

Fact or opinion?

Looking at newspapers

Fact - A fact is something you can prove.
 For example: **Your Functional Skills tutor is Charlotte.**

Opinion - An opinion is your view of something.
 For example: **Maths hates me and I hate maths!**

Use the table below to help you distinguish the **facts** from the **opinions** in the newspaper articles.

Name of Article: _____

| Fact | Opinion |
|------|---------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Effective planning and researching

Writing a newspaper report / article

Once you have **understanding**, remembering something is much easier.

You need to ask questions in order to complete your understanding on a subject/topic.

Scenario:

You are a newspaper reporter in Japan. A last minute arrangement has been made for you to write a short article about the tsunami.

Task:

You need to research the facts to do with this disaster, as you don't want to cause any unnecessary stress or panic. You only have 10 minutes to collect your information.

You then have 15 minutes to plan and write your article. You will need to plan what you are going to report. Make sure you put all the important information across.

You may put your own opinion in, but you must also include facts.

Reminder:

When you are planning remember the key points.

Who

When

Where

What

How

Teaching notes

Identifying fact and opinion

Researching, planning and writing a news article



Background

This task sheet was originally used in a class after the Japanese Tsunami disaster in March 2011 but it (and the accompanying PPT) can be used with any suitable topic and newspaper articles.

I gave out copies of the following articles to use with the task sheets on pages 1 and 2 but you could use more recent ones or photocopies from real newspapers.

- **Japan earthquake: Tsunami hits north-east** 11.03.11
<http://www.bbc.co.uk/news/world-asia-pacific-12709598>
- **Earthquake and tsunami 'Japan's worst crisis since second world war'**. 13.03.11
<http://www.guardian.co.uk/world/2011/mar/13/japan-crisis-worst-since-second-world-war>
- **Just keeping calm and carrying on: Ordinary Japanese try to get back to Normality** 15.03.11
<http://m.dailymail.co.uk/mobile/news/article.html?articleID=1366532>

Curriculum Coverage

Adult Literacy

Covers many aspects of the adult literacy curriculum including those listed below.

For related resources and further links visit the resource description page at www.skillsworkshop.org

Level 1

Rt/L1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts. (c) understand that meaning in texts can be implied as well as explicitly stated

Wt/L1.1-L1.6 Writing (all elements)

Level 2

Rt/L2.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts (b) understand that it is sometimes necessary to infer meaning which is not explicitly stated, in order to arrive at a correct overall

Rt/L2.2 Identify the purpose of a text and infer meaning which is not explicit

(a) understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose

Rt/L2.4 Read an argument and identify the points of view (a) understand the characteristic structures of written argument (b) understand that texts presenting an argument are adopting a particular point of view (c) understand the difference between objective fact and opinion

Rt/L2.5 Read critically to evaluate information and compare information, ideas and opinions from different sources (a) understand that selection and presentation of information is rarely completely objective (b) understand that information on the same topic from different sources may have different, even contradictory emphases (c) understand the concept of bias and that it can be the result of what is left out of a text as well as what is included.

Rt/L2.8 summarise information from longer documents (a) Understand that summarising must be preceded by locating and selecting information through skimming, scanning and detailed reading (b) understand that selection involves distinguishing the main points and supporting detail in the document (c) understand that what to select and how best to present it in summary form will also depend on knowing the purpose and audience for the summary.

Wt/L2.1-L2.7 Writing (all elements)

Teaching notes

Identifying fact and opinion

Researching, planning and writing a news article



Functional English

The main skills are highlighted below but exact coverage will depend on the learner group and how this resource is used by the teacher.

Adapting this resource - for embedding the Level 1 and 2 Functional English criteria (see below) in vocational areas ask learners to look at scenarios and newspaper articles directly related to their work area rather than following the tsunami theme.

| |
|---|
| Functional English - reading |
| Level 1 Read and understand a range of straightforward texts (in more than one type of text) |
| Identify the main points and ideas and how they are presented in a variety of texts |
| Read and understand texts in detail |
| Utilise information contained in texts |
| Identify suitable responses to texts |
| Level 2 Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions (in three or more texts) |
| Select and use different types of texts to obtain and utilise relevant information |
| Read and summarise, succinctly, information/ideas from different sources |
| Identify the purposes of texts and comment on how meaning is conveyed |
| Detect point of view, implicit meaning and/or bias |
| Analyse texts in relation to audience needs and consider suitable responses |
| Functional English - writing |
| Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience |
| Write clearly and coherently, including an appropriate level of detail |
| Present information in a logical sequence |
| Use language, format and structure suitable for purpose and audience |
| Use correct grammar, including correct and consistent use of tense |
| Ensure written work includes generally accurate punctuation / spelling & that meaning is clear |
| Level 2 Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively |
| Present information on complex subjects clearly and concisely |
| Present information/ideas concisely, logically, and persuasively |
| Use a range of writing styles for different purposes |
| Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively |
| Punctuate written text using commas, apostrophes and inverted commas accurately |
| Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning |