**S2 Newspaper Analysis Homework**

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When completing these homework tasks, you will:

* show your understanding of **unfamiliar** texts
* identify and consider **purpose** and **main ideas**
* comment on **content** and **organisation**
* select **evidence** to support your comments
* **summarise** information in your own words

# C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\YZF0UC3E\WindClipArt[1].jpgArticle 1: Scotland just produced enough wind energy to power it for an entire day

by [Ian Johnston](http://www.independent.co.uk/author/ian-johnston), The Independent, 10.08.16 (adapted)

For the first time on record, wind turbines have generated more electricity than was used in the whole of Scotland on a single day.

An analysis by conservation group WWF Scotland found unseasonably stormy weather saw turbines create about 106 per cent of the total amount of electricity used by every home and business in the country on 7 August 2016.

Gale-force winds lashed much of the country with [a speed of 115mph](http://www.bbc.co.uk/news/uk-scotland-37002528) recorded at the top of Cairngorm mountain.  A [17,000-tonne oil rig broke](http://www.independent.co.uk/news/uk/oil-rig-blown-towards-shore-video-watch-severe-weather-scotland-uk-a7178701.html) away from a tug in the early hours of Monday morning and later ran aground near Carloway on the Isle of Lewis.  And train services were cancelled as trees were blown onto the tracks, various events had to be cancelled and parts of Dundee were hit by a power cut.

But [WWF Scotland](http://www.wwf.org.uk/scotland/)’s director Lang Banks said: “While Sunday’s weather caused disruption for many people, it also proved to be a good day for wind power output, with wind turbines alone providing the equivalent of all Scotland’s total electricity needs…On the path to a fully renewable future, this certainly marks a significant milestone.”

The Scottish Government said in a statement that the country's “abundant energy resources play a vital role in delivering security of electricity supply across the UK.

“The Scottish Government is committed to supporting onshore wind, which is one of our most cost-effective low carbon energy technologies,” it added. “We remain fully supportive of low-carbon technologies, which offer a huge economic opportunity for Scotland and have a key role to play in our fight against the threat posed by climate change to our society and natural environment.”

**Complete the following tasks under the heading Article 1: Scotland’s Wind Energy:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:
* Paragraph 2 (unexpected for the time of year)
* Paragraph 3 (to attack or strike)
* Paragraph 5 (plentiful, large amount)
1. Using your own words, summarise the advantages and disadvantages of the weather conditions described in paragraphs 1 to 4.
2. What does WWF’s Lang Banks mean when he describes the day as being a “significant milestone” in paragraph 4?
3. From paragraphs 5 and 6, quote five words/ phrases which put across a positive attitude towards wind energy.
4. What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

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**Article 2: Appeal for funds to save Macbeth’s Birnam oak**

<http://www.scotsman.com> 10.08.16 (adapted)

An appeal has been launched to raise £100,000 to preserve the iconic Birnam oak, immortalised in Shakespeare’s Macbeth.

Emergency surgery by leading tree surgeon Paul Hanson recently saved the gnarled landmark from splitting in two. Now conservationists have mounted a new campaign to safeguard its long-term future.

The medieval tree attracts thousands of visitors to the Perthshire town every year. In Shakespeare’s tragedy an apparition tells Macbeth that he “shall never vanquished be, until Great Birnam wood to high Dunsinane hill/Shall come against him”. But he is defeated after huge branches of trees in Birnam wood are used as camouflage by soldiers as they advance on the Scottish king. The iconic oak is thought to be one of only two survivors from the centuries-old medieval forest immortalised in the play.

The Perth and Kinross Countryside Trust, which commissioned the initial restoration plan, needs to raise tens of thousands of pounds for further work. A spokeswoman said: “Although the tree is now stable in the short-term, a further £100,000 of work is needed to ensure its long-term future. This work will include replacing the rotting props currently holding up the tree’s heavier branches, dealing with the soil compaction and drainage issues around the tree’s roots and protecting the soil around the tree from further floods.” The soil was badly damaged when the woods flooded during Storm Desmond earlier this year.

The new appeal is a joint effort between the trust, the Friends of Birnam Oak and the Dunkeld and Birnam Tourist Association. The main problem is that the trunk is hollow and it is being pulled apart by its heavy, ever-expanding branches. The work, carried out in June, involved trimming back some of the tree’s branches. “Biologically, the tree is in great shape and it looks absolutely terrific from a distance,” Mr Hanson said. “Unfortunately, the structural timber has been eaten away. There’s a number of interesting fungi which is doing its best to eat it. The bigger it grows, there is a danger that it’s going to overload itself and collapse.”

**Complete the following tasks under the heading Article 2: Macbeth’s Oak Tree:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:
* Paragraph 1 (famous, representing something important)
* Paragraph 3 (remembered for a very long time)
* Paragraph 3 (a ghost or spirit)
1. Using your own words, explain two reasons given in paragraph 3 why people are campaigning to save the tree.
2. From reading the whole article, summarise the work that has been done to the tree so far, and the work that is needed to preserve it.
3. Explain the meaning of the following words: landmark (paragraph 2); camouflage (paragraph 3); initial (paragraph 4)
4. ![C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\YZF0UC3E\uhPsE[1].png]()What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

# Article 3: Mo Farah: Are Olympic champions born or made?

From bbciwonder [accessed 11.08.16]

I always loved football at school and playing for Arsenal was my dream. But my PE teacher saw something in me when I was running down the wing. He pulled me aside and said to focus on athletics – it all started there.

I began racing seriously at 13 but it was after winning the European Junior 5,000m title in 2001 I started to really believe this could be my full time job. I dedicated myself to it 24/7 but I couldn’t have imagined I would become a double Olympic champion, especially not in my own back yard.

London 2012 was a dream come true for me. But what does it take to win an Olympic gold medal?

It is seriously tough to become an Olympic champion. The most important thing is commitment; it’s all about getting on top of that podium. I don’t dream of winning – I train for it. In the run up to Rio I’m running about 120 miles a week. I become a bit of a robot – eat, sleep, train, repeat! Sometimes you have to make big sacrifices, like running until your body is crying out for you to stop, or missing your child's birthday because you are at a training camp.

When preparing for a long race, like the 5k or 10k, I practise running that distance the weekend before. Then in the week leading up to it I ease down. Just before the race I like a seriously strong espresso too – then I’m ready to go. The mental side is really important too. I always like to plan my race tactics in my head – visualising how I’m going to beat my competitors.

Preparation is vital. Combine those hard yards in training with mental toughness and you give yourself the best chance of winning. If you’re anxious and worrying about your rivals then you can throw it all away. You can have all the natural talent in the world, but there is no substitute for hard work.

**Complete the following tasks under the heading Article 3: Mo Farah:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:
* Paragraph 2 (devoted to, committed)
* Paragraph 4 (give up something important in order to achieve a goal)
* Paragraph 5 (imagining, seeing in your mind)
1. Farah describes becoming an Olympic champion as being “seriously tough.” Summarise the difficulties he faces as a result of his training schedule in paragraph 4.
2. What does Farah mean when he describes himself as being “a bit of a robot” in paragraph 4?
3. Using your own words, summarise the advice Farah gives to people who wish to be successful athletes in paragraphs 4 to 6.
4. What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

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# C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\JL6ONW13\MUS_ING_IMA_MuseumSign[1].jpgArticle 4: Arts Council attempts to lure new visitors to galleries - with Pokemon

by [Hannah Furness](http://www.telegraph.co.uk/authors/hannah-furness/), The Telegraph, 11.08.16 (adapted)

When attempting to lure new visitors into museums, cultural institutions have usually advertised their great works of art, special exhibitions or new discoveries on show.

Not so the Arts Council, which yesterday took to luring the social media followers into galleries, by inviting them to catch Pokemon.

Arts Council England, the body responsible for much of the art world’s public funding, challenged the public to “catch a cultured Pokemon”, giving a series of suggestions as to which museums are hotspots. Its London branch enthused about the Horniman Museum, in South East London, being a “Pokemon nest”, saying: “Get catching, everyone!”

It is the latest organisation to attempt to harness the power of Pokemon Go, the augmented reality game which has taken the country by storm.

The project is day three of the Arts Council’s “70 things” campaign, which sets daily challenges in an attempt to raise the profile of museums and galleries.

Other challenges include taking a selfie posing as a famous work of art, creating your own emoji, or “Telling people about your dream last night with a Snapchat or Instagram story”.

Some galleries have previously welcomed Pokemon hunters into their corridors.

A spokesman for the National Gallery told the Telegraph last month: “We do not have a policy on the playing of Pokemon Go in the National Gallery, but obviously we welcome anything that encourages people who might not usually visit us to come and see what the National Gallery has to offer – hopefully they will take some time to discover our paintings by Eckersberg and Greco after they track down Ekans and Growlithe.”

**Complete the following tasks under the heading Article 4: Pokemon in Museums:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:

* Paragraph 1 (tempt or attract)
* Paragraph 3 (a popular place, full of activity)
* Paragraph 4 (to control and make use of something)
1. Using your own words, explain two ways that museums usually attract visitors, according to paragraph 1.
2. What does the writer mean when she says Pokemon Go has “taken the country by storm”? (paragraph 4)
3. What does the writer mean when she says the project aims to “raise the profile of museums and galleries”? (paragraph 5)
4. ![C:\Users\Jenna\AppData\Local\Microsoft\Windows\INetCache\IE\YZF0UC3E\mountains_11[1].gif]()What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**Article 5: Above the Clouds**

by Ed Douglas, BBC iWonder (<http://www.bbc.co.uk/guides/z2phn39>) (adapted)

When Edmund Hillary and Tenzing Norgay looked down from the top of Everest in 1953 the whole world hailed them as heroes.

Since then, climbing Everest has become the ultimate bucket list achievement. Tens of thousands of hikers have trekked to base camp and almost 7,000 climbers have made it to the summit. But the sheer amount of people has an impact on this fragile landscape.

The cost of climbing Everest is upwards of £20,000 but is there a greater cost in the damage to the mountain? The recent earthquake in Nepal once again focused attention on the best way to look after Everest. How can this natural wonder be preserved while promoting the tourism on which the economy depends?

Sanitation is a major problem on Everest. Climbers also take a lot of kit up the mountain from ropes and tents to oxygen bottles and some of it gets left behind. The Nepalese government demands that climbers bring down all their kit or face losing a $4,000 deposit. There are frequent expeditions to remove rubbish from the mountain at the end of each climbing season.

The number of climbers coming to Everest has exploded since the mid 1980s. Where there was once only one trip on the mountain at a time, now there are hundreds on the easiest routes as climbing becomes more accessible. The government could limit permits but the local economy relies on income from tourists and climbers. The difficulty continues to be how to balance tourist demands with environmental needs. Getting this right is crucial in Everest remaining a must-see destination.

**Complete the following tasks under the heading Article 5: Above the Clouds:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:

* Paragraph 2 (things you wish to achieve in your lifetime)
* Paragraph 4 (a journey taken to achieve a goal)
* Paragraph 5 (of great importance)
1. From paragraphs 2 and 3, pick out two words or phrases which reveal the writer’s attitude towards Everest, and explain how each word reveals this view.
2. What effect do the two questions have in paragraph 3?
3. Using your own words, summarise the reasons behind the problems Everest is facing.
4. What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

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**Article 6: Libraries should survive if only to enlighten us**

by Richard Godwin, London Evening Standard, 26th February 2014 (adapted)

Campaigners this week declared a state of emergency. It is estimated that cuts to local authorities will force 100 libraries to close by the end of 2015, with another 200-300 becoming reliant on volunteers. The Bookseller magazine warns that we will lose a level of service that can never be restored. It is a familiar story of under-investment leading to decline, then decline cited as a reason for their inevitable demise.

It's not that anyone is anti-libraries. No manifesto ever said: "Oh, and btw, you know libraries? WE HATE 'EM!" No investigation has revealed that, actually, a politician has £305.27 of unpaid library fines and this is a roundabout way of not paying them.

It's not like we can't afford libraries either. We aren't engaged in total war. We haven't had any tsunamis or earthquakes. In many ways, we are richer as a country than at most points in our history.

It is true the digital age poses challenges but it also offers new roles. For the unemployed, for example, the local library is often the only place to search for work online. Still, for pensioners, small children, the woman opposite me on the Tube this morning, a library may remain a source of free reading material. The fact is, different people use different libraries for different things at different points in their lives.

What if libraries simply provide pleasure, enlightenment, civilisation, respite? I can think of no better reason to save them.

**Complete the following tasks under the heading Article 6: Libraries should survive if only to enlighten us:**

1. Find a word in these paragraphs which has a similar meaning to the words/phrases in brackets:
* Paragraph 1 (death)
* Paragraph 2 (public declaration or announcement of goals)
* Paragraph 5 ( a break or period of rest)
1. The writer uses humour in paragraph 2. Explain how humour is created in these lines.
2. In your own words, summarise the point the writer is making in paragraph 3.
3. In your own words, explain two ways in which libraries are useful according to paragraph 4.
4. How does the final paragraph make the writer’s feelings clear? Identify two features used in this paragraph and explain their effects.
5. What is the PURPOSE of this article? INFORM, PERSUADE, DESCRIBE, ENTERTAIN? Give a reason for your answer.

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**![C:\Users\McGuiganJ\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OYAGXZXD\newspaper-icon[1].jpg]()Choose your own article**

**Choose a news article that is a similar length to the others in this booklet. Complete the following five tasks:**

1. Write down the headline, writer and newspaper/ website in which the article was published.
2. Briefly summarise the content of the article (2-3 sentences).
3. Using your own words, describe three key ideas in the article.
4. ![C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\M3N3VLLA\MC900384020[1].wmf]()What is the PURPOSE of this article? Is it to INFORM, PERSUADE, REVIEW, DESCRIBE, ENTERTAIN? Give a reason for your answer.

**Extra challenge!**

1. Quote two techniques used by the writer and explain the effect they have on the reader. You may wish to consider: word choice, imagery, punctuation, short sentence, listing, repetition, humour or any other language feature.

For example

The writer repeats the word “\_\_” to…

The writer uses the simile “\_\_\_” to…

The article ends with a single sentence paragraph: “\_\_.” This is effective because…

The list “\_\_” emphasises…

The writer uses an exclamation: “\_\_.” This suggests…

**Now choose one of the following tasks:**

1. How effective is the headline of the article? Give a reason for your answer.
2. Quote two facts and two opinions found in the article.
3. How effective do you find the conclusion (final paragraph) of the article? Give a reason for your answer.