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Level 3 – 14th April, 2021

No loss of marks for spelling mistakes at UK university

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<https://breakingnewsenglish.com/2104/210414-spelling.html>

Contents

The Article	2	Discussion (Student-Created Qs)	15
Warm-Ups	3	Language Work (Cloze)	16
Vocabulary	4	Spelling	17
Before Reading / Listening	5	Put The Text Back Together	18
Gap Fill	6	Put The Words In The Right Order	19
Match The Sentences And Listen	7	Circle The Correct Word	20
Listening Gap Fill	8	Insert The Vowels (a, e, i, o, u)	21
Comprehension Questions	9	Punctuate The Text And Add Capitals	22
Multiple Choice - Quiz	10	Put A Slash (/) Where The Spaces Are	23
Role Play	11	Free Writing	24
After Reading / Listening	12	Academic Writing	25
Student Survey	13	Homework	26
Discussion (20 Questions)	14	Answers	27

Please try Levels 0, 1 and 2 (they are easier).

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THE ARTICLE

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will not lose marks for spelling, punctuation and grammar mistakes. Hull University said that requiring English with no mistakes is "elitist". It said such a requirement could be seen as "homogenous, North European, white, male, and elite". Officials at the university said insisting on a high proficiency in written English discriminated against ethnic minorities and students who went to schools where average grades were low. The university said it wants to make writing and tests "more inclusive". It wants teachers to be more flexible when they mark and grade students' writing. It hopes to reduce the number of poorer students who drop out from university.

The university said many students suffer at school and in life because their written English contains mistakes. This includes students with dyslexia. This is a learning disorder that affects language. People with dyslexia have difficulty in relating to letters and words. This means it is harder for dyslexics to produce writing free of mistakes. Dyslexia affects areas of the brain that process language. The university also said that requiring well-written English could discourage students for whom English is a second language from going to university. Teachers at another university have been told it is fairer to judge students on their ideas and knowledge of a subject and not their spelling and grammar.

Sources: <https://www.dailymail.co.uk/news/article-9457171/Fury-education-regulator-tells-universities-marking-students-bad-spelling-ELITIST.html>
<https://www.msn.com/en-gb/news/uknews/universities-told-marking-students-down-for-bad-spelling-is-elitist/ar-BB1fwa3k>
<https://www.thetimes.co.uk/article/its-elitist-to-mark-down-bad-spelling-universities-insist-bmw5j2jlf>

WARM-UPS

1. SPELLING: Students walk around the class and talk to other students about spelling. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

university / spelling / punctuation / grammar / elitist / proficiency / tests / grade / low suffer / mistakes / dyslexia / language / brain / second language / judge / knowledge

Have a chat about the topics you liked. Change topics and partners frequently.

3. MISTAKES ARE OK: Students A **strongly** believe spelling mistakes in writing and tests are OK; Students B **strongly** believe otherwise. Change partners again and talk about your conversations.

4. LEARNING ENGLISH: What is most difficult about learning these things? What are the best ways to learn them? Complete this table with your partner(s). Change partners often and share what you wrote.

	Most Difficult	Best Ways
Spelling		
Listening		
Punctuation		
Vocabulary		
Grammar		
Writing		

5. MISTAKE: Spend one minute writing down all of the different words you associate with the word "mistake". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. ENGLISH: Rank these with your partner. Put the most difficult things to learn about English at the top. Change partners often and share your rankings.

- Spelling
- Grammar
- Listening
- Writing
- Punctuation
- Pronunciation
- Vocabulary
- Politeness

VOCABULARY MATCHING

Paragraph 1

- | | |
|--------------------|--|
| 1. mark | a. A group that has different national or cultural traditions from the main population. |
| 2. punctuation | b. A point given for a correct answer or for proficiency in an examination or competition. |
| 3. requiring | c. Ability. |
| 4. elite | d. Full stops, commas, question marks, brackets, etc. and other things used in writing to separate sentences and help the writer make meaning clearer. |
| 5. proficiency | e. The top part of a group that is (seen as) better to the rest in terms of ability or qualities. |
| 6. discriminated | f. Needing. |
| 7. ethnic minority | g. Treated people differently (badly) of their colour, sex, or age. |

Paragraph 2

- | | |
|----------------|---|
| 8. include | h. Have or contain as part of a whole. |
| 9. disorder | i. Facts, information, and skills acquired by a person through experience or education. |
| 10. relating | j. A state of confusion. |
| 11. process | k. Form an opinion or conclusion about. |
| 12. discourage | l. Making or showing a connection between. |
| 13. judge | m. A number of actions or steps taken in order to reach a goal. |
| 14. knowledge | n. Cause someone to lose confidence or enthusiasm. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. A UK university suggested that making spelling mistakes is OK. **T / F**
- b. The university said expecting well-written writing is elitist. **T / F**
- c. The university said ethnic minorities always do very well in spelling. **T / F**
- d. The university wants teachers to be inflexible when grading writing. **T / F**
- e. The university said people suffer in life because of writing mistakes. **T / F**
- f. People with dyslexia find it more difficult to relate to letters and words. **T / F**
- g. There is an increase in overseas students attending UK universities. **T / F**
- h. A university said correct spelling is more important than students' ideas. **T / F**

2. SYNONYM MATCH: (The words in **bold** are from the news article.)

- | | |
|-----------------------|------------------|
| 1. marks | a. condition |
| 2. requiring | b. accommodating |
| 3. proficiency | c. put off |
| 4. flexible | d. asking for |
| 5. reduce | e. parts |
| 6. disorder | f. understanding |
| 7. areas | g. points |
| 8. discourage | h. evaluate |
| 9. judge | i. skill |
| 10. knowledge | j. cut |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|--|--------------------------|
| 1. Officials | a. a second language |
| 2. discriminated against ethnic | b. out from university |
| 3. It wants teachers to be more flexible | c. disorder |
| 4. It hopes to reduce | d. minorities |
| 5. poorer students who drop | e. when they mark |
| 6. many students suffer | f. of mistakes |
| 7. This is a learning | g. on their ideas |
| 8. produce writing free | h. the number |
| 9. students for whom English is | i. at school and in life |
| 10. it is fairer to judge students | j. at the university |

GAP FILL

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will not (1) _____ marks for spelling, punctuation and grammar mistakes. Hull University said that requiring English with no mistakes is "elitist". It said (2) _____ a requirement could be seen as "homogenous, North European, white, male, and (3) _____ ". Officials at the university said insisting on a high proficiency in written English discriminated (4) _____ ethnic minorities and students who went to schools where average grades were (5) _____. The university said it wants to make writing and tests "more inclusive". It wants teachers to be more (6) _____ when they mark and grade students' writing. It hopes to (7) _____ the number of poorer students who (8) _____ out from university.

such
reduce
low
elite
drop
lose
flexible
against

The university said many students (9) _____ at school and in life because their written English (10) _____ mistakes. This includes students with dyslexia. This is a learning (11) _____ that affects language. People with dyslexia have (12) _____ in relating to letters and words. This means it is harder for dyslexics to produce writing free of mistakes. Dyslexia affects (13) _____ of the brain that process language. The university also said that requiring well-written English could discourage students for (14) _____. English is a second language from going to university. Teachers at another university have been told it is (15) _____ to judge students on their ideas and knowledge of a (16) _____ and not their spelling and grammar.

areas
disorder
fairer
difficulty
suffer
subject
contains
whom

LISTENING – Guess the answers. Listen to check.

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

- 1) A university in England has said students will _____
 - a. not loose marks
 - b. not loser marks
 - c. not lose marks
 - d. not lost marks
- 2) Hull University said that requiring English with no _____
 - a. mistake sis elitist
 - b. mistake is elitist
 - c. mistakes is elitist
 - d. miss takes is elitist
- 3) Officials at the university said insisting on _____
 - a. a height proficiency
 - b. a hi proficiency
 - c. a high proficiency
 - d. a thigh proficiency
- 4) The university said it wants to make writing and _____
 - a. tests more inclusive
 - b. tests more reclusive
 - c. tests more secluded
 - d. tests more in clues if
- 5) It hopes to reduce the number of poorer students _____
 - a. whom drop out
 - b. who'd dropout
 - c. who'd dropped out
 - d. who drop out
- 6) suffer at school and in life because their written English _____
 - a. contents mistakes
 - b. contains mistakes
 - c. containers mistakes
 - d. contain mistakes
- 7) This means it is harder for dyslexics to produce writing _____
 - a. free of mistakes
 - b. free off mistakes
 - c. free oft mistakes
 - d. free over mistakes
- 8) Dyslexia affects areas of the brain that _____
 - a. prose is language
 - b. pros S-language
 - c. prose S-language
 - d. process language
- 9) The university also said that requiring well-written English _____
 - a. could this courage students
 - b. could discourage students
 - c. could this scourge students
 - d. could disc outrage students
- 10) Teachers at another university have been told it is fairer _____
 - a. two judge students
 - b. to judge students
 - c. too judge students
 - d. two judges students

LISTENING – Listen and fill in the gaps

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will (1) _____ for spelling, punctuation and grammar mistakes. Hull University said that requiring English with no mistakes is "elitist". It (2) _____ requirement could be seen as "homogenous, North European, white, male, and elite". Officials at the university (3) _____ a high proficiency in written English discriminated against ethnic minorities and students who went to schools (4) _____ were low. The university said it wants to make writing and tests "more inclusive". It wants teachers to be more flexible when they (5) _____ students' writing. It hopes to reduce the number of poorer students (6) _____ from university.

The university said many students (7) _____ and in life because their written English contains mistakes. This includes students with dyslexia. This is a learning (8) _____ language. People with dyslexia have difficulty in relating to letters and words. This means it is harder for dyslexics to produce writing (9) _____. Dyslexia affects areas of the brain that process language. The university also said that requiring well-written English (10) _____ for whom English is a second language from going to university. Teachers at another university have been told it (11) _____ judge students on their ideas and knowledge (12) _____ and not their spelling and grammar.

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

1. What is the name of the university?
2. What did the university call the requirement for well-written English?
3. Who might requiring well-written English discriminate against?
4. What does the university want tests to become?
5. Who does the university want to stop dropping out of university?
6. Where does the university say many students suffer?
7. What is the name of the learning disorder mentioned in the article?
8. What does the learning disorder make it harder for people to relate to?
9. Who could be discouraged from coming to UK universities?
10. What did another university ask teachers to judge students on?

MULTIPLE CHOICE - QUIZ

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

- 1) What is the name of the university?
 - a) Oxford University
 - b) Hull University
 - c) Bristol University
 - d) London University
- 2) What did the university call the requirement for well-written English?
 - a) good
 - b) idiotic
 - c) sensible
 - d) elitist
- 3) Who might requiring well-written English discriminate against?
 - a) professors
 - b) authors
 - c) ethnic minorities
 - d) children
- 4) What does the university want tests to become?
 - a) more inclusive
 - b) harder
 - c) longer
 - d) international
- 5) Who does the university want to stop dropping out of university?
 - a) professors
 - b) poorer students
 - c) elite students
 - d) grade-A students
- 6) Where does the university say many students suffer?
 - a) at school and in life
 - b) at home
 - c) in class
 - d) in the library
- 7) What is the name of the learning disorder mentioned in the article?
 - a) dysgraphia
 - b) ADHD
 - c) dyslexia
 - d) dyscalculia
- 8) What does the learning disorder make it harder for people to relate to?
 - a) letters and words
 - b) numbers
 - c) pictures
 - d) colours
- 9) Who could be discouraged from coming to UK universities?
 - a) poorer students
 - b) the elite
 - c) professors
 - d) students for whom English is a second language
- 10) What did another university ask teachers to judge students on?
 - a) maths ability
 - b) handwriting
 - c) ideas and knowledge
 - d) their personality

ROLE PLAY

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

Role A – Spelling

You think spelling is the most difficult thing about English to learn. Tell the others three reasons why. Tell them why their things aren't as difficult. Also, tell the others which is the easiest of these (and why): grammar, punctuation or vocabulary.

Role B – Grammar

You think grammar is the most difficult thing about English to learn. Tell the others three reasons why. Tell them why their things aren't as difficult. Also, tell the others which is the easiest of these (and why): spelling, punctuation or vocabulary.

Role C – Punctuation

You think punctuation is the most difficult thing about English to learn. Tell the others three reasons why. Tell them why their things aren't as difficult. Also, tell the others which is the easiest of these (and why): grammar, spelling or vocabulary.

Role D – Vocabulary

You think vocabulary is the most difficult thing about English to learn. Tell the others three reasons why. Tell them why their things aren't as difficult. Also, tell the others which is the easiest of these (and why): grammar, punctuation or spelling.

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'spelling' and 'mistake'.

spelling	mistake

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• England• such• high• average• flexible• drop	<ul style="list-style-type: none">• suffer• disorder• letters• process• going• ideas
---	---

SPELLING SURVEY

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

Write five GOOD questions about spelling in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

SPELLING DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'spelling'?
3. What do you think of English spelling?
4. What advice do you have about English spelling?
5. How important is it to spell English words correctly?
6. What do you think of English grammar?
7. What are the most difficult parts of English grammar?
8. Does insisting on well-written English discriminate against people?
9. What do you think of writing, spelling and grammar tests?
10. How important is it to write well in English?

No loss of marks for spelling mistakes at UK university – 14th April, 2021
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SPELLING DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'mistake'?
13. What do you think about what you read?
14. What are your biggest problems with English spelling?
15. What advice do you have for people learning English grammar?
16. How should schools help people with dyslexia?
17. What are the big differences between your language and English?
18. What do you think of the university's new policy?
19. Is it better to judge essays on the content or the spelling and grammar?
20. What questions would you like to ask the university?

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

LANGUAGE - CLOZE

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will not (1) _____ marks for spelling, punctuation and grammar mistakes. Hull University said that requiring English with (2) _____ mistakes is "elitist". It said such a requirement could be seen as "homogenous, North European, white, male, and elite". Officials at the university said insisting (3) _____ a high proficiency in written English discriminated against ethnic minorities and students who went to schools where average grades were (4) _____. The university said it wants to make writing and tests "more inclusive". It wants teachers to be more (5) _____ when they mark and grade students' writing. It hopes to reduce the number of poorer students who drop (6) _____ from university.

The university said many students suffer (7) _____ school and in life because their written English contains mistakes. This includes students with dyslexia. This is a learning disorder that (8) _____ language. People with dyslexia have difficulty in relating to letters and words. This means it is harder for dyslexics to produce writing (9) _____ of mistakes. Dyslexia affects areas of the brain that process language. The university also said that requiring well-written English could discourage students for whom English is a (10) _____ language from going to university. Teachers at another university have been (11) _____ it is fairer to judge students on their ideas and knowledge of a (12) _____ and not their spelling and grammar.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|--------------|-----------------|-------------|--------------|
| 1. | (a) loser | (b) lost | (c) lose | (d) losing |
| 2. | (a) no | (b) not | (c) non | (d) none |
| 3. | (a) on | (b) in | (c) at | (d) as |
| 4. | (a) low | (b) slow | (c) small | (d) allow |
| 5. | (a) flex | (b) flexibility | (c) flexed | (d) flexible |
| 6. | (a) at | (b) of | (c) by | (d) out |
| 7. | (a) at | (b) of | (c) on | (d) by |
| 8. | (a) reflects | (b) effects | (c) infects | (d) affects |
| 9. | (a) free | (b) freedom | (c) frees | (d) freed |
| 10. | (a) double | (b) second | (c) duet | (d) duo |
| 11. | (a) telling | (b) told | (c) tell | (d) tells |
| 12. | (a) subject | (b) abject | (c) inject | (d) object |

SPELLING

Paragraph 1

1. lose marks for spelling, ptuicotnnau and grammar
2. qinuirgre English with no mistakes
3. white, male, and eliet
4. insisting on a high feiocicyprn
5. make writing and tests more vucniesil
6. It wants teachers to be more eeilblfx

Paragraph 2

7. many students usferf at school
8. This ncldesui students with dyslexia
9. have difficulty in liatergn to letters and words
10. areas of the brain that srpseco language
11. dgeosrauc students
12. judge students on their ideas and odngeeklw

PUT THE TEXT BACK TOGETHER

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

Number these lines in the correct order.

- () and elite". Officials at the university said insisting on a high proficiency in written English discriminated against ethnic
- () English could discourage students for whom English is a second language from going to
- () minorities and students who went to schools where average grades were low. The university said it
- () grade students' writing. It hopes to reduce the number of poorer students who drop out from university.
- () grammar mistakes. Hull University said that requiring English with no mistakes is
- () "elitist". It said such a requirement could be seen as "homogenous, North European, white, male,
- (**1**) A university in England has said students will not lose marks for spelling, punctuation and
- () The university said many students suffer at school and in life because their written English contains mistakes. This includes students
- () to letters and words. This means it is harder for dyslexics to produce writing free of mistakes. Dyslexia affects areas
- () university. Teachers at another university have been told it is fairer to judge students on their
- () of the brain that process language. The university also said that requiring well-written
- () ideas and knowledge of a subject and not their spelling and grammar.
- () with dyslexia. This is a learning disorder that affects language. People with dyslexia have difficulty in relating
- () wants to make writing and tests "more inclusive". It wants teachers to be more flexible when they mark and

PUT THE WORDS IN THE RIGHT ORDER

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

1. lose spelling . marks for Students not incorrect will
2. elitist . Requiring that has no mistakes English is
3. where to Went low . average grades were schools
4. wants more to teachers flexible . be It
5. who poorer of number drop The students out .
6. said The suffer school . many students university at
7. language . a affects that This learning disorder is
8. for it harder This means is dyslexics .
9. language . second is whom for a English Students
10. fairer is ideas . students It to on judge

CIRCLE THE CORRECT WORD (20 PAIRS)

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will not *losing* / *lose* marks for spelling, punctuation and grammar mistakes. Hull University said that *requiring* / *require* English with no mistakes is "elitist". It said *much* / *such* a requirement could be seen *has* / *as* "homogenous, North European, white, male, and elite". *Officials* / *Official* at the university said insisting on a high proficiency *on* / *in* written English discriminated against ethnic minorities and students who went to schools where average grades were *small* / *low*. The university said it wants to make writing and tests "more inclusive". It wants teachers to be *more* / *many* flexible when they mark and grade students' writing. It hopes to *reduction* / *reduce* the number of poorer students who drop *out* / *in* from university.

The university said many students suffer *to* / *at* school and in life because their written English *contains* / *contents* mistakes. This includes students with dyslexia. This is a learning *order* / *disorder* that affects language. People with dyslexia have *difficult* / *difficulty* in relating to letters and words. This means it is harder for dyslexics *to* / *for* produce writing free of mistakes. Dyslexia affects areas of the *brain* / *brainy* that process language. The university also said that requiring well-written English could discourage students for *what* / *whom* English is a second language from *going* / *gone* to university. Teachers at another university have been *tell* / *told* it is fairer to judge students on their ideas and knowledge of a *subject* / *object* and not their spelling and grammar.

Talk about the connection between each pair of words in italics, and why the correct word is correct.

INSERT THE VOWELS (a, e, i, o, u)

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

_ _n_v_rs_ty _n _ngl_nd h_s s__d st_d_nts w_ll n_t
l_s_ m_rks f_r sp_ll_ng, p_nct__t__n _nd gr_mm_r
m_st_k_s. H_ll _n_v_rs_ty s__d th_t r_q__r_ng _ngl_sh
w_th n_ m_st_k_s _s "_l_t_st". _t s__d s_ch _
r_q__r_m_nt c__ld b_ s__n _s "h_m_g_n__s, N_rth
__r_p__n, wh_t_, m_l_, _nd _l_t_". _ff_c__ls _t th_
_n_v_rs_ty s__d _ns_st_ng _n _ h_gh pr_f_c__ncy _n
wr_tt_n _ngl_sh d_scr_m_n_t_d _g__nst _thn_c
m_n_r_t__s _nd st_d_nts wh_ w_nt t_ sch__ls wh_r_
_v_r_g_ gr_d_s w_r_ l_w. Th_ _n_v_rs_ty s__d _t
w_nts t_ m_k_ wr_t_ng _nd t_sts "m_r_ _ncl_s_v_". _t
w_nts t__ch_rs t_ b_ m_r_ fl_x_bl_ wh_n th_y m_rk
_nd gr_d_ st_d_nts' wr_t_ng. _t h_p_s t_ r_d_c_ th_
n_mb_r _f p__r_r st_d_nts wh_ dr_p __t fr_m
_n_v_rs_ty.

Th_ _n_v_rs_ty s__d m_ny st_d_nts s_ff_r _t sch__l
_nd _n l_f_ b_c__s th__r wr_tt_n _ngl_sh c_nt__ns
m_st_k_s. Th_s _ncl_d_s st_d_nts w_th dysl_x___. Th_s
_s _ l__rn_ng d_s_rdr th_t _ff_cts l_ng__g_. P__pl_
w_th dysl_x__ h_v_ d_ff_c_lty _n r_l_t_ng t_ l_tt_rs
_nd w_rds. Th_s m__ns _t _s h_rdr f_r dysl_x_cs t_
pr_d_c_ wr_t_ng fr__ _f m_st_k_s. Dysl_x__ _ff_cts
_r__s _f th_ br__n th_t pr_c_ss l_ng__g_. Th_
_n_v_rs_ty _ls_ s__d th_t r_q__r_ng w_ll-wr_tt_n
_ngl_sh c__ld d_sc__r_g_ st_d_nts f_r wh_m _ngl_sh _s
_ s_c_nd l_ng__g_ fr_m g__ng t_ _n_v_rs_ty. T__ch_rs
_t _n_th_r _n_v_rs_ty h_v_ b__n t_ld _t _s f__r_r t_
j_dg_ st_d_nts _n th__r _d__s _nd kn_wl_dg_ _f _
s_bj_ct _nd n_t th__r sp_ll_ng _nd gr_mm_r.

PUNCTUATE THE TEXT AND ADD CAPITALS

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

a university in england has said students will not lose marks for spelling punctuation and grammar mistakes hull university said that requiring english with no mistakes is elitist it said such a requirement could be seen as homogenous north european white male and elite officials at the university said insisting on a high proficiency in written english discriminated against ethnic minorities and students who went to schools where average grades were low the university said it wants to make writing and tests more inclusive it wants teachers to be more flexible when they mark and grade students writing it hopes to reduce the number of poorer students who drop out from university

the university said many students suffer at school and in life because their written english contains mistakes this includes students with dyslexia this is a learning disorder that affects language people with dyslexia have difficulty in relating to letters and words this means it is harder for dyslexics to produce writing free of mistakes dyslexia affects areas of the brain that process language the university also said that requiring wellwritten english could discourage students for whom english is a second language from going to university teachers at another university have been told it is fairer to judge students on their ideas and knowledge of a subject and not their spelling and grammar

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2104/210414-spelling.html>

A university in England has said students will not lose marks for spelling, punctuation and grammar mistakes. Hull University said that requiring English with no mistakes is "elitist". It said such a requirement could be seen as "homogenous, North European, white, male, and elite". Officials at the university said insisting on a high proficiency in written English discriminated against ethnic minorities and students who went to schools where average grades were low. The university said it wants to make writing and tests "more inclusive". It wants teachers to be more flexible when they mark and grade students' writing. It hopes to reduce the number of poorer students who drop out from university. The university said many students suffer at school and in life because their written English contains mistakes. This includes students with dyslexia. This is a learning disorder that affects language. People with dyslexia have difficulty relating to letters and words. This means it is harder for dyslexics to produce writing free of mistakes. Dyslexia affects areas of the brain that process language. The university also said that requiring well-written English could discourage students for whom English is a second language from going to university. Teachers at another university have been told it is fair to judge students on their ideas and knowledge of a subject and not their spelling and grammar.

HOMework

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about this news story. Share what you discover with your partner(s) in the next lesson.

3. SPELLING: Make a poster about spelling. Show your work to your classmates in the next lesson. Did you all have similar things?

4. IDEAS: Write a magazine article about making ideas more important than spelling and grammar in writing. Include imaginary interviews with people who are for and against this.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. LETTER: Write a letter to an expert on spelling. Ask him/her three questions about it. Give him/her three of your ideas on how we can learn to spell better. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

VOCABULARY (p.4)

1. b 2. d 3. f 4. e 5. c 6. g 7. a
8. h 9. j 10. l 11. m 12. n 13. k 14. i

TRUE / FALSE (p.5)

- a T b T c F d F e T f T g F h F

SYNONYM MATCH (p.5)

1. g	2. d	3. i	4. b	5. j
6. a	7. e	8. c	9. h	10. f

COMPREHENSION QUESTIONS (p.9)

1. Hull University
2. Elitist
3. Ethnic minorities and poorer students
4. More inclusive
5. Poorer students
6. At school and in life
7. Dyslexia
8. Letters and words
9. Students for whom English is a second language
10. Ideas and knowledge

WORDS IN THE RIGHT ORDER (p.19)

1. Students will not lose marks for incorrect spelling.
2. Requiring English that has no mistakes is elitist.
3. Went to schools where average grades were low.
4. It wants teachers to be more flexible.
5. The number of poorer students who drop out.
6. The university said many students suffer at school.
7. This is a learning disorder that affects language.
8. This means it is harder for dyslexics.
9. Students for whom English is a second language.
10. It is fairer to judge students on ideas.

MULTIPLE CHOICE - QUIZ (p.10)

1. b 2. d 3. c 4. a 5. b 6. a 7. c 8. a 9. d 10. c

ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.
(It's good for your English ;-)