- Ask how far the news 'speaks for itself'. Does it reflect any of the broadsheet or tabloid accounts? What are the differences?
- Ask learners to buy two different newspapers on the same day some time in the next week and to choose a major story or event that interests them that both newspapers cover. They should do the following.
 - Make a list of similarities and differences between the ways the event is covered.
 - Watch the main television news coverage in the evening.
 - Make a note of how this coverage compares with the newspapers over a period of time. Are their observations still the same?

Help

- Work through the key points from the national news coverage with the learner.
- Help learners to build up another table with an extra column for the evening news to compare the differences.
- Go through each point with the learner, showing how it is represented in each case.

Pages 4, 5 and 6 Between the lines

Materials

- Two newspaper articles
- Prepared card and envelope set
- Highlighter pens

Rationale

- To understand explicit and implicit meaning
- To differentiate between fact and opinion

Activity A

Reading and writing

Pre-task

- Discuss with learners the key terms 'facts', 'opinions' and 'bias'.
- Prepare a set of name cards of famous people and personalities currently in the news. Put them into an envelope.
- Split learners into two groups.
- A volunteer must select one card from an envelope for the group. The group must keep the identity of the name on the card secret. Each group writes four facts and four opinions about the famous person selected. A learner reads out the items (mixed) and the other group has to guess the celebrity's name.

Task

- Ask learners to read the article 'Cannabis warning' or another current article of your choice.
- Focus attention on the fact / opinion / bias text box.
- Discuss with learners the term 'reading between the lines'.

- Go back over the articles, and highlight the opinions, facts and bias in different colours.
- Discuss with the group what you notice about the balance of fact, bias and opinion.
- Ask learners to sum up the views of the writer.
- Ask learners to repeat the process for the second fictional article, 'Suspect quizzed over new murder' (see page 5 of learner's materials).

Extension

- Carry out the highlighting task using two articles from today's papers – one a broadsheet and the other a tabloid.

Help

- Work on one text (page 4 or 5) and pair up to compare texts.

Activity B *Reading and writing*

Pre-task

- Discuss the emotive language used in journalism to persuade people to take a point of view. Refer to the article 'Suspect quizzed over new murder' and the language used to encourage a negative view of the youth.

Task

- On the left, some of the emotive language has been selected. Ask learners to replace these expressions with words that seem less emotive or biased. Remind learners that they do not have to use the same number of words.

Help

- Offer the opportunity to complete the single-word emotive language first, then two words, building up to longer phrases.

Activity C *Writing*

Task

- Direct learners to work with another person to write the newspaper article as it would appear in a broadsheet.
- Go through the bullet points with learners. This will help them focus on the content of the article.

Activity D

Writing

Task

- Discuss with learners how emotive language can be used to sway the opinion of the reader.
- Direct learners to write a final paragraph aimed at changing the reader's opinion of the young man to make them feel sorry for him.

Help

- Go through with the learner the emotive vocabulary that could be used to change the opinion of the young man.
- Help learners to construct a few sentences then allow them to complete the paragraph.

Pages 7 and 8 **Read all about it!**

Materials

- A selection of newspapers (ensure all articles are suitable for the learner audience)
- Envelopes
- Glue
- Scissors
- A3 paper
- Computers for word processing

Rationale

- To understand grammatical forms and language used in headlines

Activity A *Reading*

Pre-task

- Give a newspaper to each learner and ask him or her to pick his or her favourite headline from that edition.
- Share the headlines with learners and ask them to explain briefly the reason for their choice.

Task

- Carry out Activity A, parts 1 and 2 as a whole group.
- Encourage learners to draw out the implicit message the writer was trying to express in each case. Help learners to identify the specific words and techniques that create the message.

- Ask learners to work rewrite each headline in their own words, using a full sentence.

Extension

- Find five more headlines from the newspapers and carry out the task again. Suggest that learners try to use a humorous twist in the sentence headline.

Help

- Learners can work through the task in pairs.

Activity B Reading and writing

Pre-task

- Share out newspapers and resources (envelopes, glue, scissors, A3 paper).

Task

- In pairs, learners select and cut out a variety of news articles and headlines.
- Put the headlines in an envelope and glue the articles onto separate A3 sheets.
- Swap the sheets with another pair but keep the envelope.
- Write headlines for the A3 sheets. Compare with the originals.
- Were there any surprises? Were there any implicit messages in the new headlines?

Activity C Reading and speaking

Pre-task

- Teach active and passive forms of the verb
- Write the following sentences on the whiteboard or flipchart (before the learners arrive).
A My uncle made these chairs.
B These chairs were made by my uncle.
C The child was brought home by the police.
D The police brought the child home.
- Discuss and highlight the grammar box – active and passive verbs.

Task

- Read the examples on page 8 and in small groups discuss the effect of using passive verbs for news headlines.
- Feed back points to the whole group.
- Teaching point – when writing texts such as

reports, passive verb forms are useful to keep the focus on the action rather than who performs it.

Help

- Prepare some simple sentences written in the active and passive voice and help learners to identify the verb and its form.

Extension

- Ask learners to look through the sample texts in the unit, highlighting passive forms of the verb.

Activity D

Writing

Pre-task

- Remind the group of the grammar box on page 8.

Task

- Using Article A, ask learners to change the passive into active sentences. Discuss the effect as a whole group.
- Ask learners to take Article B and change the active into passive sentences.

Help

- Learners to work in pairs.
- Work one-to-one with learners on individual sentences from the article.

Activity E

Reading

Pre-task

- Select a news article and highlight sentences containing passive verbs.

Task

- Ask learners to word-process the highlighted examples and then run a grammar check.
- With another person, ask learners to decide which sentences to change to active and which to ignore.

Extension

- Select a short passage from a newspaper and change passive into active, and active into passive. Share with the group and discuss.

Help

- Ask learners to work with another person.
- Provide additional support as needed.

Page 9

The eye of the beholder

Materials

- Copies of the 'County hospitals in crisis' article

Rationale

- To identify the audience, main points and purpose of a text

Activity A *Reading and speaking*

Pre-task

- Discuss the key words 'purpose' and 'audience'.
- Put comments from the discussion on the board.
- Ask learners to think about how having a particular audience in mind might affect what is written.
- Show an example text to put the point across. Consider the purpose of a text, e.g. hospital / nursing staff (maybe use of jargon).
- Go through the text box to demonstrate how the following can give clues to the intended audience:
 - subject matter
 - formal / informal language
 - vocabulary
 - variety of sentence structures.
- Stress to learners the importance of always identifying the purpose of a text and who it was written for, before considering its meaning.

Task

- Put learners into pairs.
- One should take on the role of a person looking for work in health care and the other person that of a patient due to be admitted for routine surgery the following week.
- Give each person a copy of the 'county hospitals in crisis' article.
- Each learner is to read the article and note the main points in role.

- Ask a volunteer to note the main points from the feedback.
- Make a list for each role.
- Ask if learners identified the same main points? Why?
- Make the point that it is critical to think about the purpose of a text and that readers bring their own preconceptions and assumptions to a reading task. We need to take account of this when writing or reading a text.

Extension

- Ask learners to write a short article and then to ask another learner if they can state the purpose and the intended audience for the article.

Help

- Give learners short examples of text and work one to one with them, asking them to identify its' purpose and who they think the article is intended for.

Pages 10 and 11

Word play

Rationale

- To understand the purpose of different writing styles

Activity A *Reading and writing*

Pre-task

- Ask the group for any headlines from the past that stay in their memory, i.e. word play. Discuss.
- Explain to learners that writers use words and phrases to create effect.
- Talk about games with words and how journalists use words as one of the tools of their trade.
- Demonstrate how different literary techniques are used to create an effect, e.g. rhetorical questions, exclamations, puns, alliteration, metaphors, similes etc.
- Explain that writers want to influence the way their readers will react, to target their emotions and make them feel something. They want to

get a response and they want you to read more. Look at the newspapers again. See how emotive headlines and quotations from people are used.

Task

- In pairs, ask learners to categorise the headlines.
- Ask learners to look through the papers for further examples.
- Write three new headlines, using a different technique for each.
- Read the new headlines to the whole group and ask other learners to suggest categories.

Extension

- Individually, ask learners to find a headline for each technique listed on page 11. Can any other categories be included?

Help

- Choose one example to find in the papers such as alliteration. Recap on the language, read more articles and highlight the different types of language features used.

Activity B *Reading and writing*

Pre-task

- Ask each learner to read the article 'Violence victims to video home attacks' on page 20 of the learner's material or if this is not suitable, you should find an alternative broadsheet article for the task.

Task

- Ask learners to read the instructions and fill out the table on page 11.
- Start with the key point and then decide on the purpose.
- Use the terminology from Activity A to fill in the language.
- Emphasise that the first paragraph in a news article usually contains the focal message.

Help

- Carry out the activity with one article or carry out in pairs depending on the nature of the group.

Activity C *Reading and speaking*

Task

- Discuss with learners whether they think the style of the article 'Police chief urges violence victims to video home attacks' is what they'd expect from a broadsheet. Ask learners to give reasons for their answer.
- Ask learners why it was unlikely that the article would contain puns.
- Compare the way alliteration is used in the article with examples learners have seen in tabloids.
- Ask what learners think is the effect of the rhetorical question used.

Extension

- Ask learners to choose one paragraph from the article and to use some of the literary features in the table to re-write the paragraph for a tabloid newspaper.

Help

- Recap the style and features of the broadsheet and ask for answers verbally.

Page 12 Getting the message across Materials

- Writing frame (Photocopy 1, page 51)

Rationale

- To use appropriate styles of writing for different purposes

Activity A *Writing*

Pre-task

- Recap on the purpose for writing articles and bearing the audience in mind.
- Take one of the articles provided or any current news article, e.g. a newspaper report telling the story of something that has happened.

- Break the article down with learners into:
 - what happened
 - the intended audience
 - the purpose
 - the headline
 - what to say
 - the order to say it
 - how to say it – emotive comments, language, other grammatical terms
 - expressing ideas clearly.
- Read through page 12 to the end of the bullet points. This gives details for the article that learners are going to write on their own about a violent storm that happened in your area.
- Go through stage by stage the processes of writing with learners.
- Ensure that teaching is given on all aspects of the writing process for indicators Wt/L2.1–6:
 - To plan and draft their work – go through each stage with the learner.
 - To judge how much they need to write and the detail they will include.
 - Remind learners of ‘space’ when writing an article to be precise but to highlight the importance of language used.
 - Emphasise the importance of presenting ideas in a logical sequence.
 - Stress the importance of using appropriate language for the broadsheet and the tabloid; recap formal language in the broadsheet.
 - Remind learners of the purpose of their article and the style in which they chose to write it.
 - Recap on punctuation for newspaper articles and remind learners to proof-read their work when they have completed the article and to incorporate the changes, then proof-read again.

Task

- Discuss with learners the purpose and audience for each written piece.
- Ask learners to consider areas studied previously in this unit such as fact, opinion, bias, inference, persuasion, use of the passive tense and word-play techniques.
- Go through with writing frame with the group.
- Take another example and build up an article on the board.
- On completion of the written tasks, spend time in small groups discussing and comparing the finished pieces. How did it go? Which did

learners enjoy writing the most? Did any text take longer to prepare than others? Which techniques were used?

Extension

- Ask learners to reflect on their written pieces and make notes on areas that you would like to develop further.

Help

- As the extension above.

Pages 13 and 14 Spelling

Materials

- A set of dictionaries

Rationale

- To spell words with unstressed vowel sounds

Activity A

Pre-task

- Put two words on the board – ‘A’ with stressed vowel sounds and ‘B’ with unstressed vowel sounds.
- Ask the group to discuss the difference between the words with reference to spelling techniques.
- Elicit ‘A’ can be sounded out.

Task

- Ask learners to read the text on page 13 individually.
- Divide learners into two groups according to visual or aural memory.
- In groups, work through the word list on page 13.
- Set a time limit. Share ideas with the whole group.
- Are there any ideas that learners will use in the future?

Activity B

Pre-task

- Read the text at the top of page 14.

Task

- Ask learners to complete the table with root and linked words.
- Check in pairs and feed-back to the whole group.
- Discuss the rule in the text box.
- Ask learners to find five more examples, working in pairs.

Help

- Use a dictionary as a reference if needed.

Page 15

📌 Integrated skills

Materials

- A selection of newsletters

Rationale

- To put learners' skills into practice
- To write an article for a newsletter for fellow learners

The real thing

Task

- Share examples of newsletters with the whole group.
- Classify the contents into features, ads, information etc.
- In small groups ideastorm ideas for the group newsletter.
- Share ideas in a discussion.

Planning the newsletter

Pre-task

- Reflect as a group on work covered in this unit – summary, fact, opinion, bias, inference, active / passive, purpose, audience, word play, style of writing, etc.

Task

- Discuss with learners:
 - the purpose of the newsletter
 - the intended audience
 - the intended content
 - plans for the publication
 - the part each learner will be responsible for in the production.

Production

- Each person or pair can produce a small section of the newsletter such as a brief article, a letter etc. Working as a team, plan out what each person will do and how it will all come together in the newsletter.
- Elect a scribe to note key points and decide on roles for learners. Note the decisions on the whiteboard.

Task

- Ask learners to plan, write and contribute an article to the planned newsletter.

Help

- Offer a writing frame to help learners.

Page 16

Check it

Rationale

- To check and consolidate key learning
- To ensure that learners can complete the *Check it* page

Help

- Prepare additional tasks for those who are still unsure. Recap as necessary.

News report

Task

- Ask learners to write their own definition of 'news'.
- Provide some examples from stories they have read in this unit.

- Suggest to learners some of the key differences between broadsheet newspapers, tabloid newspapers and TV news programmes.
- Ask learners to support the discussion with specific examples from current news reports.

Evaluating what you see and hear

Task

- Discuss the three statements with the learners.
- Ask learners to complete page 16 individually. Ask learners to look at the three statements and classify them as fact, opinion or bias.
- Check the answers as a group.

Understanding writing styles and techniques

Task

- Take the opportunity to recap on the techniques and language used for headlines.
- Ask a learner to name three techniques used for headlines and suggest why they may be used.
- Complete the activity with a recap on the important things to remember when planning a writing task.
- Ask learners to complete the task and write up the notes.

Review

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new skills and knowledge has the learner acquired? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. Direct the learner to appropriate units.

Photocopiable resources

Photocopy 1 Writing frame for an article

Topic	Content
Plan	It is not enough just to gather ideas about an event that has happened. You need to have a clear sense of direction.
Subject	What are you going to write about?
Purpose	What is the purpose?, e.g. giving facts about the flood, emotive angles on people hurt or highlighting inadequate warnings by the meteorological office
Audience	Who are you writing for? Take into account when you plan that the way you write should be influenced by your audience.
Formal /informal	What kind of writing is it? What tone is appropriate?
Heading	How will you bring attention to the article?
Opening main paragraph	Main points of the story – the aim here is to grab the reader's attention. Readers will decide if they want to read on or skip the article. The opening paragraph usually answers the questions 'Who?', 'When?', 'Where?', 'Why?', 'What?', 'How?'
Description	Give a brief description of the events
Language features	<ul style="list-style-type: none"> ● Quotations from people connected with the event ● Rhetorical questions ● Connected points emphasising the issue ● Short sentences emphasising a point ● Alliteration etc. ● Range of sentence structures ● Range of vocabulary
Check grammar and punctuation	<ul style="list-style-type: none"> ● Paragraphs ● Punctuation ● Spelling ● Tense