

# IGCSE English as a Second Language 0510

## Unit 6 In the Public Eye

### **Recommended Prior Knowledge**

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Students have achieved a lower intermediate level of English to handle the materials effectively.

### **Context**

The unit is suitable for both core and extended tiers of students and can be used on teenagers in secondary schools. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if students lack experience or skills for the activity. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

### **Outline**

The content aim of the unit is for students to develop a greater understanding of the media including media reporting, the pros and cons of television and the power of films. They have a chance to discuss the world of films, attraction of films, film seasons, write a film review and design a poster.

The language aim of the unit is for students to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills under the 'Learning Outcomes' column. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that students can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the students achieve the learning outcomes will depend on their starting points, learning approaches, time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources are internet based. If teachers judge that students need more help to achieve the learning outcomes, they are advised to extend the unit at any stage with reinforcement activities of their own choosing.

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns.</p> <p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L2 Recognise, understand and distinguish between facts, ideas and opinion.</p>	<p>Listen and respond.</p> <p>Students are able to listen closely to the speakers. They are able to use clues such as body language, facial expressions and intonation to understand what is being said and follow the speakers’ attitudes. Students are able to use different registers: e.g. I object to. I can’t stand, I don’t mind.</p> <p>Students are able to listen for accuracy in the speakers’ use of grammar e.g. use of tenses, pronouns, prepositions, word order, phrasal verbs. They can peer- correct and can improve their own usage from identifying the mistakes of others. Students are able to use clarification strategies:</p> <p>Do you mean that ...?  Can you go over that point again?  I don’t see what you mean.  Why do you say that...?</p>	<p>Conversation Questions: The media</p> <p>Students use the stimulating questions from the interesting media worksheet to explore various themes connected to news reporting in the newspapers and on TV e.g. how often they read newspapers, their opinion of the quality of news reporting, control over news, censorship, current stories in the news, as well as more personal experiences such as whether they have ever been in the news themselves. The conversation questions can be used flexibly e.g. cut up for pair work or group work. Groups give feedback on their views and experiences of the media.</p> <p>During feedback, students can be encouraged to ask other groups questions and listen carefully and actively. Follow up questions can be explored. Grammatical details, vocabulary and concepts can be highlighted and explored, using examples from students’ own speech. Students can be asked to make formal presentations to the group. Some of these can be recorded and positive, supportive analysis carried out e.g. good examples of usage observed and error correction can be carried out.</p> <p>Body language and intonation can be highlighted.</p> <p>Vocabulary preparation prior to the activity to elicit includes: ‘Censorship’, ‘journalist’, ‘headlines’, ‘article/report’, ‘reporter/reporting’, ‘celebrity’, ‘objective’, ‘fair’, ‘biased/one-sided’, ‘control/ influence’, ‘target audience’, ‘politician’, ‘private life’, ‘Intrusive’, ‘sensational’/‘dramatic’.</p>	<p>Conversation Questions worksheet:- The Media</p> <p>Karin’s ESL partyland  <a href="http://www.eslpartyland.com/teachers/conversation/cqmedia.htm">http://www.eslpartyland.com/teachers/conversation/cqmedia.htm</a></p>

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p>	<p>Writing strategies: Students are able to analyse text and comment on the style and language used. Some students are able to draw comparisons between different writing styles and their effects.</p>	<p>Writing activity: Making a comparison between two ways of presenting the same news story. This is a suitable activity for more able students. Less able students could choose a newspaper article they have liked and explain what they find interesting about it. Students identify a major news story that has really grabbed their attention and is reported in two different newspapers or magazines. They compare the way the story is presented in each newspaper. They comment on the use of headlines and by-lines, the use of photos or diagrams, the language used, the attitude of the reporter, the target audience, and say whether they think the report is fair, intrusive, biased etc and why.</p>	

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<p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately</p>	<p>Listening strategies:</p> <p>Students are able to, write down exactly what is being read to them. They know that unstressed syllables can be difficult to hear, they are able to listen for discourse markers and grammatical structures.</p> <p>Checking back and confirming understanding.</p> <p>Students are able to use strategies for checking back and confirming understanding during the dictation e.g. Can you say that again, did you say...</p> <p>Punctuation:</p> <p>Students are able to understand and apply the rules for sentence boundaries, commas for subordinate clauses and separating words in a list.</p> <p>Spelling</p> <p>Students are able to spell correctly common words as well as the more problematic or multi-syllable words such as</p>	<p>Television- the pros and cons</p> <p>Young People and Television The interesting lesson plans and worksheets, Young People and Television, enable students to discuss TV preferences among boys and girls and people of different ages.</p> <p>They carry out a pair work dictation, an information-finding activity, a role play. The activities enable students to practise listening skills, spelling and punctuation as well as discussion skills.</p> <p>The dictation provides learning opportunities for a variety of skills: active listening strategies, spelling, punctuation, and handwriting. Before students start, they can revise and practise strategies for checking back and clarification. Spelling: The example of the word quiz in the text can elicit the rule that q is always followed by u (elicit, for example, 'queue', 'quiz', 'queen', 'quaint'). Students can practise breaking long into component syllables e.g. 'doc-u-men-ta-ries'. Students can highlight the suffix 'ally' in 'specifically' and other examples can be elicited e.g. 'politically', 'socially'.</p> <p>Punctuation can be discussed and checked. Students can use highlighter pens to explore sentence boundaries in the text and the use of the comma to</p>	<p>BBC British Council 2005 Young people and television <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a></p>

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	documentaries, statistics, specifically. They are able to recognise and apply the 'qu' pattern in spelling. They are able to recognise and apply the suffix 'ally'.	mark subordinate clauses and separate words in a list. They can talk about other ways of ending a sentence such as the question and exclamation mark.	

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<p>Reading:</p> <p>R1 Respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p> <p>R3 recognise, understand and distinguish between facts, ideas and opinions.</p> <p>R4 Infer information from texts (Extended only).</p> <p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p>	<p>Reading strategies: Film Festival Season text.</p> <p>Students are able to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph. They gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have. They are able to infer the author's attitude and intention from the text.</p> <p>Writing strategies: Writing a film review.</p> <p>Students apply their knowledge of film review genre, register, organisation of text, choice of vocabulary, sentence length and structure to write a lively and persuasive film review.</p>	<p>The World of Films Film Festival Season- BBC British Council 2002 The lesson plans and worksheets Festival enable students to talk about their favourite films, enjoy an article about an international film festival, write a film review and select films for a film festival. The reading text Film Festival Season can be used to elicit students' ideas about the target audience for this topic, assumed prior knowledge the target audience possesses, the intention of the author (to give information and to promote/persuade) and to infer the author's attitude (very positive, even proud). Highlighter pens can be used to pick out key details.</p> <p>Writing activity: Writing a film review. Student can work individually to write their film reviews. It is best to choose a film students remember well and have really enjoyed. A teenage magazine could be selected as a target audience. A range of vocabulary and suitable expressions for describing films and persuading young people to see them could be elicited beforehand. Students can be asked to bring in cuttings of film reviews taken from the newspaper to explore in</p>	<p>BBC British Council 2002 Film Festival Season. Lesson plans and worksheets for Film Festival season: writing a film review, planning a film festival and making a poster. <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a></p>

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<p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W6 Employ appropriate register/style.</p>		<p>groups. This would support their understanding of genre, vocabulary, persuasive techniques etc before planning their own reviews.</p> <p>Students can develop skills further by writing reviews of books and live performances.</p>	



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<p>Speaking:</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns</p>	<p>Speaking strategies:</p> <p>Planning a film festival. Students are able to apply logical thinking skills to produce a sensible plan for their film festival. They are able to produce creative ideas and to explore them in a logical sequence and to provide the detail and development which is necessary. They are able to explore possibilities, causes and consequences with each other e.g. The reason we need a..... People coming to the festival might expect....so we should.... What I think is most important is.... Students are able to provide examples For instance... A good example of that would be...</p>	<p>Planning a film festival.</p> <p>Students use the worksheet: Writing a film review and planning a film festival            Planning a film festival. This is a good exercise to do in pairs. Questions on the worksheet help the planning and structure of the Film Festival. Students could be encouraged to take notes of their ideas so they are not forgotten.            Students could present their ideas to the whole class.</p>	

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<p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns.</p>			