

# 3

## Scoop!

“It’s true, honestly! It was in the newspaper.” Have you ever heard people say this? People often imagine that everything a newspaper prints must be true, especially the ‘serious’ papers. But, is this always the case? Should we believe what we read? This unit looks at what newspapers print and whether or not our trust in them is ill-founded.



### What you will do

In this unit, you will learn how to ‘read between the lines’, identify facts and opinions and recognise the techniques used by the media to influence readers. You will also learn how to use similar techniques in your own writing. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

#### Listening and speaking

##### Skill

- Listening for relevant information
- Supporting opinions with evidence

##### Skill code

SLlr/L2.1  
SLd/L2.1, 4

#### Reading and writing

##### Skill

- Understanding explicit and implicit meaning
- Reading critically to evaluate information and differentiating between fact and opinion
- Understanding how language is used
- Using appropriate styles of writing for different purposes
- Practising techniques for spelling tricky words

##### Skill code

Rt/L2.1, 2  
Rt/L2.1, 2, 4, 5, 8  
Rs/L2.1, 2; Rw/L2.3; Ws/L2.2  
Wt/L2.1, 2, 3, 4, 5, 6  
Ww/L2.1

#### Project work

At the end of this unit, you will produce a newsletter for others.

# News and views

## Activity A • Reading and writing

What exactly is 'news'? In groups, discuss just what we mean by news. Try to agree on a definition. Compare your definition with one from a dictionary.

One dictionary gives the following definition.

**News** New information, fresh events reported.

Let's take a closer look at newspapers to see if they are giving 'new information' and reporting 'fresh events'.

Your teacher will give you a news item reported in two national daily newspapers, one a **broadsheet** and one a **tabloid**. The news reports are about preparations for a possible chemical weapons attack on Britain.

- Working in pairs, read the story and then, on a separate sheet of paper, summarise the main points made in each report. Remember when making a summary to:
  - Find the main point of each paragraph and the most important information.
  - Write the information in your own words in a shorter form than the original text.
- Read the news articles again.
  - Draw up a table to classify the different sorts of punctuation marks used.
  - Explain how they contribute to a clearer understanding of the text.

### Tabloids and broadsheets

#### Tabloids

A tabloid is a popular newspaper in a style with bold headlines and large photographs. The pages of a tabloid are half the size of a broadsheet newspaper.

#### Broadsheets

A broadsheet is a newspaper that uses a more formal style and reflects world news events. The headlines are not as emotive as those in a tabloid. There are detailed stories and less-prominent photographs. Most have a full-size newspaper format.



## Activity B • Reading, writing and speaking

In pairs, compare and contrast the two newspaper reports. Write the key similarities and differences in the table below. An example has been provided to help you.

Key similarities	Key differences
<i>Length of reports</i>	<i>Number of columns</i>

Discuss the results of the comparison with the whole group, focusing on the following questions.

- 1 Who do you think the tabloid newspaper is aimed at?  
Give reasons for your answer.
- 2 Who do you think the broadsheet newspaper is aimed at?  
Give reasons for your answer.
- 3 What strikes you most about the style of the broadsheet?  
Give reasons for your answer.
- 4 Which news report did you find most interesting and why?
- 5 Did you feel that the reports were equally trustworthy or did one seem more reliable than the other?

## Activity C • Listening

Listen to the audio clip of an interview about the firefighters' pay claim, which took place on national television. Jot down some of the key points as you listen. You may need to listen to the audio clip twice.

- 1 Sum up the way the information is presented in the television news story.
- 2 What are the key differences between the way in which the news is represented in a newspaper and the way in which it is presented on TV or radio?
- 3 With the group, discuss your observations on the news you have reviewed so far.

### Noting key points whilst listening

There are often signs to indicate that a key point is about to be made e.g. a significant pause, repetition, a change of image etc.

You can also listen for sign-posting words such as 'overall', 'major', 'important', 'confirm', 'announcement' and 'bulletin'.

# Between the lines

## Activity A • Reading and writing

Newspaper articles are intended to report the facts, but they often include opinion. It could be that you are reading or hearing a particular point of view rather than the facts. You need to read between the lines!

- 1 Look at the following news article.
- 2 With a highlighter pen, pick out the key **facts** e.g. "... just three joints can inflict the same damage as 20 cigarettes."
- 3 With a different colour, highlight the key **opinions** in the articles e.g. "The hallucination-inducing drug could trigger psychotic delusion and produce a nation of schizophrenics."
- 4 Is there any indication of **bias**? E.g. "In the psychedelic sixties, the cannabis in 'peace' joints was less potent, and relatively risk-free."
- 5 Briefly sum up the views of the writer, in your own words.

### Fact, opinion and bias

**Facts** provide information that can be proven by observation or reference to a reliable source.

**Opinion persuades** the reader and cannot be proven.

**Bias** is a subtle way of letting an opinion emerge without actually expressing it. For this reason, people are often unaware of their bias.

### Article 1 – Cannabis warning

#### Key facts:

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#### Key opinions:

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#### Indicators of bias:

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## Cannabis WARNING

WIDESPREAD USE OF CANNABIS, the most commonly used illegal drug in this country, could soon cause a disaster on the scale of that caused by tobacco.

In the psychedelic sixties, the cannabis in 'peace' joints was less potent, and relatively risk-free. Today's high-strength cannabis is a time bomb waiting to explode.

By ignoring the toxic side effects we are taking dangerous risks. The hallucination-inducing drug could trigger psychotic delusion and produce a nation of schizophrenics.

Lung disease will increase too; evidence suggests that just three joints can inflict the same damage as 20 cigarettes. And cannabis users inhale more deeply in their strive for a better 'high'. Cancer could also be on the cards. Cannabis joints have 50% more carcinogens than ordinary cigarettes.

Pro-legislation politicians, by harping back to their heydays as sixties hippies, are potentially harming the young of today. They have had their past; they should let the young have a future.

6 Using the same techniques, read through the following article and list the key facts, opinions and indications of bias.

**Article 2 – Suspect quizzed over new murder**

**Key facts:**

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**Key opinions:**

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**Indicators of bias:**

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## SUSPECT QUIZZED OVER NEW MURDER

A YOUTH considered the prime suspect for the Treddington terror murder has been quizzed over similar shootings in nearby Bringham, but then let loose. Fears and feelings rise as police are forced to give him his freedom.

Police fear that the youth could be the leader of a group described locally as ‘a pack of violent yobs that hound our streets’ and may have killed two more women. However, police cannot charge him as they have insufficient evidence. Detectives confirmed that he was questioned at length last night over the suspected murder of two unidentified women who were brutally beaten and sadistically shot in Bringham last May.

The investigating officer suggested that the bodies bore the same horrific hallmark as the young woman shot in West Wood at Treddington.

“We have always been aware of parallels between the cases,” a spokesperson said earlier today. “Speculation is growing about these parallels, but, in all three cases, a crowd of yobs was in the vicinity, drinking heavily and fighting.”

Angry residents in the county are lobbying for a change in the law so that the public’s safety is put before the rights of delinquents. Young women are advised to stay in after dark until more evidence is unearthed and a change made.

### Activity B • Reading and writing

Sometimes journalists use emotive language to persuade readers to take a particular point of view on a subject. In the article above, the journalist uses emotive language that will encourage us to form a negative opinion of the young person suspected of murder.

Some examples of emotive language are written on the next page. Replace these expressions with words or phrases that seem less emotive or biased. You don’t have to keep to the same number of words.

**Emotive language**

Emotive language consists of words or phrases chosen to obtain an emotional response from the reader.

Treddington Terror .....  
let loose .....  
Fears and feelings rise .....  
forced to give him his freedom .....  
brutally beaten and sadistically shot .....  
pack of violent yobs .....  
delinquents .....

**Activity C • Writing**

With another person and on a separate sheet of paper, rewrite the article as you think a broadsheet newspaper may have written it. You will need to use the basic facts. These are listed below.

- A young man has been interviewed for a murder that took place in Treddington. He was later released.
- The young man may be a leader among local youth.
- The young man may have killed two more women.
- A local campaign has been organised to try to address the issue of public disorder.

**Activity D • Writing**

Here's a challenge for you! Using any imaginative detail you want, write a final paragraph for your article, aimed at making the readers feel sorry for the young man. This is not an easy task given that he may have committed three murders. Read your complete article aloud to others in your group and discuss how effectively your emotive language has worked to create a completely different perspective on the subject.

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## Read all about it!

### Activity A • Reading

Headlines are very powerful tools for newspaper journalists. In just a few words, writers can engage the reader's interest and persuade us to their viewpoint.

Look at the following examples of headlines.

- 1 What message do you think the writer was trying to convey in each case?
- 2 Identify the key words and techniques that convey the messages.
- 3 Re-write each headline in your own words using a full sentence.

a **ROYAL SOURCES SCOFF AT REVELATIONS**

b **Terror alert leak an 'accident'**

c **Daggers drawn at Westminster**

d *Labour criticised over exam fiasco*

e **FARMER'S UNION DIGS UP THE  
DIRT FROM LOCAL SOIL**

f **'Victim' drops action through  
retaliation fear**

g **NOT CRUEL, CLAIMS SOCIAL SERVICES**

h **How I cheated death...again**

#### Sample answers

Question 1

Message the writer wanted to convey

Answer

The implied facts are untrue.

Question 2

Key words

Answer

'scoff', 'revelations'

Question 3

Headline your own words

Answer

Official sources at Buckingham palace deny any rumours of royal marriage rift.

### Activity B • Reading and writing

In pairs, create a headline game. Cut out a selection of news articles and headlines from local and national newspapers. Separate the headlines and place them in an envelope. Glue the articles onto an A3 sheet of paper.

Swap sheets with another pair. Write your own headlines for each article, using some of the language skills you have developed so far.

Compare your ideas with the original headlines.

## Activity C • Reading and speaking

Passive verbs are often used for headlines. Here are some examples:

Housing bill finally passed.

Manslaughter charge is withdrawn.

The passive is often used when it is not known 'who' or 'what' caused the action.

For example, '£250,000 was stolen in the robbery.'

With passive verbs, you use the word 'by' to show who or what caused the action.

e.g. £250,000 was stolen in the robbery **by** the armed gang.

In groups, discuss the effect of using passive verbs for news headlines. Comment on the questions below.

- 1 Why is the passive voice used?
- 2 How does this change the information?
- 3 What detail is lost?

## Activity D • Writing

### Article A

A THIEF'S ATTEMPT to rob a public house was foiled when he was spotted filling a bin liner by the cleaner. Plans made by the 'bin liner' (as the thief is now known) to take as much as possible and make a quick getaway were stopped. Forced to drop his spoils first, the 'bin liner' fled the pub.



### Article B

Television chiefs have planned four endings in order to keep a soap star's final exit a secret. TV chiefs are so desperate to prevent details of the final scenes being leaked to fans that they have filmed different endings in a bid to heighten speculation.



- 1 Change Article A from the passive to the active form.
- 2 Change Article B from the active to the passive form.

## Activity E • Reading

Look for sentences containing passive verbs in news articles. Word-process the examples and run a grammar check. Word may suggest that you rephrase some of the sentences using an active verb. Decide with another person when to act on these suggestions and when to ignore them.

### Active and passive verbs

You use active verbs to say what the subject does.

The airport authority employs two hundred people.

You use passive verbs to say what happened to the subject.

e.g. Two hundred people are employed by the airport authority.

## The eye of the beholder

### Activity A • Reading and speaking

A newspaper article is written for an audience (the readers) and has a purpose (it is always written for a reason). However, readers interpret articles in different ways. Read the article below and then answer the following questions.

# COUNTY HOSPITALS IN CRISIS

<Artwork 3.8: a hospital with nursing staff/ambulance>

NEWTOWN HOSPITAL is at crisis point today, as more and more staff are hit by sickness. A spokeswoman for Newtown Hospital, which has been tormented by recruitment troubles, said today, "We do have a bit of a problem with sickness at the moment, but it is not due to any one virus or condition.

"There is a staff shortage due to the usual bugs and illnesses that come around when winter starts. This means we are unlikely to be able to meet the recommended staffing ratios in the guidelines for continuing to take non-urgent admissions. We will, however, meet the minimum ratio allowed,

so we will remain operational for emergencies." As part of the work by the trust board to find a solution, a huge media campaign to attract new staff has begun. For up-to-date information for staff vacancies please telephone the Healthcare Trust on 0800 443322.

A neighbouring hospital, Bassett General, was brought to its knees and temporarily closed last month by a devastating virus that attacked patients, staff and visitors alike. There are fears in the trust board that Newtown will suffer a similar fate. A helpline has been set for those awaiting admission, on 01777 823823.

- 1 Who do you think is the intended audience? Give reasons for your choice.
- 2 Use a highlighter pen to mark the sentences that would seem important to someone looking for work in the field of healthcare.
- 3 In a different colour, highlight the sentences that would be most important to someone due to be admitted for routine surgery next week.
- 4 What have you learned from this activity?

# Word play

## Activity A • Reading and writing

Writers use words and phrases to create particular effects. Have you ever noticed how some writers play games with words or sounds? Creative effects with words are the tools of the trade for journalists and writers. A writer wants to catch the readers' attention, to influence the way they react and to motivate them to continue reading. Writers often use the following features.

- emotive headlines – such as *'Thugs on terror charge.'*
- rhetorical questions such as *'Is there no end to this...?'*
- exclamations such as *'Your last chance to...!'*
- puns such as *'Archaeologist's career lies in ruins.'*
- quotations from people, such as *"The streets aren't safe here with that monster around."*
- alliteration such as *'high-flying, festive fun'* and *'Dad's delivery day'*.

### Rhetorical questions

A rhetorical question is a question to which no answer is required or expected because it has already been implied.

Here are some examples of headlines from newspapers.

Court in Crisis

**PANIC IN THE PALACE**

**Fact, fiction or farce?**

**Who will be booted out this week?**

**Really rich Robbie**

*'I was driving down the road when the tree split in two and fell in front of the car'*

**HARRY POTTER  
CASTS NEW BOX  
OFFICE SPELL**

**Call for enquiry as case collapses**

**Pop band: THE CRISIS**

**HOUSE PRICE RISE SHUTS  
THE DOOR ON BUYERS**

**Neighbours in war of the hoses**

As a group, discuss each headline and the techniques used by the writer. Look through the papers provided by your teacher and find some more examples.

In pairs, write three new headlines, each using a different technique of your choice.

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## Activity B • Reading and writing

Read the article entitled 'Violence victims to video home attacks'. Use the table below to record one example of language techniques referred to in Activity A.

	Examples
<b>Alliteration</b>	<i>'stunned silence'</i>
<b>Rhetorical questions</b>	<i>'Aren't we all being filmed without knowing it?'</i>
<b>Emotive words and phrases</b>	<i>'victim'</i>
<b>Quotations</b>	<i>"What happens to civil liberties when you are being bullied, battered and beaten up?"</i>
<b>Exclamations</b>	<i>Video cameras could be hidden in the homes of domestic violence victims to record assaults!</i>

## Activity C • Reading and speaking

Discuss the following questions in your group.

- 1 The article appeared in a broadsheet newspaper. Do you think the style is more or less what you'd expect from a broadsheet newspaper?  
Give reasons for your answer.
- 2 Why do you think that there are no puns in the article?
- 3 Compare the way alliteration is used in the article with examples you have seen in tabloids.
- 4 The article has one example of a rhetorical question. What is its effect?

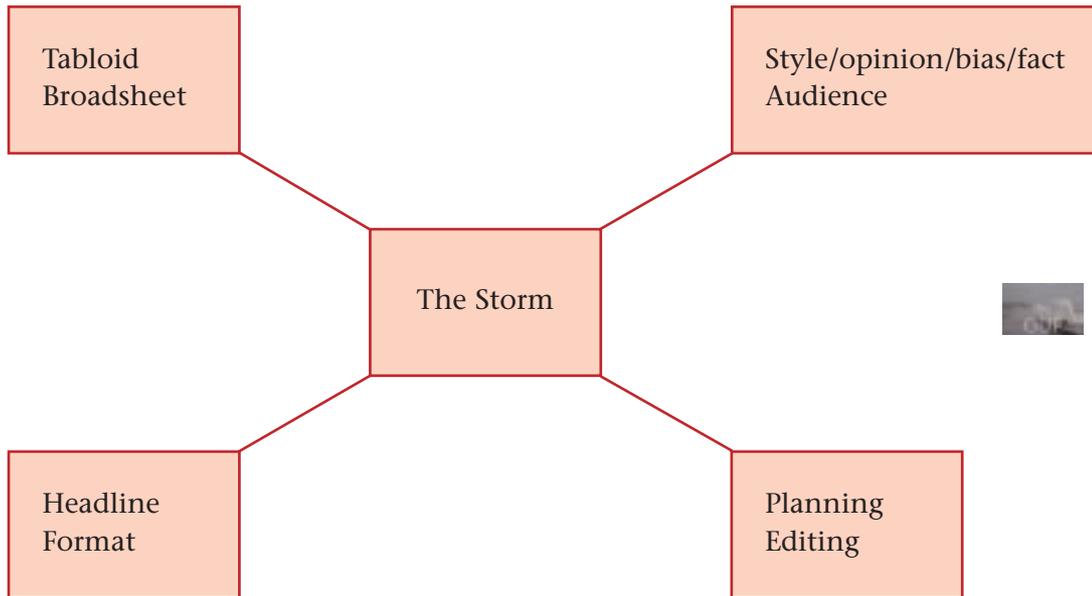
### Puns

A pun is a play on words.  
e.g. 'Farmers' union digs up the dirt from local soil.'

# Getting the message across

## Activity A • Writing

In this activity, you are going to take the role of a journalist and write a brief article. Your editor has sent you to cover a story about a violent storm. The purpose of your writing is to try to keep your readers gripped.



<AW 3.11:  
picture of a  
gale force  
storm>  
PICTURE CAN  
ONLY BE USED  
AT THIS SIZE  
DUE TO  
RESOLUTION

Imagine the violent storm was in your local area. These are the key facts.

- The regional meteorological office first predicted the strength of the storm on 12 November, but kept forecasts low-key in order to avoid panic reactions.
  - Gale warnings were issued from midday on 13 November.
  - The storm lasted from the night of 13 November to the morning of 15 November.
  - People were advised to secure outside fixtures and furniture, to put cars in garages and to stay indoors if possible.
  - The storm created a lot of damage, including broken aerials, roof tiles, greenhouses and fences.
  - A toddler's buggy was thrown in the road when it was lifted up into the air, just like a kite, by a sudden gust filling the rain cover.
  - There was a major road accident caused by a falling tree. Two drivers were killed after a head-on collision and their three passengers are all in hospital. Five more cars suffered minor damage in a pile-up, but no one else was injured.
- 1 Write a front-page news report covering the storm for a tabloid and broadsheet newspaper. Using the above facts, develop your writing style to suit the appropriate format.
  - 2 Discuss and compare the finished pieces of writing with the group. What are the main differences between the two pieces of writing?

# Spelling

When a word has a vowel sound that is unstressed, it can be difficult to work out how to spell it. In many words, the sound is a big clue to the spelling but, when a word contains unstressed vowels, the sound is hard to distinguish.

Read these words. The unstressed vowels are underlined.

desperate    competent    separate    relevant    important    definely  
preservative    cigarete    different    imaginative    information    interest

The sound in each case is a sort of 'uh', whether the letter is a, e or i. This can be a big problem when it comes to spelling the word!

The solution to this problem depends upon you as an individual. You need to find a way to make the words you need to use memorable for you.

Each of us has a way of learning tricky spellings.

If you generally find it easiest to learn things you **see** or read, then make the word memorable with images. For example:

The ant in important is a very important ant!



My pet is very competent!



You can't separate a 'para' from his chute.



If you generally find it easiest to learn things that you hear, then make the word **aurally** memorable. Say the word out loud, in sections, exaggerating the individual vowel sounds.

For example: Definely becomes DEF – IN – ITE – LY

Separe becomes SEP – A – RAT – E

Relevant becomes REL – EV – ANT

## Activity A

Look at the word list at the top of the page and think of ways of making each of the words memorable. Use **visual** or **aural** techniques, depending on your personal preference.



## Activity B

Another technique for learning how to spell words with unstressed vowels is to think about the origin of the word. For example, with the word 'relative' you would identify the root word 'relate'. This would lead you to other words linked to the same root (e.g. 'relative' or 'relation') where the vowel is stressed. This makes the spelling much more obvious.

Try this for yourself.

- 1 Complete the two columns in the table below.
- 2 In the third column, add any linked words you know.
- 3 Say the linked words to yourself and listen for any unstressed vowel sounds and underline them.
- 4 Work out your own way to remember these words.

The first two have been completed as examples.

Word with unstressed vowel	Root word	Linked words
rel <u>a</u> tive	<u>relate</u>	relation, related
imagin <u>a</u> tive	<u>image</u>	imagination, imagine
diff <u>e</u> rent		
def <u>i</u> nition		
consol <u>a</u> tion		
preserv <u>a</u> tive		
cigaret <u>t</u> e		
inform <u>a</u> tion		
sedat <u>i</u> ve		

- 3 One of the difficulties with unstressed vowel sounds is knowing whether or not to double the consonant following the vowel when a suffix is added.

The rule is: **Stressed syllables have double consonants after short vowel sounds.**

**Unstressed syllables do not have double consonants after the vowel.**

For example:      remittance (stressed)      limited (unstressed)



# Integrated skills

## The real thing

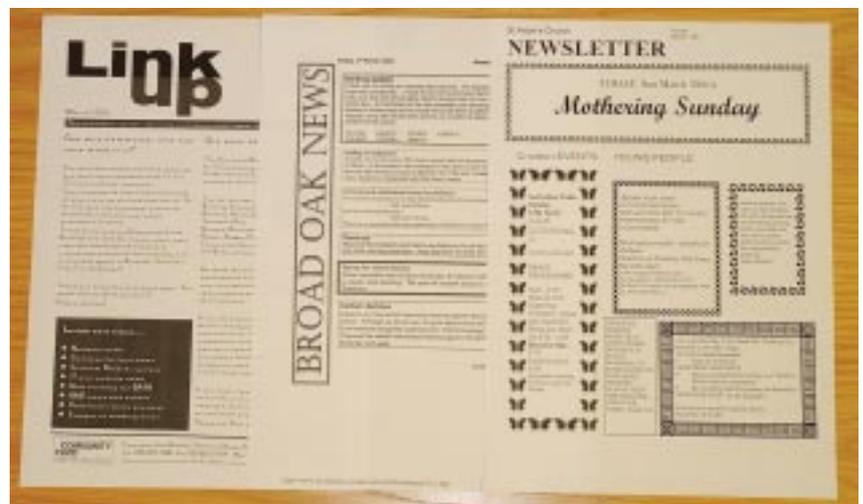
As a group, you will produce a newsletter for your fellow learners and others who may be interested. Your teacher will help you find a theme for a newsletter that would be useful for you to produce and distribute to others.

- 1 Discuss the contents of newsletters you have recently seen or received. Make a list of local organisations, shops, schools, libraries and community groups that sometimes publish and distribute newsletters in your area. Discuss the format or style they use.
- 2 In pairs or small groups, have a 'word-storming' session to generate some ideas for the newsletter.

## Planning the newsletter

In groups discuss the following:

- 1 What will the purpose of your newsletter be?
- 2 Who will your intended audience be?
- 3 What will the content be?
- 4 What plans do you need to make for the publication?
- 5 Who will be responsible for each part of the production?



## Production

Each person or pair can produce a small section of the newsletter such as a brief article, a letter etc. Working as a team, plan out what each person will do and how it will all come together in the newsletter. Then start writing!



# Check it

## News report

- 1 Write your own definition of 'news'. Provide some examples from stories you have read in this unit.
- 2 Suggest some key differences between broadsheet newspapers, tabloid newspapers and TV news programmes. Support your suggestions with specific examples from current news reports.

## Evaluating what you see and hear

Look at these three statements and classify them as fact, opinion or bias.

- |  |                       |
|--|-----------------------|
| 1 The young lad staggering away from the car looked as though he was under the influence of either drugs or alcohol. | fact / opinion / bias |
| 2 The driver of the car was a 20-year-old man who staggered as he got out.   | fact / opinion / bias |
| 3 The car was driven by a joy-riding yob who was stoned out of his head.   | fact / opinion / bias |

## Understanding writing styles and techniques

- 1 Name three techniques used for news headlines and suggest why they may be used.

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- 2 What are the important things to bear in mind before you start a writing task?

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## Review

Look back at the skills listed on page 1 and then complete the sentences below.

I am confident with

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I need more practice with

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Date .....

## Page 8 Activity D

Passive to active (Article A)

A cleaner foiled a thief's attempt to rob a public house....

The remaining text will be written to each learner's individual preference.

Active to passive (Article B)

In order to keep a soap star's final ending a secret, four endings have been planned....

The remaining text will be written to each learner's individual preference.

## Page 14 Activity B

Word with unstressed vowel	Root word	Linked words
relative	<u>relate</u>	relation, related
imaginative	<u>image</u>	imagination, imagine, imaginary
different	<u>differ</u>	difference, differently, differentiate, differential
definition	<u>define</u>	definable, definitive, definitely
consolation	<u>console</u>	consolatory, consoling
preservative	preserve	preserved, <u>preservation</u> , preservable
cigarette	<u>cigar</u>	cigarillo, ciggy
information	<u>inform</u>	informative, informed, informer
sedative	<u>sedate</u>	sedation

## Page 16 Evaluating what you see and hear

- 1 Opinion
- 2 Fact
- 3 Bias

# Appendices

Broadsheet newspaper article

BROADSHEET UK • TUESDAY 30 JULY 2002

## Civil defence laws to be reversed in light of nuclear, chemical and biological threats

It has been announced in Parliament that a law to update Britain's antiquated civil defence will be introduced next year. This comes in response to the terrorist threat of a nuclear, chemical or biological attack.

Government officials are discussing a new emergency planning system with local authorities in the interests of public protection. The new system is to be developed from the existing version, which was put in place during the Cold War.

"We are proposing a major update to existing acts," said a spokesman for the Cabinet. "We intend to introduce the new Bill as a matter of urgency, if not in this

session then in the next. After September 11, the need to be fully prepared for any kind of attack is very clear."

"Go in, stay in and tune in," could be the message communicated to everyone in the country, if the government decides on its first option of issuing leaflets to everyone of Britain's 24 million households. The spokesman, however, says that such a step is still under discussion with local authorities.

Among the emergency powers proposed under the new law is the designation of 'community assistance zones' in particular areas. These would assist the fast relocation of people in the case of a biological or chemical attack.

<3.18 picture of house of commons/lords debate>

Preparations for the Bill have been led by the Civil Contingencies Secretariat, which was set up by Tony Blair shortly before September 11 to deal with unforeseen catastrophes.

The Secretariat is understood to have found Britain's existing contingency plans totally inadequate, especially in the light of the new, more serious threats posed by suicidal terrorists like al-Quaida.

# BRITAIN PUT ON TERROR ALERT

## HOUSEHOLDS TO GET ATTACK SURVIVAL GUIDE

Britain is updating plans to face an al-Qaeda mass terrorist attack, even buying body bags, it was revealed yesterday. The news comes amid chilling reports that Osama bin Laden's network is not finished with the West.

There have been repeated criticisms from experts and from the Conservatives that the government is simply not pulling its finger out in preparing the public for an attack. Warnings to the public of a possible mass assault have been more urgent recently and every household could now receive a government leaflet explaining how to survive a catastrophe. Now more details of government action have emerged.

The government is seeking to commission millions of pounds worth of equipment to be used in the case of chemical or biological attack. It is buying 5,000 body bags, more than 12,000 decontamination suits and thousands of special showers, shelters and stretchers to be used following an attack. In the orders, due to be placed before Christmas, providers have been told to provide for possible attacks on Trafalgar Square, Parliament, Canary Wharf and landmarks in other major cities. Paul



Wilson, managing director of one of the companies who is bidding for the contract, told this newspaper that the first contract was for more than £50 million worth of equipment including shelters and special emergency vehicles.

A spokesman for the Deputy Prime Minister, who is co-ordinating the orders, refused to confirm details of predicted threats or orders of equipment. However, it was confirmed that the government plans a major shake-up of Britain's emergency plans which date back to the Cold War.

Newspaper article: Extracts from an article published in Broadsheet UK.

## Violence victims to video home attacks

Video cameras could be hidden in the homes of domestic violence victims to record assaults!

John Payne, chief constable of Manchester police said, "Hidden cameras activated by victims could provide court evidence leading to conviction in the absence of witnesses. Cameras would only be used in extreme cases and as long as the victim agreed. The proposed scheme will overcome the problem of conflicting evidence between the victim and her partner. Such cases tend to be dismissed by the Crown Prosecution Service where it is his word against hers."

A civil rights panel has raised objections to cameras on the grounds of invasion of privacy.

Aren't we all being filmed without knowing it? CCTV cameras are everywhere!

The inference that civil liberties would be infringed was dismissed by most delegates at a Victim Support conference. Chief spokesperson Kate Cross asked, "What happens to civil liberties

when you are being bullied, battered and badly beaten up?"

Hours of heavily heated debate followed the police proposal at the Victim Support conference on domestic violence but not before there had been a significant stunned silence. A volunteer worker from Victim Support said, "Cameras won't help. Women can be attacked before they have time to activate a camera and the beating could be worse if the camera was found. A preferable alternative would be an alarm system such as a rape alarm or a panic button. An alarm link would prevent the violence from taking place."

There was outrage when the delegates were told that the government was already preparing to develop the next stage of the home video project. As Kate Cross concluded, "How many more women will suffer as policy takes its course?"



# Audio scripts

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**Newscaster:** Hopes of averting further strikes by the fire fighters rose once again last night after the Fire Brigade Union agreed to hold more talks with employers. The hint that some progress was being made came after the government issued its toughest message yet when the Prime Minister insisted that no extra money would be given to fire fighters unless it was linked to modernisation. Our reporter Mark Evans is at Westminster.

Mark, the signs are that talks will resume and progress will be made towards a settlement. Is this the feeling of the fire fighters' union?

**Reporter:** Good evening, Anne. Yes, things are more hopeful that talks will resume but I have to say that there is not much optimism here that any resolution will be found now that the Prime Minister has insisted there is no more cash in the pot. Fire fighters are angry that their demands for higher pay are being linked into new arrangements for overtime, which, from where they see it, is a separate issue.

**Newscaster:** Union officials say that talks are at a critical stage.

**Reporter:** Yes, I would agree and the feeling is that a lot of very constructive discussion is going on but the Chancellor has not helped by his comments that it is the wrong time, the wrong claim, and pursuing the wrong methods to demand rises so much higher than inflation. Fire fighters here say they have tried other means and this level of discussion should have happened a long time ago.

**Newscaster:** Do you think the Fire Brigade Union will accept less than 16 per cent?

**Reporter:** Fire fighters have backed down from the original 40 per cent claim and they have already rejected the 11.3 per cent rise offered. The feeling is they are now going to stick out for the 16 per cent which some local councils have already agreed to but which the government will not back. It's now seen as a lack of support by the government for local council recommendations and an excuse to get the fire fighters to accept changes to their work practices.

**Newscaster:** How much evidence is there that lives are at risk due to the outdated equipment being used by the army covering these callouts?

**Reporter:** I think there is no doubt that the equipment is very old and inadequate. Also the army resources are very stretched but, in real emergencies, fire fighters have been breaking the picket line to help. They haven't been standing back to watch while people are in danger.

**Newscaster:** Thank you for the report, Mark. We will bring you further reports from Westminster tomorrow.