

Newspapers and magazines

Part A

Objectives

By the end of this part of the unit you will be able to:

- discuss what you know about current affairs
- listen to a report about a robbery from a jeweller's shop
- agree, disagree and give your opinions about a topic
- use *all, every, no, none, both, neither, either*
- pronounce words related to newspapers and magazines
- re-arrange sentences to write a paragraph about a bank robbery
- read an article about newspapers
- use the correct word stress
- play a game of *Bingo*.

A10.1 Introduction: What do you know about current affairs?



Work in small groups and discuss your answers to these questions.

- 1 How often do you:
 - a read the news section in the newspaper?
 - b listen to the news on the radio?
 - c watch the news on TV?
- 2 Do you think it is important to take an interest in what is happening in your country and the world?
- 3 How many of these questions can you answer?
 - a Name all the presidents of:
 - all the countries in East Africa
 - South Africa
 - the USA.

- b** Name two news stories which are current:
- in Ethiopia
 - in other countries in Africa
 - in the world
- 4** Do you have any opinions about any of the stories currently in the news?



A10.2 Listening: A news story

- 1** Your teacher will show you a number of cards relating to a report in the newspapers. In turn, pick a card at random and read it to the class. The rest of the class must guess what the article is about. When you all agree, listen to the article and see how close your predictions were.



- 2** In your groups, discuss how Inspector Abebe knew that the night watchman had stolen the watches.

- *Sequencing words* are words that help to link the information in the text so that it follows a logical order and people can follow your ideas. The most common sequencing words are: *first, first of all, to begin with, second(ly), then, next, after, last(ly), finally* and *in the end*.
- *Other sequencing words and phrases include: subsequently, beforehand, prior to this.*

- 3** Listen to the text again, and write down the sequencing words that help you follow the structure of the text.
- 4** Using these sequencing words, work in a group to re-tell the story orally.



A10.3 Speaking: Agreeing, disagreeing and giving opinions

- 1** Revise giving your opinion using expressions such as, *I think, I like, I prefer*. Revise expressions for agreeing and disagreeing, for example, *I agree, I don't agree with you*. Work with a partner to make sentences using each of these expressions:

Example:

Student A: *I think learning to swim is a waste of time.*

Student B: *I don't agree with you. It could save your life one day!*

2 Learn the following structures for giving your reasons for actions or viewpoints:

- *The reason why ...*
- *Because ...*
- *That's why ...*
- *For this reason ...*
- *Plus the fact that ...*
- *In addition ...*
- *Also, ...*
- *Not only that, but ...*

3 Imagine that your classroom has a line on the floor which shows how much you agree or disagree with something. Your teacher will read out some simple statements on controversial subjects.

- Move to a position on the line which shows how strongly you agree or disagree with each statement.
- Change your position with each new statement.
- At each new position, think of some reasons to justify your opinion. Your teacher will ask individual students why they hold the opinions they do.

A10.4 Language focus: Using *all, every, no, none, both, neither, either*

The words *all, every, no, none, both, neither, either* go in front of *nouns* and *adjectives + nouns*. They give us information about the noun.

All and Every

Examples: *All students feel nervous before exams.*

Every student feels nervous before exams.

All the shops are open now

Every shop is open now.

No and none

Examples: *No buses run to the school on Sundays.*

No computer operates without power.

None of the students in this class live (or lives) near the school.

How many bottles are left? 'None.'

Both, neither and either

Examples: *Both email and the Web use the Internet.*

Both (of the) websites were useful for my project.

Both (of the) computer(s) are working at the moment.

Neither Kasech nor Berihun like(s) ice-cream.

Either Aret or Almaz will meet you at the bus stop.

Does either of your parents speak English?

1 Complete these sentences using *all* or *every*.

- 1 _____ child needs love.
- 2 _____ drinking water should be clean.
- 3 Not _____ computers are linked to the Internet.
- 4 Not _____ student has passed the exam.

2 Complete these sentences with *no* or *none*.

- 1 _____ of my photographs are good.
- 2 I had _____ wrong answers in the test.
- 3 I didn't enjoy the party because _____ of my friends were there.
- 4 I had _____ difficulty learning how to use a computer.

3 Complete the sentences with *both*, *either* or *neither*.

- 1 Can _____ of you go to the shop for me? I don't mind who it is.
- 2 _____ of my brothers lives with us.
- 3 _____ Uganda and Ethiopia have a border with Kenya.
- 4 I watched two videos last night and _____ was at all enjoyable.

4 Make sentences about each of the pictures using the given words. Write your sentences in your exercise book.

- 1 All *the children are slim.*
- 2 Every _____
- 3 None _____
- 4 No _____
- 5 All _____
- 6 Both _____
- 7 Only _____
- 8 Both _____
- 9 Neither _____
- 10 One _____



5 Make sentences about your class using these words.

Example:

- None of my friends likes football.*
Both of my friends like watching television.



A10.5 Speaking: Pronunciation practice

- 1** Your teacher will write a number of words on the board related to newspapers and magazines. In groups of nine, choose one word each and then stand in the alphabetical order of the words chosen. Your teacher will select groups to check the order and to hear you say the words to check for correct pronunciation.
- 2** If you do not know, or are unsure of the meaning of any of the words on the board, look them up in a dictionary.



A10.6 Writing: A bank robbery

These sentences tell the story from a magazine article about a bank robbery. Work in a small group to rearrange the sentences to make a paragraph, then add sequencing words (*first, then, next, after that, finally, etc.*).

- 1** Abel watched the cashier give the man a withdrawal form.
- 2** The bank manager gave Abel a reward, and helped Abel open a deposit account.
- 3** The cashier called the bank manager.
- 4** Abel was waiting to be served at the enquiries counter in the bank.
- 5** The bank manager told the guard to stop the man leaving the bank.
- 6** The man signed the withdrawal form and the cashier gave him some money from the safe.
- 7** He saw a tall thin man join the queue at the next counter.
- 8** The bank manager thanked Abel for helping to stop the man.
- 9** He wanted to ask about opening a bank account.
- 10** Suddenly the cashier noticed that the signature was a forgery.
- 11** Abel watched the man leave the counter and go towards the exit.
- 12** Abel told the bank manager that the man was about to escape.



A10.7 Reading: What is a newspaper?



1 Read the following article and answer the questions below.

There are many different kinds of newspaper: daily, weekly, Sunday, local and national. Magazines and journals often come out weekly or monthly, and are usually only about one subject, such as sport, music, cars or fashion, but newspapers report on any subject. People who collect the news are called reporters. They are sent to report on different events every day. Photographers take pictures of people and events to be printed in the newspapers.

When the reporters have written their stories, the editor chooses which stories and which photographs to print. Then the editor decides what will go on the front page. Headline news, such as a story about the President, is usually on the front page. Sports pages are usually near the back of a newspaper. In the middle, the editor comments on the main news items in the editorial. Regular features may include a correspondence section of letters to the editor, weather report, local and national news, items for sale, women's articles, classified advertisements, job opportunities, a crossword puzzle and a lost-and-found column.

2 Answer the questions in your exercise book.

- 1 How many different kinds of newspaper are there?
- 2 What is the difference between a newspaper and a magazine?
- 3 What do reporters do?
- 4 What is the job of the editor?
- 5 Where in a newspaper do we find stories about sports?
- 6 What is usually on the front page?
- 7 What is an editorial?
- 8 What are classified advertisements?



A10.8 Speaking: Debate

1 Your teacher will split the class into groups of eight. In your group select one of the following topics:

- There should be more articles for young people in the newspapers.
- We no longer need newspapers now we have the Internet.
- Newspapers don't always tell the truth.
- Magazines are more interesting than newspapers.

2 Divide your group so that:

- three students argue *for* the topic
- three students argue *against* the topic
- one student makes notes of the points made in support of the argument
- one student makes notes of the points made in opposition of the argument.

3 Within your group debate your chosen topic; the note-takers should report what was said, using indirect or reported speech.

Examples:

Yeshi said that few newspapers had a children's page.

Zebida felt that there were not enough articles about international news.

**A10.9 Speaking:** Pronunciation – word stress**1** Look at this information about syllables and stress.

- Words in English (and other languages) have syllables.
- Some words have only one syllable, like these: *yes, not, town*
- Other words have two or more syllables:
Pro- nun- ci- a- tion
1 2 3 4 5
- Not many words in English have more than five syllables.
- Words with more than one syllable always have one strong syllable which is stressed.
Many words are stressed on the first syllable, *but* not all:
SYLL – a – ble, ex – AM – ple
- Long words usually don't change their stress with the addition of an extra beginning or ending.
But some do:
'kind 'kindness 'humid hu'midity
'photograph pho'tography 'product pro'ductive

2 Look at these words: *tall, English, relative, education, characteristics*.

- 1 How many syllables are there in each one?
- 2 Underline the stressed syllable in words with more than one syllable.
- 3 Say the words with the correct stress.

3 Put the words in the box below into columns according to the stressed syllable. Write the columns in your exercise book.

breakfast	begin	September	university	newspaper
magazine	machine	family	prepare	information
history	language	understand		

1st syllable*breakfast*

2nd syllable
_____**3rd syllable**
_____**4** Practise saying the words in each column with the correct stress.**A10.10 Fun with words:** Play Bingo!

- Draw a bingo card with nine squares (similar to Unit 2) in your exercise book and complete it with words relating to newspapers and magazines.
- Your teacher will call out the definition of a word, and you must cross out the word on your bingo card to which it applies.
- When you have crossed out all the words, shout *Bingo!*
- Your teacher will check if you have chosen the correct words for each definition.

Part B

Objectives

By the end of this part of this unit you will be able to:

- read and match newspaper headlines and reports
- identify fact from opinion
- read about the Haiti earthquake
- design and write a school newspaper
- conduct an interview by a newspaper reporter
- write a letter to a newspaper
- revise the use of *have*
- develop your dictionary skills
- read and enjoy a poem.

B10.1 Language focus: Past, present and future

How well do you know your tenses? You have five minutes to complete the following table.

	Past	Present	Future
to go			
to buy	bought		
to sing		am singing	
to travel			will travel
to think			
to sweep			
to study			
to write			

Now work with your partner to make sentences with each form of these verbs.

Example: (*to go*) *I went to a party last week. I am going to a party today. I will go to a party tomorrow.*



B10.2 Reading: Newspaper reports

How often do you read a newspaper? It is a good idea to look at one as often as you can. It will increase your general knowledge and help your reading skills. You don't need to read the whole paper, just the parts that interest you. Reading the headline can help you to decide if the article is going to be interesting or not.

1 Work with a partner. Look at these headlines and talk about what the articles are about.

a **Salaries taken**

d ISLAMIC COLLEGE WIN

b **HIV CLUB OPENS**

e 2,000 PASS

c BOY DIES

f **LAUGHTER THE BEST MEDICINE.**

- 2** Now match the headlines above to these newspaper articles below. Write your answers in your exercise book like this: **1 = b**.

Article 1

A post-test club has been opened by the AIDS Information Centre at City Hospital with support from some AIDS NGOs. "It is a voluntary club for anyone who has tested HIV positive. All are welcome to come for information and support in a friendly place," said a spokeswoman.

Article 2

For the fifth year, the Provincial Volleyball Tournament has been won by Islamic College. "They are hard to beat," said Desta Tadesse, captain of the runners-up Southern High School, "but next year we will be in a better position to do it." Islamic college captain Fatima Iqbal said all the team had worked hard and played their best, "I am proud of them," she said.

Article 3

Provincial Governor Abebe awarded 2,156 certificates to successful students at the provincial adult literacy programme, last Saturday, at City Hall.

Article 4

Scientists in USA have proved that people who laugh for 15 minutes every day have stronger hearts and live longer. They have also said that depressed people are more at risk of dying of heart failure.

Article 5

Police have arrested a security guard, whose 10-year-old son was killed accidentally on Thursday when he shot himself with his father's gun. A police spokesman said that it was the man's responsibility to make sure his gun was kept in a safe place.

Article 6

A salary clerk working for Africa Chemicals is missing after the 5,386 birr theft of staff salaries from the company. Police are now looking for Dadnachew Bekele, who has not been seen since the day before the theft was discovered.

- 3** Find the answer to these questions in the newspaper articles.

- 1 Who gave out 2,156 certificates?
- 2 How much money was stolen from Africa Chemicals?
- 3 Who did not keep his gun in a safe place?
- 4 What should we do for 15 minutes every day?
- 5 Who has won what for the last five years?
- 6 Where is the new HIV club?

- 4** With the rest of the class, share your opinions about some of the articles above and compare them using comparative and superlative adjectives.

Examples:

The first text is more interesting than the others, because it because gives information about a new AIDS Information Centre.

The second article is the best because it talks about sport.

- 5** Work in a group and choose one of the articles above. Answer the following questions:

- 1 What is the article about (content)?
- 2 Write down two facts from the article.
- 3 Write down one opinion given in the article.
- 4 What do you think about the writer's opinions?



B10.3 Reading: Fact or opinion?

- A *fact* is something that can be proven to be true, for example: *At 4,620 metres, Ras Dejen in the Simien Mountains is the highest peak in Ethiopia.*
- An *opinion* is a belief or judgement that is not based on, or supported by, evidence, for example: *The natural beauty of the Simien Mountains stirs the heart of every visitor to this remote and unique national park.*
- When reading, it can be difficult to tell whether something is based on fact or opinion, as writers often use both in the same piece. Therefore when someone says that something is true, it is always important to question if this is actually the case. They may be expressing their opinion rather than stating a fact.
- Language can help us tell the difference between fact and opinion. It can help us to identify whether a statement is someone's own point of view, or whether there is evidence to prove that it is true.
- We can use particular language to express facts, for example:
 - Scientists have just *discovered*...
 - *According* to the report...
 - The data *confirms*...
 - The results of the survey *demonstrate*...
- We can use other language to express opinion, for example:
 - The members of the committee *suspect* that...
 - Most specialists *claim* that...
 - In the witness' *view*...
 - Some experts *argue* that...
- Beware! Language can be used to manipulate facts and opinions, so that opinions can appear to be facts because of the language that has been used.

Example:

Recent reports issued by the committee confirm that most drivers want further speed restrictions to be imposed.

Although the language used indicates that it is a factual statement, there is no evidence to suggest that drivers have been questioned and their opinions recorded. The only part of the statement based on fact is that the committee have recently issued reports on the subject of speed restrictions.

- 1 Work in your group to suggest some statements. The rest of the class should decide into which category each statement should go: *fact* or *opinion*.**
- 2 Here is a sample news article. It includes facts from a survey that can be verified, together with statements expressing the opinion of the writer. Copy the article into your exercise book, underline all the items you think are facts and put in *italics* all those you think are opinions.**

Media habits around the world

NOP World yesterday announced the results of a survey that they carried out during December 2004 to February 2005, involving 30,000 people in 30 countries.

According to the survey, consumers in Taiwan spend more of their leisure time on the Internet than any other country, averaging 12.6 hours a week.

It is interesting that consumers in the UK and the US spend on average less time on the Internet than other countries.

When it comes to listening to the radio, Argentinians scored highest with an average of 20.8 hours a week. Surprisingly, consumers in China spend the least time tuned in.

The results confirmed that Indians spend the most time reading – 10.7 hours a week on average. This could be as a result of self-help and aspirational reading. Koreans are at the other end of the scale, spending on average only 3.1 hours a week reading.



B10.4 Reading: The Haiti earthquake

- 1** Read the following factual report from a newspaper, and scan the report to answer the questions that follow. Write the answers in your exercise book.

‘Thousands dead’ in Haiti quake

PORT-AU-PRINCE, Haiti

January 13, 2010

Haitian President Rene Preval has said thousands of people are feared dead following a huge quake which has devastated the country’s capital.

Haitians piled bodies along the devastated streets of their capital on Wednesday after the strongest earthquake to hit the poor Caribbean nation in more than 200 years crushed thousands of structures, from schools and shacks to the National Palace and the UN peacekeeping headquarters. Untold numbers were still trapped.

It seemed clear that the death toll from Tuesday afternoon’s magnitude-7.0 quake would run into the thousands. France’s foreign minister said the head of the UN peacekeeping mission was apparently among the dead. International Red Cross spokesman, Paul Conneally, said a third of Haiti’s nine million people may need emergency aid and that it would take a day or two for a clear picture of the damage to emerge. The United Nations said the capital’s main airport was “fully operational” and that relief flights would begin on Wednesday.

Aftershocks continued to rattle the capital of two million people as women covered in dust clawed out debris, wailing. Stunned people wandered the streets holding hands. Thousands gathered in public squares to sing hymns. People pulled bodies from collapsed homes, covering them with sheets by the side of the road. Passers-by lifted the sheets to see if loved ones were underneath. Outside a crumbled building the bodies of five children and three adults lay in a pile.

The United States and other nations – from Iceland to Venezuela – said they would start sending aid workers and rescue teams to Haiti on Wednesday as the start of a major emergency operation. The International Red Cross and other aid groups announced plans for major relief operations in the Western Hemisphere’s poorest country.

Tens of thousands of people lost their homes as buildings that were flimsy and dangerous even under normal conditions collapsed in the shaking. Nobody offered an estimate of the dead, but the numbers were clearly enormous. “The hospitals cannot handle all these victims,” Dr Louis-Gerard Gilles, a former senator, said as he helped survivors. “Haiti needs to pray. We all need to pray together.”

Even relatively wealthy neighbourhoods were devastated. An Associated Press videographer saw a wrecked hospital where people screamed for help in Petionville, a hillside district that is home to many diplomats and wealthy Haitians as well as the poor.

At a destroyed four-storey apartment building, a girl of about 16 stood atop a car, trying to peer inside while several men pulled at a foot sticking out from rubble. She said her family was inside.

“A school near here collapsed totally,” Petionville resident Ken Michel said Wednesday after surveying the damage. “We don’t know if there were any children inside.” He said many seemingly sturdy homes nearby were split apart.

Unit 10 Newspapers and magazines

- 1 On what date was the earthquake?
- 2 How many people were affected?
- 3 How would relief be supplied to the victims?
- 4 What happened to the dead?
- 5 Who made plans for the relief of the victims?
- 6 Did the wealthy areas escape the devastation?
- 7 Where was the girl looking for her family?
- 8 What happened to the school building?



B10.5 Writing: A school newspaper

- 1 Many newspapers have a section for children, with articles of interest to children.

Can you find examples of any of these in a newspaper?

- stories about children
- articles about the environment and personal hygiene
- news of exam successes
- school sports reviews
- children's letters and poems
- advertisements for pen pals
- jokes, cartoons and riddles
- quizzes, crossword puzzles and word searches
- entertainments section, with details of cinema, radio and TV programmes
- birthday greetings
- lost and found section.



- 2 Your teacher will divide the class into groups and give each group a task from the list below. Work in your group to write your own class newspaper, using as many of the above ideas as possible.

Group 1: Write some letters to the editor.

Group 2: Write 1-2 paragraphs about something important that is happening in your area.

Group 3: Write a poem or a report about an interesting event in your school.

Group 4: Write about something important that is happening in Ethiopia.

Group 5: Write the *Fun Spot*, with puzzles, jokes and riddles.

Group 6: Write advertisements for pen pals, lost and found items, birthday greetings, and so on.



B10.6 Speaking: Newspaper interview

Work with a partner. One of you is a reporter and the other chooses one of the newspaper stories in this Unit. Prepare an interview.

- Think about possible questions and answers.
- Practise your interview a few times.
- Perform your interview for another pair of students.

**B10.7 Writing:** A letter to a newspaper

Write a short article for a magazine in the form of an informal letter, responding to one of the newspaper stories in this Unit.

- Think about the point of view you are going to take.
- Think carefully about your main points: Choose one or two strong points to support your opinion.
- Think about the supporting points for each main point.
- Make a plan before you start writing.

B10.8 Study skills: Using a dictionary

A dictionary gives us a lot of information.

- The *headword* is the word being explained. It helps you spell the word correctly.
- The *pronunciation* of the word helps you to say it correctly.
- The *definition* tells you what the word means. If the word has more than one meaning, there is more than one definition.
- The *part of speech* tells you if it is a verb, noun, adverb, adjective or preposition.
- The *grammar* tells you what kind of verb or noun it is, for example: countable or uncountable noun, transitive or intransitive verb (raise children = T) (run to the shop = I).
- The *example sentence* shows you how to use the word in a sentence.

- 1** Look at this dictionary entry. Identify the headword, pronunciation, definition, part of speech, grammar and example sentence.

pollute /pə'lu:t/ v [T] to make air, water, soil etc dirty or dangerous: *companies that pollute the environment* | *The beach was polluted by an oil spill.* —**polluter** n [C]

- 2** Look at part of the entry for *slip* and answer these questions. Write the answers in your exercise book.

- 1 What part of speech is *slip* in this entry?
- 2 Which of these words does *slip* rhyme with: leap ship sheep tip
- 3 What is wrong with this sentence? *Brian run on the ice!*
- 4 Which prepositions can follow *slip*? Name three.
- 5 Which definition of *slip* is being used in these sentences? Give the number.
 - a Ibrahim arrived late, but he quickly slipped on his boots and ran onto the football pitch.
 - b The fish slipped through the water away from the fisherman's net.
 - c When Ahmed slipped and fell on the banana skin Liben had dropped, we all laughed.
 - d The glass slipped from my hand while I was carrying it, it fell on the ground and broke.
 - e We wanted the party to be a secret, but Desta let it slip at school and now the whole class is coming.

slip¹ /slɪp/ v **slipped, slipping**

- 1 [I] if you slip, your feet move accidentally and you fall or almost fall: *Be careful not to slip — I just mopped the floor.* | **+on** *Joan slipped on the ice and broke her ankle.* → see box at **FALL** → see picture at **SLIDE**¹
- 2 [I] to go somewhere quickly and quietly: **+out of/away/through etc** *Ben slipped quietly out of the room while his father was asleep.* | *No one saw Bill slip away when the police arrived.*
- 3 [T] to put something somewhere quietly or secretly [= slide]: **slip sth into/around etc sth** *Ann slipped the book into her bag.* | *He slipped his arm around her waist and kissed her.*
- 4 [I] if something slips, it accidentally moves or falls: *The knife slipped as he cut into the wood.* | **+off/down/from etc** *The ring had slipped off Julia's finger.*
- 5 [I,T] to put on a piece of clothing or take it off quickly and easily: **slip sth off/on** *Ken sat on the couch and slipped off his shoes.* | **+into/out of** *She slipped into her pyjamas.*
- 6 **slip your mind** *spoken* if something slips your mind, you forget about it: *I was supposed to meet her for lunch, but it completely slipped my mind.*
- 7 [I] to become worse or lower than before [= fall]: *Standards in our schools have been slipping.* | *The mayor's popularity is slipping.*
- 8 **let sth slip** *informal* to say something that is supposed to be a secret without intending to: *Don't let it slip that I'm in town.*

3 Work in pairs. Use your dictionaries to find out the information.

- 1 How do you pronounce *thorough*?
- 2 What is the noun for the verb *narrate*?
- 3 What is the main definition for *article*?
- 4 What part of speech is the word *through*?
- 5 Suggest two collocations for the word *cast* and give the definition for each.
- 6 What is the adjective formed from the verb *enjoy*?

B10.9 Reading: Poem – Haiti Survivor

- 1 After the earthquake disaster in Haiti, a number of people wrote poems about the tragedy. Here is one of the poems written by Elizabeth Padillo Olesen in January 2010. Read the poem aloud, then work in pairs to answer the questions below it.**

HAITI SURVIVOR

The earth shook
And the buildings collapsed
She and her friends were trapped
Total eclipse.

Light left no trace
In darkness she heard
herself and her friends
crying, sobbing, moaning
in pain so unbearable to bear.

She could not move her legs
Only her hands could touch
a stone, wanting to embrace
her friends but she could not.
Dusts filled her lungs
She coughed, yes, they coughed.
They continued to sob and moan
She screamed calling for help
She yelled in all despair
but nobody heard her.

Those outside had to survive
They were running to find
shelter from the after shocks.
They were pulling bodies
of those whose legs and hands
they could see and touch
But she and her friends were trapped
Down deep in the ruins of dark dungeon.
One week passed
The voices of her friends
were heard no more
Two weeks and three days passed



And there was no voice for her to shout.
 She prayed, she slept, she dreamed
 She saw light, she saw herself
 willing to start a new life
 Then she woke up
 to this new dream, to this last hope
 and to this new lease of life.

With the last hope in her voice
 She cried for help again
 And her last voice echoed
 to the ears of the French rescuers.
 Then slowly the light entered
 her will to live on won.
 Out from the ruins and rubbles
 she was pulled out from total eclipse
 to the full shining lights of sun and moon.

2 Answer the questions.

- 1 Why was the poet trapped?
- 2 Why was she in darkness?
- 3 Why were the survivors sobbing and moaning?
- 4 What part of her body was trapped?
- 5 What were the rescuers busy doing?
- 6 How long was she trapped for?
- 7 What gave her hope to call out again?
- 8 Who rescued her from the rubble?

3 In your group, discuss the similarities between this poem and the newspaper report in B10.4. What differences can you find? Share your conclusions with the rest of the class.

4 Practise reading the poem aloud, with plenty of feeling.

Assessment

1 Reading

Your teacher will give you an article from a newspaper and ten questions about it. Read it through twice and answer the questions.

2 Writing

Your teacher will give you a passage about newspapers. Complete the passage with words from the box.