

# 2

## In the news

### Curriculum coverage

#### *Listening and speaking*

- Listen for information in news programmes
- Understand and retell a news story
- Analyse radio interview techniques
- Respond in interviews

#### *Skills*

Lr/L1.1a, 2d  
Sc/L1.3a, 3c, 4a, 4b; Lr/L1.1a, 2a, 3a, 4a, 6d  
Lr/L1.2b, 2e, 4a, 6b, 6c  
Sc/L1.1a, 4a; Sd/L1.1b, 4a

#### *Reading and writing*

- Obtain information from newspapers
- Understand how newspapers present information
- Understand the special language of newspapers

#### *Skills*

Rt/L1.1a, 2d, 4a, 5a  
Rt/L1.2a, 3a, 5a  
Rt/L1.2a; Rs/L1.1a; Rw/L1.1a, 2a; Ws/L1.1a, 2a

#### *Key functions*

- Asking for and reporting information
- Asking about and reporting events and opinions
- Giving own views and opinions
- Using appropriate strategies in formal and informal discussions

#### *Key grammar*

- Defining relative clauses
- Past perfect tense
- Passive

#### *Resources to support the unit*

- Audio player and recording
- Blank audio cassettes (teacher's own)
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- A range of newspapers, national and local, reasonably up-to-date (teacher's own)

## Page 1 In the news

### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

### Task

- Use the questions on this page to elicit information and start a discussion about learners' news reading and listening habits. Find out what they know about English news sources and how these compare with sources in their country.
- Carry out a rough survey whether they get their information mainly from newspapers, TV or radio. Some learners may watch the news on foreign satellite channels.
- Make a list on the board of current and recent issues that interest learners, but do not discuss them at this stage. Emphasise that in this unit they will be looking at *how* news is presented and how different opinions are expressed.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2 Newspapers and their contents

### Materials

- A range of newspapers including tabloids, broadsheets, dailies and Sunday papers (teacher's own)
- Dictionaries
- Prepared grid for learners to take notes in, column headings: *Name of newspaper; Main contents; Organisation of pages; Type of illustration.*

### Rationale

To look at features of main UK newspapers; to examine differences between tabloid and broadsheet newspapers; to look at the main newspaper titles in the UK; to examine differences between tabloid and broadsheet newspapers

## Activity A     *Reading: different types of newspaper*

### Pre-task activity

- Ask learners what English newspaper titles they know. Write them on the board.
- Elicit the difference between national and local, Sunday and daily papers. Show the two different formats and write *broadsheet* and *tabloid* on the board.

### Task

- In pairs or small groups, learners classify the newspapers in the classroom, having drawn up a simple table as in task 1 on page 2.
- Groups report back. Check that all learners are clear about the different categories.
- Put learners into groups for task 2. Distribute a handout with a prepared grid (see Materials section above) for learners to fill in. Each group chooses a daily broadsheet newspaper and learners make brief notes about the main contents, the organisation of the pages and the type of illustration used.
- Once each group has repeated this process with a daily tabloid newspaper, take feedback. Encourage learners to add additional notes to their grids and discuss answers to the questions in task 3. Elicit reasons.
- Discuss the differences between UK newspapers and those from learners' own countries for task 4. Elicit the names of newspapers and write them on the board.

### Differentiation

- More able learners can make a fuller comparison between the English press and the press in their own country and briefly present this to the class.

### Extension

- Learners add the titles of newspapers from their own country to their grids.
- Discuss the reasons for newspaper titles, e.g. *The Sun*, *The Daily Telegraph*. Compare them with titles learners can translate from their country's press.

## Page 3

### Language in popular newspapers

#### Materials

- Popular newspapers, e.g. *The Mirror*, *The Sun* (teacher's own; it may be necessary to do some judicious censorship of some of these titles)
- Dictionaries (some advanced ones if possible)

#### Rationale

To analyse the language of newspaper headlines; to raise awareness of the complexities of the language used in popular newspapers; to help learners to understand how language may sometimes indicate bias

### Activity A      Reading: interpreting headlines

#### Pre-task activity

- Remind learners of the way newspapers use headlines to give the reader an idea of the content of the article. Elicit any examples from the newspapers they looked at in the tasks on page 2. Discuss the special form of language used.

#### Task

- Set up learners in pairs for tasks 1, 2 and 3.
- Learners look at the headlines in task 1 and predict what the articles are about.
- Encourage learners to work out the abbreviation PM and likely word associations, e.g. *star/top group*. Provide group feedback.
- In tasks 2 and 3, learners should focus on the language of the headlines in task 1 and the style in which they are written. Provide group feedback and discussion.

#### Differentiation

- Group less able learners. Give learners four headlines and summaries of the articles (or the first paragraph). Learners match headlines and summaries.

#### Extension

- Select articles on a range of topics from both tabloid and broadsheet newspapers. Cut headlines from articles and ask learners to match the headlines to the articles.

### Activity B      Reading: how tabloid newspapers use language

#### Pre-task activity

- Remind learners of the different types of newspaper identified at the beginning of the unit. Point out the further distinction between tabloids like *The Daily Mail* and popular ones like *The Sun*. Ask learners why they think some newspapers are referred to as 'popular'.

#### Task

- Read aloud the article 'Public lose out again', slightly exaggerating emphases and irony, to give learners some help with understanding the colloquial character of the style. Identify some of the difficulties, e.g. vocabulary. Elicit or provide the word *colloquial* and explain that colloquial words can usually be found in a dictionary.
- Discuss with learners how the use of certain words referring to people or issues can indicate the writer's approval or disapproval. For example, in this article, the use of *again* in the headline indicates disapproval.
- Learners work in small groups. Each group should have a dictionary. Learners may need help, since cultural connotations and irony are difficult to detect.
- At the feedback stage, write examples of words and phrases on the board and explain them where necessary.

#### Extension

- Ask learners to look at how the language in this article differs from the language used in broadsheet newspapers. Learners could rewrite the article in a style more appropriate for a broadsheet.

## Pages 4 and 5

### Listening to the news

#### Materials

- Audio – radio news bulletin

#### Rationale

To give learners practice in listening for specific information in a radio news bulletin; to enable learners to understand and use defining relative clauses

## Activity A *Listening: main points of the news*

### Pre-task activity

- Ask learners which they find more difficult: following the news on TV or on the radio. Elicit reasons. Learners will usually say there are no pictures on the radio, i.e. no visual clues.

### Task

- Set up this activity in pairs. Play the audio of the news headlines. Learners listen and count the number of headlines. (There are four.)
- Play the first headline from the audio again. Draw learners' attention to the example: heavy snow. Explain that these are key words which give clues to the listener. While replaying the audio, learners note down the key words.
- Check answers together at the end and discuss the evidence for each response.
- Ensure learners understand the meanings of the four topic headings in task 3. Elicit some examples of types of news stories that would come under each heading. For example, human interest stories are often about people or animals, sentimental, or about illness or recovery.
- Learners work in pairs and, using the key words from task 2, match the news items to the headings. Point out that some stories can go under more than one of the headings.
- Discuss the news items as a whole group. Ask learners if there are any news items they would not include in a national news bulletin. Elicit reasons.
- In groups, learners predict the content of the news stories for task 4. Take feedback from each group and write it on the board.
- Set up task 5 as pair work. Learners read the statements and ensure they understand them. Ask questions to check comprehension.
- Play the audio of the full news bulletin. Learners mark the sentences *true*, *false*, or with a question mark if there is not enough evidence to decide. Make sure learners are aware that they must answer from the information on the audio, regardless of the current economic/political situation.
- Learners compare answers and discuss reasons for their choices.

### Differentiation

- If learners need more visual help, they can listen to the audio with the script in front of them.

### Extension

- Do a similar exercise using a recording of an actual radio news bulletin.

## Activity B

### *Language: relative clauses*

### Task

- Ask learners to look at the sample sentence in task 1. Discuss the explanation of a defining relative clause.
- Ask questions to check understanding.
- Learners work in pairs and complete tasks 2–4. Feedback to the whole group.

### Differentiation

- Focus on a limited number of relative pronouns, for example *which*, *who* and *whose*.
- Put the activity 4 on cards or paper and make some extra cards of the relatives 'who', 'which', 'whose', 'when' and 'where', and ask learners to work in pairs to combine them. Learners can then write the sentences in their note books.

### Extension

- Use additional supplementary grammar exercises as appropriate.

## Page 6

### The past perfect tense

#### Materials

- Newspapers (teacher's own)
- Audio script for radio news bulletin

#### Rationale

To review the form and use of the past perfect tense and look at its use for making the sequence of events clear

#### Activity A *Language: using the past perfect*

##### Pre-task activity

- Set the context. The focus of the activity is on the tenses used to describe a sequence of events in the past.
- As necessary, review past simple tense for narrating events in the past.

##### Task

- Learners work together to explore the pairs of example sentences, explaining the differences and completing the concept questions in task 2.
- Provide whole-group feedback. Write up the examples and add a time line on the board or an OHT to further clarify the concept of the past perfect. (Draw a small stick figure on the 'now' point of a time line looking back then add an arrow looping from him to second action and then to first action.)

Action 1	Action 2	
cars stalled	drivers abandoned vehicles	now

- After learners have used the audio script to identify other examples of the use of the past perfect in task 3, consolidate by using sample scenarios relevant to the learners.
- After learners have completed the gap-fill extracts in task 4, elicit feedback and clarify any concerns.

##### Differentiation

- Provide further written exercises on the past perfect for consolidation for those who are less confident.

#### Extension

- To practise building narratives, choose a relevant scenario and develop on the board a picture story detailing a sequence of events. Establish the sequence using the past simple and then ask prompt questions for learners to retell the sequence using the past perfect tense. Learners then transfer to a situation of their own choice, recounting events using a mixture of past perfect and past simple.

## Page 7

### Talking about the news

#### Materials

- Audios – retelling news stories

#### Rationale

To raise awareness of skills involved in relating a story effectively; to practise relating a story heard or read in the newspaper; to practise using narrative tenses

#### Activity A *Listening: retelling a news story*

##### Pre-task activity

- Discuss how, on reading an item of news, it is usual to want to share and discuss what you have read with others. Elicit what kinds of things people might want to respond to in this way, e.g. interesting, amusing or worrying events. Set the context and set pre-questions. Learners are going to listen to someone telling a story. What is the story about? How easy is it to understand?

##### Task

- After listening to the first conversation, elicit feedback on the pre-questions and tasks 1 and 2.
- Play the second conversation for task 3. Learners work in pairs to discuss differences in how the story is told in the second version. Ask them to make notes for each of the three points and then share ideas as a group.
- Play the audio again, this time focusing on how the listener shows interest. After feeding back on task 4, introduce the concept of active listening – why it is important and how it is done effectively.

- As a whole group, summarise the features of the better of the two conversations and of retelling events read in the paper. Draw up a checklist.

### Extension

- Focus on the tenses – either by replaying the audio or using the audio script – and draw attention to the ‘Remember’ box.

## Activity B *Speaking: retelling a news story*

### Pre-task activity

- Set the context. Emphasise that learners will need to make notes while listening. If appropriate, review the features of good note-taking.

### Task

- After listening and making notes for task 1, learners work in pairs and retell the story of the lottery winners for task 2. Monitor both the speaker and the listener. Alternatively, group learners in threes, with one being an observer and giving feedback to the other two. (The observer should draw up a checklist for evaluation based on the features identified in Activity A.) All learners should have the opportunity to retell and to listen.
- Have some current newspapers available – both local and national – for learners to select a story to retell for tasks 3 and 4. Learners should retell the story in an interesting way, without reading from notes. As they complete the exercise, monitor and give feedback.

### Differentiation

- For less confident learners, rehearse and practise retelling the story in a more controlled and supported way, e.g. providing word prompts and more individual support to rehearse and repeat the stages of the events being retold.

## Page 8 The passive voice

### Materials

- Newspapers (extension task; teacher’s own)

### Rationale

To explore the form and use of the passive in the context of newspaper reports

### Activity A

### *Language: using the passive*

### Pre-task activity

- Set the context.

### Task

- Learners explore the two pairs of sentences and do tasks 1 and 2 in pairs. Feedback with the whole group, putting the sentences on the board and eliciting the features of the passive form and how it is constructed.
- Elicit and put up additional examples in other relevant tenses. Discuss where learners think these forms are more commonly used, e.g. newspapers, reports, more formal situations.
- Learners complete the gap-fill task 3 for reinforcement. Check with the whole group.

### Differentiation

- Provide additional practice activities for learners who are unsure of the structure.

### Extension

- Give learners some sentences with the verbs in the active voice. Learners work in pairs to rewrite them in the passive.

*They found the missing money in a bag in the attic.*

*In Leeds, a cat saved a pensioner’s life.*

*Our listeners have donated £5000 to buy a scanner for the hospital.*

*According to the police, someone who knows the family committed the theft.*

- Learners compare the two versions of each sentence and discuss which version is better. Compare with other pairs, then provide class feedback.
- Select a scenario – a series of mini-situations or a picture – which will generate passive forms. Learners describe the situation, e.g. describing events at the scene of a rescue operation, describing damage caused by gales, floods and so on.
- Provide a selection of newspaper articles for learners to identify passive forms.

## Page 9 Weather reports

### Materials

- Audio – weather forecast
- Current newspapers with weather reports or sets of weather reports collected at different points in the year (teacher's own)

### Rationale

To review the language used in weather reports; to interpret spoken and written reports, including non-textual information

### Activity A *Reading weather reports in newspapers*

#### Pre-task activity

- Set the context. Ask whether learners are interested in finding out about the weather on a regular basis, how they find out, for what purpose, whether it changes the things they do, etc.
- Compare weather reporting in the UK and their own country.

#### Task

- Learners look at the map of the UK and interpret the weather symbols. Feedback to the whole group.

### Activity B *Vocabulary for the weather*

#### Task

- Learners identify and match the vocabulary items to the extract in pairs or individually.

### Activity C *Listening to a weather forecast*

#### Task

- Learners listen and identify the correct weather symbols. Provide whole-group feedback. Discuss which was easier to understand – the written or spoken forecast.

#### Extension

- In feeding back, categorise the vocabulary on the board using a word web. Learners can then use their own knowledge and current newspapers to extend their vocabulary further.

## Pages 10 and 11 Comparing newspaper articles

### Materials

- Newspapers – sets of tabloids and broadsheets published on the same day (teacher's own)
- Dictionaries

### Rationale

To practise interpreting articles in both serious and popular newspapers

### Activity A *Reading: comparing stories*

#### Pre-task activity

- Remind learners of the work done on popular and serious newspapers in previous activities. Elicit some of the key features of the two types and write them on the board.

#### Task

- For task 1, learners scan the two articles on page 11 very quickly.
- For task 2, ask the learners which is from a popular and which from a serious newspaper, and to explain how they know.
- After clarifying the content of the checklist in task 3, learners work in pairs or small groups to analyse the contrasting features of the two articles.
- In the feedback session, summarise the main points on the board with some examples of each feature. Ensure that the issue of selection of information is fully brought out. For example, article B includes the human interest element of the '12-year-old tearaway'. Learners then discuss the authors' intentions in choosing to write in the way they did and the impact on the reader.
- Elicit suggestions for other ways in which newspapers may deal with the same issue in a different way, e.g. selection of photographs, background information, the length of time the issue remains alive.
- For task 4, have available sets of newspapers (broadsheet and tabloid) published on the same day. Learners select an article from each covering the same news item. After exploring the differences, they will need to be able to explain the content briefly and to report back on their findings.

## Differentiation

- Group organisation of the activity allows for differentiation in the extent of learners' contributions. Less confident learners could make a comparative table rather than write a formal assignment in the extension activity.
- More confident learners could attempt to measure content in terms of column inches and write up their findings more formally.

## Extension

- Learners work in groups. They discuss the effect of the style differences and why they think the writer made these choices.
- Learners' notes and the points made in the discussion could form the basis of a formal writing exercise comparing and contrasting the two articles. The structure for this kind of written assignment will need revision beforehand.
- Learners compare one of the newspapers with the nearest equivalent in the press of their own country.

## Activity B *Looking closely at vocabulary*

### Pre-task activity

- Set the context. Explore the first example with the whole group if appropriate, focusing on the different level of formality and informality. Review the idea of collocation.

### Task

- After learners have completed the two tasks, feedback to the whole group.

### Extension

- Learners work in groups to identify the different points of view expressed in the two articles. They discuss who they agree with and why.

## Pages 12 and 13 Interviews

### Materials

- Audio – radio interview
- Photocopiable resource – role cards
- Cassette recorders and blank audio tapes if possible (teacher's own)

## Rationale

To analyse and interpret the style of questions used in an interview; to identify strategies for responding to aggressive questioning techniques; to practise asking and responding to questions in an interview

## Activity A *Discussing interviews*

### Task

- Learners use the initial questions to explore the features of a good interview. Discuss as a whole group. List the features on the board.

## Activity B *Listening to a radio interview*

### Pre-task activity

- Set the context using the picture. Establish that learners understand the role of a Home Office spokesperson. Raise the issue that not all interviewers are neutral in the way they ask their questions and that they very often have a particular line on the issue under discussion.

### Task

- After they have completed the first listening and task 1, encourage learners to explain their views of the interviewer. What was he doing or saying that prompted their response to him?
- Replay the audio for learners to identify more specific features of the interview technique being used in task 2.
- Task 3 focuses on the use of 'leading' questions. Elicit the purpose of this type of questioning and its effect. Practise the intonation.

## Activity C *Listening: dealing with an interview*

### Pre-task activity

- Elicit comments on how easy or difficult it is to respond to the tactics being used in the interview. Ask learners to comment on how well they thought Sonia handled the situation.

### Task

- Replay the audio. Learners complete the two tasks, focusing on Sonia's responses. Learners practise the phrases and sounding polite but assertive.

- After completing task 2, elicit any other phrases she might have used and rehearse them.

### Activity D *Speaking: handling an interview*

#### Pre-task activity

- Set the context. Draw up a checklist based on the features of interviews learners have been looking at in this section. This will be used by observers to give feedback.

#### Task

- After learners have chosen one of the situations, provide role cards from the photocopyable resources. Ensure that the context and instructions are clear.
- Provide time for learners to prepare and rehearse what they are going to say in the interview.
- Learners act out the interview either in front of a small group, or the whole class. Those listening should be asked to monitor by ranking the interviewee against a checklist like the one below, and then give feedback to the interviewee.
- Did the interviewee get his or her point of view across? Did he or she:
  - handle interruptions?
  - correct any misinterpretations?
  - come across as polite but assertive?
- If possible, encourage them to record the interview so that they can listen to themselves.

## Page 14 Project

### Materials

- Access to computers and the Internet if possible
- A selection of newspapers and news magazines (teacher's own)

### Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

### Activity A *Research a topical issue*

#### Task

- The project can be done individually, or in pairs or small groups.
- The research carried out could be quite extensive or it could be restricted to materials provided by the teacher.

### Activity B *Compare news items*

#### Task

- Learners should review the items to identify key differences, referring to the checklist on page 10.

### Activity C *Write a summary*

#### Task

- Learners should use the four points as a framework for a written summary. Monitor and encourage redrafting as appropriate. The summary should be word-processed where possible.

### Activity D *Give a verbal summary*

#### Task

- Emphasise that the written summary will provide material for this, but that it should not be read aloud. Review different strategies for remembering your script when giving a verbal report or presentation, e.g. highlighting key words, using index cards with key headings.

## Page 15 Check it

### Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

**Activity A**      *Language: newspaper vocabulary*

**Task**

- The colloquial words often used in newspapers can be found in an intermediate dictionary such as *Oxford Wordpower*. It is a difficult but interesting exercise to try to rewrite headlines as one sentence including all the compressed information.

**How am I doing?**

**Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

**Activity B**      *Language: writing complex sentences*

**Task**

- The practice sentences are designed to show how constructions learnt in this unit can be used in conjunction with each other.

**Page 16**  
**Mini-projects**

**Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

**Activity A**      *Find out about local news*

**Task**

- The three parts of the task are similar to previous tasks, but relate to local news.

**Activity B**      *Find out about the news on the Internet*

**Task**

- The BBC and *The Guardian* both have excellent news sites where many links can be followed to access background and archive articles.

# Photocopiable resources

## Page 5

### Listening to the news

#### Activity A5

*The blizzards which have hit most of England and Wales have been causing chaos on the country's roads and motorways. The M1 is closed in both directions in Leicestershire, where snow falls have been particularly heavy. Rescue services are at full stretch helping drivers that have abandoned their cars. Road maintenance teams were taken by surprise and gritting lorries had not gone out, even though forecasters had been predicting bad weather for several days.*

*The Prime Minister was in Brussels today, where he met other European leaders to discuss the EU's financial policy. He delivered a tough speech that advised other countries to follow Britain's example in keeping spending down. He said that his government had had to take tough decisions in the past but that the UK was now benefiting from these, with a reduction in unemployment and strong growth in the economy. His speech met with a cool response from other EU leaders, who do not share his views on taxation and spending.*

*Voters in India are going to the polls today in the biggest exercise in democracy in the world. In major cities, queues had already formed by 7 o'clock this morning, when the polling stations opened, and a huge turnout has been predicted. There is strong support for the prime minister, whose government claims it has the policies to ensure a prosperous future for the country.*

*Later on in the programme we'll be speaking to the ten factory workers from Bristol whose jackpot win on the National Lottery is one of the largest ever. They say they'll use some of the money they've won to help youngsters in the Bristol area ...*

# Page 13

## Interviews

### Activity D

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#### Role play 1

##### ROLE CARD A

You work at the local radio station. You are going to interview someone who plans to open a club in your local area. It is aimed at the teens market and plans to open on Thursday, Friday and Saturday evenings until 12 p.m.

- 1 You think the club is a bad idea. Think of some arguments against the plan.
  - 2 When you are ready, role play the interview.
- 

##### ROLE CARD B

You and a group of friends have applied to open a club in your local area. It is aimed at the teens market and plans to open on Thursday, Friday and Saturday evenings until 12 p.m. The local radio station wants to interview you about your plans.

- 1 Make a list of arguments in favour of the club and prepare what you are going to say at the interview.
  - 2 When you are ready, role play the interview.
- 

#### Role play 2

##### ROLE CARD A

You work at the local radio station. You are going to interview the headteacher of a local primary school about the local education authority's proposal to change the way the school year is organised, moving from three terms to five shorter terms.

- 1 You think it is a bad idea. Think of some arguments against the change.
  - 2 When you are ready, role play the interview.
- 

##### ROLE CARD B

Your local education authority is thinking of changing the way the school year is organised and moving from three terms to five shorter terms. You are the headteacher of a local primary school. You are in favour of the plan. The local radio station wants to interview you.

- 1 Make a list of arguments in favour of the change and prepare what you are going to say at the interview.
  - 2 When you are ready, role play the interview.
-