



## Lesson 10: Case study – Wayne Rooney

The Price of Fame

### Curriculum links

<b>Key concepts</b>	<b>1.1 Competence</b> e Making informed choices about effective ways to communicate formally and informally	<b>1.4 Critical understanding</b> b Assessing the validity and significance of information and ideas from different sources
<b>Key processes</b> 2.2 Reading	<b>Key</b> e <b>Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion</b> a Extract and interpret information, events, main points and ideas from texts b Infer and deduce meanings, recognising the writers' intentions c Understand how meaning is constructed within sentences and across texts as a whole d Select and compare information from different texts i Understand how meaning is created through the combination of words, images and sounds in multimodal texts	
<b>Range and content</b> 3.2 Reading	<b>The texts chosen should be:</b> c Challenging, using language imaginatively to create new meanings and effects, and encouraging pupils to try such writing for themselves <b>The range of non-fiction and non-literary texts studied should include:</b> h Forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film	

### Framework substrands and APP links

Strand	5 Reading for meaning	5 Reading for meaning
<b>Substrand</b>	<b>5.1 Developing and adapting active reading skills and strategies</b>	<b>5.3 Reading and engaging with a wide and varied range of texts</b>
<b>APP links</b>	AF2, AF3	AF6, AF7
<b>Level 3</b>	<i>Establish meaning at a literal level only Base simple comments on a single point of reference in the text</i>	<i>Express personal response to the text</i>
<b>Level 4</b>	<i>Use inference and deduction to recognise implicit meanings at sentence and text level. Make relevant notes</i>	<i>Understand how readers choose and respond to texts</i>
<b>Other substrands covered</b>	<b>8 Composition: shaping and constructing</b> <b>8.4</b> Developing varied linguistic and literary techniques ( <b>Writing AF1, AF2, AF3</b> )	



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## Resources

### Main lesson stimulus

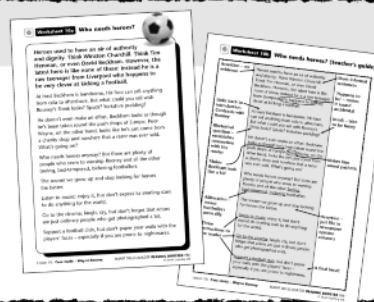
'Who Needs Heroes?' article  
(Student's Book p 23)

'The Leading Man: Wayne Rooney' adapted  
article (Student's Book p 24)

### Worksheets

**Worksheet 10a:**  
Who needs heroes?

**Worksheet 10b:**  
Who needs heroes?  
(teacher's guide)



## Teaching progression

### Starter

Ask students to each tell you one thing that they know or think about Wayne Rooney, e.g. brilliant footballer, girlfriend called Colleen, plays for Manchester United, he's boring, I fancy him, he's very rich, he's an idiot, he's always in the newspapers. Write all comments on the board.

Remind them of the previous lesson's learning and ask them to decide which of the comments could be said to be neutral, which are positive and which are negative.

### Main/development

Ask students to read 'Who Needs Heroes?' on page 23 of the Student's Book, and to decide how the views expressed are different from or similar to views they have listed.

Using a projected copy of **Worksheet 10a**, with students following on their own copies, model how to identify the writer's views in the first paragraph and point out techniques used. See **Worksheet 10b** (teacher's guide) for ideas. Ask students to help you with the second paragraph, underlining key words and phrases on the worksheet. Students then work on the remainder of the text, concentrating on how the writer presents views. You may want to underline certain words or phrases on the OHT for them to consider, for example: repeated words, insults, rhetorical questions, emotive descriptions, etc.

Read 'The Leading Man: Wayne Rooney' with the class (Student's Book page 24). Ask students to suggest what view of Rooney it promotes (negative/positive/neutral?). What words and phrases has the writer used to present his views in this article?

### Plenary

Ask students to write down three words/phrases from each text that show the views of the writer, and take feedback. As a class, decide which text presents a fairer or more balanced view of the subject. Do they feel that both texts are biased?

### Homework/extension work

Ask students to find more examples of biased presentations of celebrities in newspapers and magazines. How does the language present a positive or negative view of the celebrity or celebrity lifestyle?

## Curriculum opportunities

### 4.2 Reading

#### c Develop reading skills through work that makes cross-curricular links with other subjects

Link with the Media Studies department to examine press coverage of a celebrity reality TV programme, such as *Big Brother* or *I'm a Celebrity... Get Me Out of Here!*