

# Session 2 - Writing an article

## Learning aims:

- Comment on how writers use language to influence readers' thoughts and feelings
- Recall article writing techniques
- Demonstrate command of the conventions of article writing

## How does this link to the exam?

Articles appear in newspapers and magazines to share information and opinions about events or topics of interest. There are several key features that appear in most articles: learning these and aiming to include them in your own writing means you will show a secure knowledge of this type of writing to your examiner. To become an effective writer of articles, you also need to be a careful reader, so this session includes reading skills practice as well.

## Vocabulary warm up

### Section 1: unfamiliar vocabulary

These three words are coming up in the extract we are going to read today:

Brutality

Fraud

Defiant

*Ask pupils if they have heard these words before. Are they able to use or explain them?*

**Can you match the synonyms to the words underlined? Do the first one with your tutor.**

*Invite pupils to choose a group of synonyms to match to the word in context. Suggest completing the first one together, then invite pupils to work out the second two alone.*

*Pupil versions will contain the first two columns for completion. To support pupils, use some of the prompts in the following table to help them to identify the correct synonyms, or to stretch their understanding.*

| Sentence with the unfamiliar word  | Synonyms  | Supporting questions/ prompts   | Stretch and challenge questions/prompts                             |
|--|---|---|---|
| I had never seen such <b>brutality</b> before; it was frightening.                       | <i>C. Cruelty; harshness; viciousness</i>       | <i>Do you recognise the root word brutal? Use this to support your decision.</i>                          | <i>Can you make a sentence using one of the synonyms?</i>           |
| She was found guilty of bank <b>fraud</b> .  | <i>A. Trickery; deceit; deception</i>           | <i>Look at the sentence.</i>  | <i>Can you give an example of fraud?</i>                            |
| The teacher wrote on his report card that his attitude had been <b>defiant</b> and rude. | <i>B. Challenging; uncooperative; resistant</i> | <i>Put the sentence into context. What other synonyms suggests someone who is disrupting a classroom?</i> | <i>What part of this word suggests that it is a negative trait?</i> |

## Section 2: technical terminology

For your exam, you may be asked to write an article. Below, is the opening of an article. Your tutor will read through this with you. **Can you match the technical term to the section of the article in bold?** Below, there is a table of definitions to help you, if you need them for support. Write the correct term in the box provided. The first one has been done for you as an example.

1. **Headline**

### Turning the tide of youth offending

2. **Summary**

**Ex-offender Charles Young tells Lynne Wallis how he's trying to give young people the chances that he never had.**

It has been 17 years since Young's last stretch inside, six months in a single cell at Elmley prison in Kent. With over 40 convictions **for robbery, fraud and burglary**, he clocked up around 15 years behind bars between the ages of 19 and 40. Since his release, and inspired by a television programme he saw in prison about an ex-con in Glasgow talking to schoolchildren about jail, Young has used his experiences of prison life to educate young people, who may glamorise the criminal lifestyle, towards a more fulfilling existence.

3. **Power of three**

'Turning the tide of youth offending'

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He conveys the brutality of prison life through presentations he takes to youth clubs, schools and colleges, during which an "inmate" sits locked in a mocked-up cell on a stage while Young hammers home what prison is really like. "Inmates" have included a former drug dealer, a vicar and a magistrate. Young shouts, uses raw language and doesn't pull any punches, and by the time his talk is over, some of the **hardest-looking, most defiant kids look visibly shaken.**

**4. Emotive language**

Young has been delivering his "prison's not worth it" message on a shoestring budget since 1995. Now his efforts are starting to bear fruit. Last year, Young secured £30,000 of Home Office funding for his Laces (London Anti-Crime Education Scheme) project. A community interest company, Laces helps to educate young people at risk of offending about the realities of prison, the consequences of crime.

**RESPECT**

**5. Subtitle**

**6. Statistics**

**Between 1995 and 2005, Laces project made 2,000 presentations to young people, and deterred 1,290 potential offenders,** thereby saving the public an estimated £6.2m in criminal damage and the criminal justice system approximately £1.2m. But Young wants to do more. "I still feel so frustrated," he says. "There are people out there [in the criminal justice system] who have never been to prison and who talk to young offenders like they understand them, but they don't. **You** need to be patient and understanding, but a lot of people alienate these youngsters. You need to show respect to them, **give respect to teach respect,** and lots of these kids don't respect anyone or anything because they have never had any respect themselves. Kids need to be coached and helped to develop, and that's what I try to do for the kids I work with. **I'm a bit of a surrogate parent,** giving them the care and support I never had."

**8. Metaphor**

**9. First person account**

**7. Personal pronoun**

| Technical Term    | Definition  |
|-------------------|---|
| Headline          | A heading at the top of an article or page in a newspaper or magazine.                    |
| Summary           | A sentence that highlights the key ideas within the article.                              |
| Personal pronouns | Personal pronouns are words that are used to stand in for people, such as 'she' or 'you'. |
| Emotive language  | Emotive language is word choice that is used to evoke or stir up emotion in a reader.     |

|                      |  |
|----------------------|--|
| Power of three       | A list of three ideas together in a sentence.  |
| Metaphor             | Instead of saying something is 'like' something else, (e.g. she was like a giant) it just becomes that thing (she was a giant).  |
| Statistics           | A statement of fact that includes a number or percentage.  |
| First person account | A statement in the first person is a statement about yourself, or about yourself and someone else. In an article this would be someone who has first hand experience of the topic in question. |
| Subtitle             | A title of a section of an article giving additional information about its content.  |

## Skills focus - writing an article

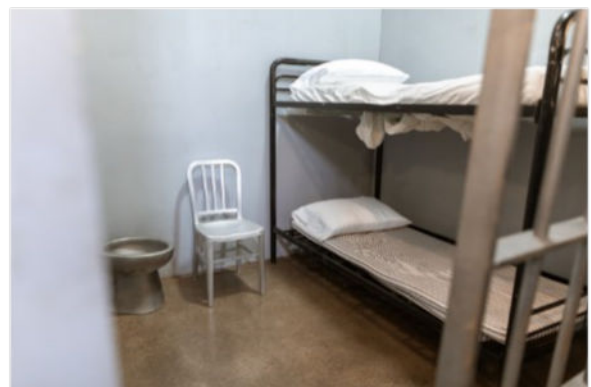
*Pupils do not need to write anything this section - first they should discuss ideas with their tutor.*

### Section 3: recapping prior knowledge and reading



#### Talk about it!

Last session, we focused on how someone expresses their point of view through their choice of language.



#### Re-read the section of the text below.

*If pupils struggle, ask questions such as: why might Young feel frustrated? Why does Young repeat the word respect?*

1. Underline the words and phrases show that Young feels that the young offenders are treated poorly.
2. What is the impact of Young's choice of a first person pronoun?

*Suggests that Young believes the problem is with the public – he is directly addressing the reader, giving them ideas on how young offenders should be treated.*