

FURTHER TEACHING OPPORTUNITIES

Text level

- ▶ Ask children why they think the flow diagram approach was used to explain how news is collected, rather than the more conventional continuous text divided into paragraphs. How helpful is it? Why are the steps numbered?
- ▶ Draw attention to the features of the style and ask children to find examples of each: impersonal style; use of the passive voice; presented in the third person; use of present tense; use of 'technical' vocabulary; use of words/phrases (such as 'as soon as') to make sequential, causal links.
- ▶ Ask children what they notice about the sentences in the timetable on pupils' page 46. (They are in telegraphic note form.)
- ▶ Consider the style of the agenda (written in the form of instructions, the verbs in the imperative).

Writing composition

- ▶ Ask children to imagine they are the reporters at the scene of the accident. They could either write a report for their television company; write notes about what they see; or write an article for the local newspaper, with description, factual information and interviews of eye witnesses.

Sentence level

Grammatical awareness

- ▶ Make up some statements from 'eye witnesses' as if spoken in non-standard English: for example, 'We was just overtaking this lorry when up comes some geezer on the wrong side of the road ...'. Ask children to translate the dialogue into standard English and comment on the differences.

Sentence construction and punctuation

- ▶ Link this with the preceding suggestion, and use it as an opportunity to discuss the differences between written language and the spoken word, including conventions used to guide the reader, the need for writing to make sense away from the immediate context, and the use of punctuation to replace intonation, pauses and gestures.

Word level

Spelling

- ▶ Use the verb 'arrive' from the text to study what happens to the 'e' when 'ing' or 'ed' is added. Brainstorm other verbs to which this happens. Ask children to make up a rule to cover it.
- ▶ Think of words with a silent 'e' which retain it when adding a suffix beginning with a consonant (for example, lively, careful).

Vocabulary extension

- ▶ Ask children to find a number of words from the text beginning with a particular letter, say 'c'. Ask them to list these in alphabetical order.

ANSWERS

Thinking back

- 1 The first people to arrive at the scene were the local police and fire brigade.
- 2 The local reporter informed the national TV companies.
- 3 The editor reads the report to decide whether to show it on the evening news or not.
- 4 At the 3 o'clock meeting they decide what will go into the news programme.
- 5 The news programme is planned at 5.00 pm.
- 6 The evening news is broadcast at 6 pm.

Thinking about it

- 1 (open answer) 2 (open answer)
- 3 (open answer) 4 (open answer)
- 5 (open answer)

Thinking it through

- 1 (open answer) 2 (open answer)
- 3 (open answer) 4 (open answer)
- 5 (open answer) An agenda is a list of points or issues that are to be discussed or covered in a meeting. A timetable is the order in which things are to be done and the time at which they are expected to be done.

Copymaster Going Bananas!

A gorilla has escaped from a nearby Safari Park! Children are given the notes made by a local reporter and asked to convert them into a newspaper article.