
English Allsorts

English
& Media
Centre

EMC's collection of
ideas for English and
Media classrooms



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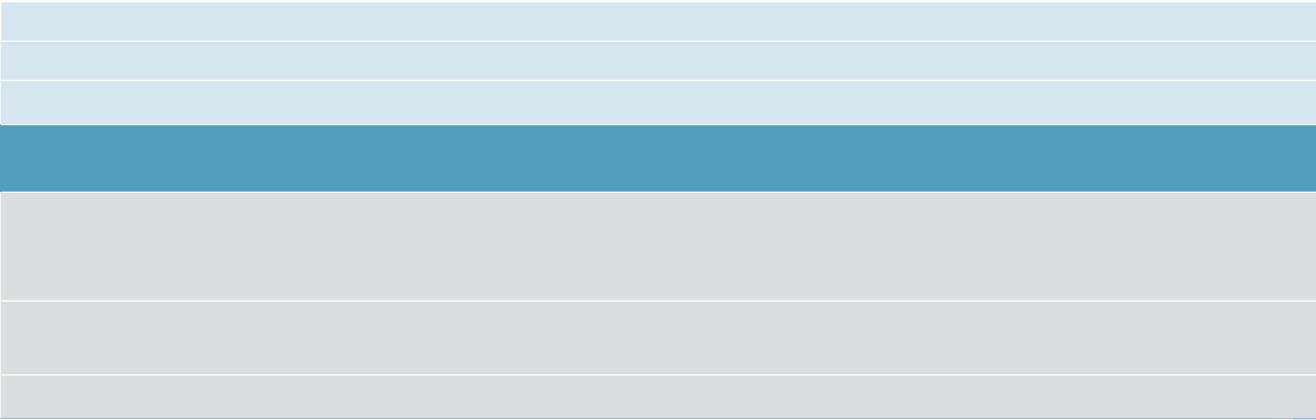
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Introduction

What is Allsorts?

English Allsorts is a compendium of strategies developed by advisory teachers at the English and Media Centre over the last 30 years. We have deliberately focused on strategies which are less generally known. Activities like hot-seating, balloon debates and freeze-frames have become staples of the English classroom, so we haven't included these. Of course, some of the strategies we have selected will be familiar to you, perhaps from EMC publications or courses; others we hope will be new to you.

Organisation

The book is organised into 14 main sections based loosely on the main areas of the English and Media curriculum, from essay and non-fiction writing to strategies for encouraging private reading and developing media literacy, plus a glossary of key media terms.

Inevitably many of the strategies could have been placed in several of the sections: 'Continuum Opinions', for example, is a strategy which not only develops Speaking and Listening but also develops students' ability to formulate and articulate arguments. 'And why not try...' cross references further strategies you may find useful.

The Alternative Index

Sometimes you may be looking for a strategy under a different kind of heading, for instance one that requires few resources or one that has links to the Citizenship curriculum or which develops argument skills. The Alternative Index on page 7 will help you locate appropriate strategies under a range of different possible headings.

The Strategies

Each strategy is presented in the same way with a table listing key information about the approach, an outline of the activity, variations and classroom tips. The key information in the

table includes: a brief overview of the strategy, what it is particularly good for, the age range it is most suitable for, timing and resources needed.

The outline of the activity is deliberately spare: these are strategies to be applied to the text or topic you are preparing to teach, rather than fully worked up resources to be taken into the classroom. 'Classroom tips' alerts you to particular issues you may need to be aware of before using it in the classroom, along with practical suggestions for ensuring the activity goes smoothly. 'Variations' includes both advice on differentiation and adapting the strategy for other age groups and suggests ways in which you could ring the changes. Many of the Media strategies offer variations specifically for use with students preparing to sit Media Studies examinations.

The CD ROM

English Allsorts is complemented by a free CD ROM. This CD ROM has two main folders:

- Allsorts
- EMC_Extras

'Allsorts' on the CD ROM provides exemplification of many of the strategies outlined in the book to give you a flavour of how they work in practice and of how they might be developed for the classroom, applied to specific texts and topics. Many of these are taken from EMC publications or course materials. 'Extra Allsorts' have been written for this publication and include grids, worksheets, classroom materials, further suggestions and examples.

'EMC Extras' includes samples from every EMC publication currently in print (2007) plus the complete *Key Stage 3 Units* – 20 diverse and engaging units of work for 11-14 year-olds.

See 'What's on the CD ROM?' on page 150 for a full index of both 'Allsorts' and 'EMC_Extras'.

Speaking and Listening

And why not try...

You may also find the following activities useful:

In Any Text:

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| 25. Newsnight Review – a simulation | 44 |

In Poetry:

- | | |
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In Drama:

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In Essay and Non-Fiction Writing:

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In Media Print Texts:

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| 90. Here Is The News | 132 |
|----------------------|-----|

In Media Simulations:

- | | |
|------------------|-----|
| 93. You the Jury | 137 |
| 94. The Pitch | 138 |

18. Soundtrack Storyboards

AGE	11-18
TIME	30 minutes (see variations for longer, more developed uses of this activity)
GROUPING	Pairs or small groups
IN BRIEF	Choosing a soundtrack to accompany a short extract from a novel, play or poem.
GOOD FOR	<ul style="list-style-type: none"> • Providing a context for a close reading of a text. • Highlighting shifts in atmosphere, tension, or tone and focusing students on the way these are created. • Introducing vocabulary for discussing atmosphere, tone and so on.
RESOURCES	Photocopied extract from a novel, play or poem to be annotated, plus a selection of music and sound-effect tracks (five is usually plenty).
ON CD ROM	Extra Allsort – worksheet, text and storyboard grid

Activity

- In pairs, students read out loud a short extract from their set text/class reader or a poem. They briefly discuss their thoughts about the atmosphere/mood and any shifts they notice and note these on the text.
- Ask students to think about the type of music or sound-effect tracks they would use to accompany a reading of the extract/poem. At what points do they think there would be a change in the music (or in its volume)?
- Briefly share first ideas in class discussion, drawing out the reasons for the choices.
- Play short extracts from the music/sound-effect tracks you have provided, pausing after each one for students to consider whether it might be suitable, at which points in the extract/poem and why.
- After playing all the tracks give students time to reflect on the ones they would use and the reasons for their choices.
- Feed back in whole class discussion, supporting students in exploring more fully what it was about the passage which influenced their choices (for example, the content, the language used, the development of the sentences and so on).

Variations

- Students could research and bring in their own soundtracks.
- You can make this a shorter, more open activity by asking students to consider the music they would use (for example, upbeat, dying away), rather than providing them with tracks.
- Students studying a whole text could explore the soundtracks they would use at key points in the novel as a way of recording the changing atmosphere/mood/tone/levels of tension.
- Rather than creating a soundtrack for an extract from a novel, students could create a soundtrack for a character, using it to trace their changing fortunes, or the way they act in public and in private.

Classroom tips

- Music composed by Schoenberg, Boulez and Satie works well in this sort of activity, as does ambient music created by Aphex Twin.

22. Question Box Revision

AGE	13+
TIME	20 minutes plus 1-2 hours (N.B. This activity works best when completed over two lessons.)
GROUPING	Individual, pair, whole class plenary
IN BRIEF	Students set their own revision agenda using an anonymous question box.
GOOD FOR	<ul style="list-style-type: none"> • Active revision. • Building students' confidence in their knowledge of the topic.
RESOURCES	A small box; slips of paper.
ON CD ROM	

Activity

- In the first lesson: give each student several slips of paper and allow them around 20 minutes to come up with as many questions as they can on the set text or topic being revised. These can be as complicated or as simple as they wish, but should be genuine questions to which they want answers.
- In between lessons: check through the questions to weed out any silly ones (but leave in any that seem very basic – the anonymity allows students to ask questions they wouldn't otherwise ask because they know they should know the answer).
- In the next lesson/s: in pairs, students pick out a question at random from the box. If it is one of their own, they can put it back. Their task is then to research and answer the question. Each pair can do this for as many questions as there is time for.
- Pairs take it in turns to present their answer to a question to the class. The rest of the class can add any ideas they have in answer to the question, as can the teacher, although the teacher should go last.

Classroom tips

- With a mixed ability class, you could share out the questions according to ability rather than letting them pick from the box.
- It is important that students answer the questions on their own, to build confidence, so only help if a pair is very stuck.

44. Spot the Poet

AGE	14-18
TIME	40+ minutes
GROUPING	Pair or group work
IN BRIEF	A game, where students see if they can spot which poem is by the poet they are studying.
GOOD FOR	<ul style="list-style-type: none"> Revising the work of a poet and clarifying his/her key features.
RESOURCES	Four or five poems by different poets, including one or two by the poet whose work students are studying but which they have not seen before.
ON CD ROM	

Activity

- Ask students to decide which poems are by their set poet and justify their views with evidence from the poems.
- Follow up the group work with a whole class plenary weighing up the evidence. Use the plenary to create a list of 'key features' of the poet's work.

Variations

- As an advanced level homework task students can write their own stanzas, as if they are long lost fragments by the set poet (not to be seen by anyone else and submitted in typewritten form). You can then mix in these stanzas with stanzas from poems by the set poet that haven't been studied in class. Students then guess which are real, which fake. If you do it as a game, you can award one point to each student who makes a correct guess and one point to each student whose 'faked' stanza is identified as being by the set poet.
- A more challenging activity for strong advanced level classes is to choose poems by other poets where some features overlap with those of the studied poet but where there are also subtle differences.

Classroom tips

- The poem by the set poet should be one that they have not come across before but should be fairly typical of themes and/or style. The poems by the other poets should be recognisably different in terms of style or theme (although see Variations for a more challenging advanced level option).
- Let students know that this activity is less about 'getting it right' and more about justifying a viewpoint with evidence from the poems. The discussion is as important as the final decisions.
- Use the list of 'key features' drawn up during the plenary as a revision tool.

51. Conversation Analysis

AGE	11-18
TIME	20-60 minutes
GROUPING	Pairs, small groups or whole class
IN BRIEF	When reading drama texts, apply the concepts that linguists use to analyse spontaneous speech.
GOOD FOR	<ul style="list-style-type: none"> • Revealing power relationships in drama. • Looking at ways in which dramatists capture the qualities of real spoken exchanges.
RESOURCES	Extract
ON CD ROM	<i>Richard III – an EMC Study Guide; Studying Othello</i>

Activity

- Give students some of the basic concepts of conversation analysis:
 - turn-taking and how this can show power, rudeness or politeness
 - agenda-setting and how this can show power relationships, assertiveness etc.
 - interruptions and what they reveal
 - length of utterances and what they reveal
 - kinds of sentences (statements, commands, exclamations and questions) and what they reveal about power relationships, conflict, politeness and so on
 - adjacency pairs – conventional patterns in conversation, such as greeting/greeting or question/answer and what happens when the patterns are flouted.
- Ask students to analyse a short segment of a drama text using these ideas about the way conversation works.
- Discuss what the analysis reveals about the relationships between the characters and the techniques used by the dramatist.

Classroom tips

- This can be done at different levels with different age groups. At 11-14-years you might want to focus on just a few aspects of conversation analysis that seem particularly important in the scene you're looking at, rather than expecting a thorough-going analysis of all aspects. They would not need all the terminology to do the activity.
- One way of developing students' independence in using these ideas is to give pairs of students one aspect of conversation analysis to focus on and report back on to the rest of the class.

Variation

- This strategy also works well when studying TV or film drama extracts, for example *Holby City*, sitcoms etc.

65. The Examiners' Meeting

AGE	16-19
TIME	40-60 mins
GROUPING	Small groups or whole class
IN BRIEF	Students role-play a meeting of the examiners to write questions and mark schemes for an exam paper.
GOOD FOR	<ul style="list-style-type: none"> • Encouraging students to think about the nature of exam questioning. • Taking on the mantle of examiner, to consider what would make a good answer. • Focusing closely on the words used in questions.
RESOURCES	Previous exam questions, copies of extracts from previous mark schemes.
ON CD ROM	

Activity

- Set up the scenario that the students will be role-playing examiners deciding on questions for the next exam on a particular text or topic.
- Pairs or threes write an exam question to bring to the meeting as a possible 'contender' for use in the exam.
- Appoint a Chair of Examiners and ask them to conduct the meeting in which the examiners have to decide on two questions to use in the next exam. The team will need to select the best two questions, then check them against previous questions and the Assessment Objectives to make sure that they are good, fair questions. They may need to re-draft them.
- Once the questions have been agreed, students use an example mark scheme as the basis for writing mark schemes for the two questions.
- The meeting concludes once everyone has agreed that they have created two well-worded questions, with appropriate mark schemes.
- Students go on to choose one of the questions to answer under timed conditions, for homework or in the next lesson.

Classroom tips

- If you have a large class, you could have more than one group of examiners, perhaps meeting to write different parts of the exam.

86. The Technical Events Test

AGE	11-16 (see 'Variations' below for examination work)
TIME	10+ minutes
GROUPING	Whole class
IN BRIEF	Students count the edits in a short moving image text.
GOOD FOR	<ul style="list-style-type: none"> • Drawing attention to the construction of a moving image text. • Exploring the effect of editing on pace, meaning and viewer response. • Encouraging active engagement with a non-print text.
RESOURCES	A short moving-image text (for example, trailer, opening sequence, TV advert); playback facilities; a note of the number and range of edits in the extract.
ON CD ROM	<i>Double Take; KS3 Media Book</i>

Activity

- Explain that an easy way to identify an edit is to look for a change in shot. Play the extract to the class and ask them to note down the number of edits they think it includes.
- For the second viewing, tell students they are to bang on the desk each time they notice an edit (or change in shot).
- Ask the class how many different edit points they noticed this time. Did they notice any changes of pace in the extract, for example, space between edits becoming shorter? What was the effect of this?
- Screen the extract for a final time, asking students to focus on variations in the editing and the effect this has on their response.

Variations

- Groups of students look out for specific types of edit (for example a cut, fade, dissolve, use of graphics, visual effects, change in soundtrack), each of which is assigned a different animal noise (so cuts are 'moos', while dissolves are 'oinks' and so on). The extract is screened with each group making the appropriate noise at the appropriate time – a fun and useful way of revealing the complexity of the editing process.

Variations for 14-16 or advanced level Media Studies

- After introducing editing conventions, re-screen the extract, focusing on the ways in which different shots are used and why:
 - shot-reverse-shot to represent dialogue
 - the use of close-ups and camera movement to emphasise emotion
 - cutting on action to give the illusion of continuous movement
 - cutaway shots dropped in to disguise edit points
 - parallel editing to indicate two events happening simultaneously in different places.
- Apply the Technical Events Test to a TV commercial or music video montage. Then using a shot-by-shot series of still frames taken with screen-capture software, ask students to identify:
 - different editing techniques
 - the relationship between shots
 - aesthetic features such as composition and framing of shots, the use of colour, visual effects, etc.

1. Allsorts on the CD ROM

Speaking and Listening Folder

	On the CD ROM
1. Debate Around the Room	<p><i>Great Expectations – an EMC Study Guide</i> – responding to Dickens' presentation of Magwitch</p> <p><i>Talk on the Box</i> – arguments for and against daytime television shows</p> <p><i>The World's Wife</i> – responding to 'Little Red Cap'</p>
2. Continuum Opinions	<p><i>Studying Blake's Songs</i> – exploring oppositions in the Songs</p> <p><i>Studying AQA A Poetry</i> – exploring similarities and differences</p> <p><i>Much Ado About Nothing – an EMC Study Guide</i> – responding to Beatrice</p> <p><i>The Curious Incident – A Study Guide</i> – exploring the character of Christopher</p>
4. Discussion Rally	Extra Allsort – i) <i>Much Ado About Nothing</i> ; ii) Homelessness
6. Popular TV Formats for Talk	Extra Allsort – four suggested uses

Any Text Folder

	On CD ROM
7. A Reading Trail	<p><i>The Curious Incident – an EMC Study Guide</i> – exploring 'voice' in narrative (includes extracts)</p> <p><i>KS3 Poetry Book</i> – poems and paintings on the story of Icarus (includes poems)</p> <p><i>Writing from Life</i> – annotated list of books and films on childhood</p> <p><i>The Poetry Pack</i> – Wordsworth reading trail</p>
8. Opinion Chains	Extra Allsort – four suggested uses (<i>Lord of the Flies</i> , <i>Brat Camp</i> , <i>Great Expectations</i>) and exemplification using <i>Make Lemonade</i>
9. What's on the Agenda?	<p><i>Studying Wise Children</i> – an agenda for reading any modern novel</p> <p><i>Studying Othello</i> – an agenda for analysing any speech</p>
10. How to Ask Good Questions of Texts	<i>Of Mice and Men – an EMC Study Guide</i> – the 5 W's
11. Benchmarking	Extra Allsort – blank grid and comparative statements

12. Counting Grammatical Constructions	<p><i>Studying AQA A Poetry</i> – ‘Patrolling Barnegat’</p> <p><i>Studying The World’s Wife</i> – ‘The Devil’s Wife’</p> <p>Extra Allsort – Jacques Prévert’s ‘Breakfast’</p>
14. Bag of Objects	<p>Extra Allsort – <i>The Tempest, Make Lemonade, Oliver Twist</i>, Poems from Different Cultures (AQA A)</p> <p><i>The Curious Incident – an EMC Study Guide</i> – Christopher</p>
15. Circle of Intimacy	<p><i>The Curious Incident – an EMC Study Guide</i> – Christopher’s family and friends</p>
16. The Power and the Puddle	<p><i>Sherlock Holmes – A Study Guide</i> – exploring the status of characters in a selection of stories</p> <p>Extra Allsort – i) <i>The Tempest</i>; ii) <i>An Inspector Calls</i></p>
18. Soundtrack Storyboards	<p>Extra Allsort – worksheet, text and storyboard grids</p>
19. Opinion Posters	<p><i>Studying Wise Children</i> – after reading responding to criticism</p>
20. ‘Just a Minute’ Soundbites	<p><i>Studying Spies</i> – Chapter 9 responding to statements</p>
21. Shifting Tones – Colour Coding	<p><i>Studying Wise Children</i> – exploring the tone of the whole novel in response to short pieces of criticism</p> <p><i>Studying The World’s Wife</i> – analysing ‘Mrs Midas’</p>
23. Visual Representation of a Text	<p><i>Studying Blake’s Songs</i> – i) ‘London’ storyboard</p> <p><i>Studying Othello</i> – a visual map of the play</p> <p><i>The Poetry Pack</i> – screen adaptations and collages</p>
24. Picture Books and Critical Theory	<p><i>Text, Reader, Critic</i> – critical position cards</p>
25. Newsnight Review – a Simulation	<p><i>Text, Reader, Critic</i> – i) critical position cards; ii) discussing a set text in role</p> <p><i>Studying Of Mice and Men</i> – responding to the characters in role as critics</p> <p><i>Studying Othello</i> – responding to key scenes in role as critics and director</p>
26. Writing in the Style of	<p><i>Studying AQA A Poetry</i> – writing a poem on a new topic in the style of one of studied poets</p>
27. Key Dates – Contexts	<p><i>Studying Blake’s Songs</i> – before reading speculating about the period</p> <p><i>KS4 Media Pack</i> – ‘Cops on the Box’ before reading</p>

28. Images and Contexts	<p><i>KS3 Fiction Pack – ‘The Blood Bay’</i></p> <p><i>Of Mice and Men – an EMC Study Guide</i> – statements, thought bubbles and original photos</p> <p><i>Sherlock Holmes – an EMC Study Guide</i> – before reading representations of Holmes</p>
29. KWL Grids	<p><i>Klondyke Kate Revisited</i> – ‘Find it’ text and KWL grid</p>
30. The Game of the Book	<p><i>Extra Allsort – Spies</i></p> <p><i>Much Ado About Nothing – an EMC Study Guide</i> – revision</p> <p><i>Twelfth Night – an EMC Study Guide</i> – exploring structure</p>
31. Zones of Proximity – Contexts	<p><i>Studying Cold Mountain</i> – exploring contexts</p>
32. The Text as a Pack of Cards	<p><i>Extra Allsort – Spies</i></p> <p><i>Studying Wise Children</i> – cards for revision, exploring the writer’s craft, creating structure maps and so on</p>
33. Text Transformations	<p><i>Three Modern Novels</i> – a film of <i>Beloved</i></p> <p><i>Great Expectations – an EMC Study Guide</i> – adapting <i>Great Expectations</i> for the stage</p> <p><i>Studying Arthur Miller</i> – television adaptation of <i>The Crucible</i></p> <p><i>Production Practices</i> – storyboarding and recording an adaptation of Chopin’s ‘Story of an Hour’</p>
35. Role-Play Prediction	<p><i>Great Expectations – an EMC Study Guide</i> – i) before reading telling a story; ii) eavesdropping Estella and Miss Havisham</p> <p><i>Much Ado About Nothing – an EMC Study Guide</i> – telling Leonato</p>

Poetry Folder

	On the CD ROM
36. Collapsed Poem	<p><i>Studying AQA A Poetry</i> – ‘Patrolling Barnegat’</p> <p><i>Studying Blake’s Songs</i> – before reading ‘The Divine Image’; before reading ‘The Human Abstract’</p> <p><i>Richard III – an EMC Study Guide</i> – before reading Anne’s speech to Richard</p>
37. Desert Island Poems	<p><i>KS3 Poetry Book</i> – choosing a sonnet for a radio programme (variation)</p>

38. Getting the Rhythm	<i>Studying Blake's Songs</i> – Blake's use of rhythm Extra Allsort – <i>emagazine</i> potted guide to rhythm
39. Poem Shapes	<i>Studying AQA A Poetry</i> – comparing poems <i>KS3 Poetry Book</i> – sonnets <i>Texts in their Times – Victorian and Modern</i> – comparing poems
40. Reading a Poem Line-by-Line	<i>Studying Blake's Songs</i> – 'The Clod and the Pebble' Extra Allsort using Billy Collins' 'An Introduction to Poetry' and Charles Causley's 'I am the Song'.
41. Sound Patterns in a Poem	<i>Studying The World's Wife</i> – exploration of rhyme across the collection Extra Allsort – 'The Clod and the Pebble'
43. Using a Poet's Words	Extra Allsort – 'Tichbourne's Elegy' <i>Studying Blake's Songs</i> – 'The Sick Rose'

Prose Fiction Folder

	On the CD ROM
45. The Digested Read	Extra Allsort – <i>The Guardian</i> digested read
47. Open the Book	Extra Allsort – suggestions for focusing on a single novel and for comparative study
48. Story Shape Diagrams	<i>KS3 Fiction Pack</i> ; <i>KS2 English and Literacy Pack</i> ; <i>Writing From Life</i> ; <i>Great Expectations</i> – an EMC Study Guide

Drama Folder

	On the CD ROM
49. Cast Meeting	Extra Allsort – <i>Richard III</i> <i>Pre-1770 Drama – Elizabethan and Jacobean</i> – <i>The Duchess of Malfi</i>
50. Cheering and Groaning Summary	<i>Richard III – A Study Guide</i> Extra Allsort – <i>Much Ado About Nothing</i> – an EMC Study Guide
51. Conversation Analysis	<i>Richard III</i> – an EMC Study Guide – analysing the conversation between Richard and Anne <i>Studying Othello</i> – exploring power relations (Othello and Iago)

52. Looking at the Cast List	<i>Much Ado About Nothing – an EMC Study Guide</i> – before reading speculating about the play <i>Studying Wise Children</i> – exploring the dramatis personae
53. The Panto Audience	<i>Much Ado About Nothing – an EMC Study Guide</i> – telling Leonato, an improvisation
54. Using Stage Directions	<i>Much Ado About Nothing – an EMC Study Guide</i> – stage directions to speculate about a scene <i>KS2 English and Literacy Pack</i> – exploring and writing stage directions <i>Studying All My Sons</i> – i) the grammatical features; ii) before reading a scene – completing the stage directions
55. Wall of Possibility	<i>Richard III – an EMC Study Guide</i> – an activity exploring the whole play
56. The Irony Inspectors	<i>Richard III – an EMC Study Guide</i> – Act 3 Scene 4 – what Hastings does not understand

Private Reading Folder

	On the CD ROM
57. Purposeful Reading Logs	Extra Allsort – reading logs
58. Class Book Groups	Extra Allsort – exemplar posters

Essay and Non-Fiction Writing Folder

	On the CD ROM
66. Weighing up the Arguments	<i>The Curious Incident – an EMC Study Guide</i>
67. An Essay in an Envelope	<i>Studying AQA A Poetry</i>

Creative Writing Folder

	On the CD ROM
68. Writing a Poem Line-by-Line	Extra Allsort
69. Paintings & Photos – Creative Writing	<i>The Poetry Pack</i> <i>KS2 English and Literacy Pack</i>
70. What's in my Pocket?	<i>The Curious Incident – an EMC Study Guide</i>
71. Ready, Steady, Cook	Extra Allsort – story writing cards
72. Mini-Sagas	Extra Allsort – approaches and example

Spelling and Knowledge About Language Folder

	On the CD ROM
79. Picture Books and Grammar	Extra Allsort – exploring sentence structure in <i>John Brown, Rose and the Midnight Cat</i>

Moving-Image Media Folder

	On the CD ROM
80. Using Genre Compilations	<i>KS4 Media Pack</i> – ‘Cops and the Box’
81. Listen With Your Eyes...	<i>Double Take</i> – ‘Dipper’ <i>KS3 Media Book</i> – ‘Home Away from Home’
82. Watch With Your Ears...	<i>Double Take</i> – ‘After Refuge’
83. Director’s Commentary	<i>Extra Allsort</i> – grid
84. How Well do you Watch? Quiz	<i>Double Take</i> – ‘Sold’
85. Re-editing the Text	<i>Double Take</i> – i) ‘Dipper’; ii) ‘Gravity’
86. The Technical Events Test	<i>Double Take</i> – i) ‘Dipper’; ii) ‘Dipper’ <i>KS3 Media Book</i> – ‘Home Away from Home’

Media Print Texts Folder

	On the CD ROM
87. Creating a Video Poem	<i>Extra Allsort</i> – lesson plan and worksheet using Blake’s ‘London’
88. Reconstructing Front Page News	<i>Doing News</i> – ‘Reading Prince Harry’
89. Change it! Commutation Tests	<i>Doing News</i> – Photographs and captions
90. Here is the News	<i>Extra Allsort</i>
91. Not Lost in Translation	<i>Doing News</i> – ‘Handling Harry – the TV Report’

Media Simulations Folder

	On the CD ROM
92. The Talk Radio Debate	<i>Media Relate</i> – ‘Argument Show’ role-play
93. You the Jury – Debates & Dilemmas	<i>Doing News</i> – ‘Is the news giving us what we need?’ <i>KS3 Media Book</i> – ‘Big Brother’ <i>KS4 Media Pack</i> – Teenzines <i>Panic Attacks</i> – exploring violence <i>Extra Allsort</i>
94. The Pitch	<i>Doing News</i> – simulation <i>Extra Allsort</i> with worksheets

Media Concepts Folder

	On the CD ROM
95. How Do You Read?	<i>Doing News</i> – i) researching reading habits; ii) reading online
96. How Do You View?	<i>Extra Allsort</i> – viewing log
98. Generic Card Games	<i>Extra Allsort</i> – sitcom cards
99. Media Detective Work	<i>Doing News</i> – research <i>Extra Allsort</i> – research guidance

1. EMC extras on the CD ROM

- A. The complete KS3 Units (Allsorts_KS3Units)
- B. Sample print material from all EMC publications, organised into genre and age range
- C. Video material from EMC publications

B. Sample print material

01KS3 Series

- KS2 Literacy Pack
- KS3 Drama Book
- KS3 Fiction Pack
- KS3 Media Book
- KS3 Non-Fiction Book
- KS3 Poetry Book
- KS3 Units
- Language Works – Draft
- ShazKaz – an anthology of original short stories

02EMC Advanced Series

- 3 Modern Novels
- Studying All My Sons
- Studying Cold Mountain
- The Modern Novel
- Studying Othello
- Pre-1770 Drama – Elizabethan and Jacobean
- Studying Blake's Songs
- Texts in their Times – Victorian and Modern
- Studying Wise Children
- Studying The World's Wife

03Study Guides

- 3 Modern Novels
- Studying AQA A Poetry
- Studying The Curious Incident
- Studying Great Expectations
- Of Mice and Men
- Studying Sherlock Holmes
- Writing from Life

04Poetry

Studying AQA A Poetry

KS3 Poetry Book

The Poetry Pack

Poetry Posters 3

Studying Poetry

05Drama

12th Night

Studying All My Sons

An Inspector Calls

KS3 Drama Book

Much Ado About Nothing – a Study Guide

Studying Othello

Pre-1770 Drama – Elizabethan and Jacobean

Richard III – a Study Guide

06Media

Doing News

Junk

KS3 Media Book

KS4 Media Pack

MediaRelate

Movie Power – Print materials

Panic Attacks

Picture Power 3 – Print materials

Talk on the Box

07Non-Fiction

Beautiful Game

Klondyke Kate Revisited

KS3 Non-Fiction Book

Talk on the Box

08Shakespeare

12th Night

Much Ado About Nothing – a Study Guide

Studying Othello

Richard III – a Study Guide

09MultiMedia

Movie Power – Print materials

Picture Power 3 – Print materials

C. Sample video material

01KS3 Series

KS3 Drama Book 1 – Hannah and Hanna

KS3 Drama Book 1 – Helmet

KS3 Media Book – ‘Juice Up’ advert

KS3 Poetry Book 1 – John Agard

KS3 Poetry Book 1 – John Hegley

02EMC Advanced Series

Studying Blake’s Songs – Allen Ginsberg reads ‘The Tyger’

Studying Othello 1 – critic

Studying Othello 2 – actor

03Study Guides

The Curious Incident – interview with Mark Haddon

04Poetry

Studying Blake’s Songs – Allen Ginsberg reads ‘The Tyger’

KS3 Poetry Book 1 – John Agard

KS3 Poetry Book 1 – John Hegley

05Drama

KS3 Drama Book 1 – Hannah and Hanna

KS3 Drama Book 1 – Helmet

Studying Othello 1 – critic

Studying Othello 2 – actor

06Media

Doing News

Double Take

KS3 Media Book – ‘Juice Up’ advert

KS4 Media Pack – ‘Bait’

Movie Power Guide

Picture Power 3 Guide

08Shakespeare

Studying Othello 1 – critic

Studying Othello 2 – actor

09MultiMedia

Movie Power Guide

Picture Power 3 Guide