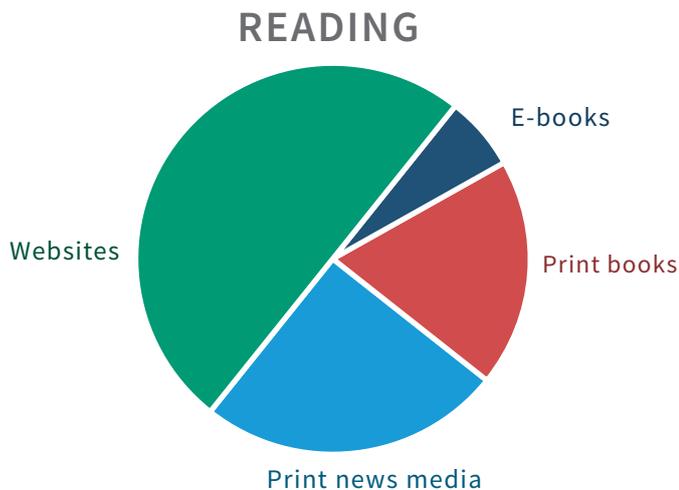


## Unit 8 Critical literacy

### 1 SPEAKING

**a** Think about how you read.

- How much of your reading is:
  - print books
  - print news media (e.g. magazines, newspapers)
  - websites (e.g. news sites, blogs)
  - e-books



Complete a pie chart, but don't label it. Then show it to another student. Can they guess what each segment shows?

2 Do you think the way you read has changed over the last ten years? How and why?

**b** Many people say that we read in a different way online. Do you think this is true? If so, how is it different? Think about:

- length of time
- length of texts
- how carefully we read
- how much we concentrate
- where we read

Make brief notes of your ideas and then discuss them in pairs.

### 2 LISTENING

**a** Four students discuss the effect of digital media. Listen to the first part of the discussion. Which one of these topics do they not talk about?

- how reading is changing in schools
- the effect of digital media on the way we read
- whether children read mainly online
- the difference between reading online and reading books

**b** What do they say about ... ?

- our brains
- reading in depth
- children and newspapers
- clicking on links
- concentrating
- 'multi-tasking'

**c** Here are some things Chris says in the second part of the discussion. What do you think the expressions in *italics* mean?

- 'Children accept things they read on the internet *at face value*.'
  - they accept that they are true
  - they think they look interesting
- 'Children are less likely to develop *critical literacy*.'
  - being able to read fluently
  - thinking about what you read
- 'Most visual media are *in real time*.'
  - events follow each other as in real life
  - they're things that actually happen

**8.2** Listen and check.

**d** Which of these are part of critical literacy?

- using your imagination
- reflecting on what you read
- reading quickly
- understanding what the writer really means
- reading several things in parallel
- forming an opinion



**e**  **8.3** In the last part, Karen talks about reading in schools. Does she think that ... ?

- 1 children should read more books at school
- 2 schools should help children to read better using digital media

**f**  **8.3** Listen again and complete the notes.

- People are sometimes very <sup>1</sup>\_\_\_\_\_ about the lack of reading in schools.
- Digital media can also help children to <sup>2</sup>\_\_\_\_\_.
- 'Hyper-reading' is a way to train pupils to <sup>3</sup>\_\_\_\_\_.
- An interesting way to teach Shakespeare: get pupils to make <sup>4</sup>\_\_\_\_\_. This helps them to <sup>5</sup>\_\_\_\_\_.

**g**  **CRITICAL THINKING**  
**REVIEWING YOUR OPINION**

Think about your answer in 1b. After listening to the discussion, do you still think the same?

**STUDY SKILLS: GROUP DISCUSSIONS**

In group discussions, some students may know more about a topic than others. To have a successful discussion, what should they do? Think about ...

- the students who know a lot
- the students who don't know so much

Think about the discussion you heard. What did the two students who spoke more (Karen and Chris) do? What did the other two students (Mateo and Azra) do?

**3 LANGUAGE FOCUS**

**Checking understanding**

**a**  **8.4** Look at these expressions from the discussion. Then listen to the discussion and answer the questions.

- 1 What do you mean, a different way?
  - 2 Do we? I don't see that.
  - 3 Well, that's what I'm saying.
  - 4 Hang on, I'm not quite sure what you mean by critical literacy.
  - 5 How do you mean?
  - 6 Exactly, that's what I mean.
  - 7 Yeah, that's exactly the point.
- a** Which expressions mean:
- i I don't understand.
  - ii I don't agree with you.
  - iii You've understood me correctly.
- b** In 3 and 6, why does the speaker say 'That's what ...'?
- i to give more emphasis
  - ii because it's an informal conversation
- c** Is there a difference between 'How do you mean?' and 'What do you mean?'?
- d** In 4, why does the speaker say 'Hang on'? What does this mean?

**4 PRONUNCIATION**

**Sentence stress and intonation**

**a** In the expressions in 3a, which syllables do you think are stressed?

**b**  **8.5** Listen and check how the speakers say them. Underline the stressed syllables and practise saying the expressions.

**c**  **8.5** Listen to expressions 3, 6 and 7 again. Does the speaker's voice ... ?

- a go down and then up at the end
- b stay low
- c go up and then down at the end

**d** Think of a reply to each of the sentences below. Use expressions from 3a.

- 1 So it's all a question of multi-tasking. (You don't understand this word.)
- 2 Most children find books boring. (You don't agree.)
- 3 Reading online changes the way the brain processes information. (You don't understand.)
- 4 So you mean teachers should be more positive? (Yes – he/she has understood you.)
- 5 Teachers should be more creative. (You don't understand.)

**e**  In turn, say the sentences in 4d and respond, then try to continue the conversation.

**5 SPEAKING**

**a** Think about a topic you know something about (it could be from your area of study or from your own interests or knowledge). You're going to tell another student about it. To prepare, make some brief notes.

**b**  Work in groups of three.

- 1 Tell the other students about your topic. Answer their questions, using expressions from 3a.
- 2 Listen to the other two students in turn. Ask questions about any points that aren't clear and to find out more information. Use expressions from 3a.

