

# UNIT 13

# News Media

This Unit widens the circle, taking us to the topic of news media. News is an important topic in the students' domestic and international (global) circles, though many might only be aware of fashion news, sports news, movie news and pop-star news. Nevertheless, this indicates an awareness of things outside one's inner circles. The aim of this Unit is to take that awareness further and encourage students to widen their scope to domestic events and to international current affairs.

There is of course the problem that we can feel insignificant when looking at international disasters (man-made and natural), but again awareness is the first step to being an informed citizen. In cases such as pollution and global warming, this awareness can help us to make our own personal contributions and to send out small ripples of positive action.

## Page 105

### Brainstorming (individuals)

- Students set up the learning schema by thinking about their involvement with current affairs.
- They also think about how they access news, including the use of News Feeds.

This activity can be done before the class or at the beginning, while the teacher is taking the roll.

### Task: Headlines (pairs)

- Students discuss the headlines of 9 important events in world history and match them with the dates at the bottom of the page.
- The answers are given in the Answer Section at the back of the Student Book.

The aim here is to get students to think of important world events. Perhaps they can think of some more that they think are significant.

Students might like to watch a YouTube short video about significant world events, such as:

<https://www.youtube.com/watch?v=Tw5c1Nk7tR8> (Top 10 Moments That Made The World Stand Still).

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### Breaking News (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 59) and ask students to read the paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should **match the words and phrases** at the bottom of the page.

This reading passage consist of 4 paragraphs. Therefore it will possible to make a jigsaw activity, asking each of 4 groups to look at one paragraph and then present it to the other groups. Alternatively, students can regroup so that everyone in the new group has studied a different paragraph.

Answers:



**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. Modern technology has enabled news reports to be delivered to our tablets, laptops, PCs and phones.
2. 'SNS' means Social Networking Service.
3. Before the invention of the printing press, news traveled by word of mouth.
4. The Marathon event in the modern Olympic Games originates from 490 BCE, when a messenger ran to Athens to tell people about the Greek history at the Battle of Marathon.
5. The first English newspaper, *The London Gazette*, was published in 1666.
6. 'Go viral' means that a post on YouTube or a SNS site has been seen by thousands (or millions) of people in a very short time.
7. We can be news reporters by posting videos of news events as they happen.

### Think for Yourself

Students think about types of news. This helps them to realize that there are many different special interests. While international news, domestic news and current affairs dominate the news channels, many people are interested in specific news such as fashion news, movie news, sports news, culture news, and many more types. Therefore if the teacher ever wishes to get students to make a class newspaper, they can write articles about various topics.

Students also think about the contents of newspapers. This again is important, since newspapers contain many different contents. For example, crosswords, cartoons, editorials, horoscopes, classified ads, financial news and TV schedules.

### Background Information

This information is mostly about newspapers. If this information helps to make students curious, they might like to follow up on some of the information. This section should also help them when discussing, on the next page.

## Page 108

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategy: 'Adding supporting statements'.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. The sort of news that interests me most is Baduk news. I love to see how the pro players are getting on. I think Korean Baduk players are the best in the world and I learn a lot from watching their games. They also have interesting lives. They are role models for me.
2. - Yes, I like to talk about the news with my friends. They all have different opinions, so I can learn a lot by talking with them. Furthermore, they can share news that I haven't heard about.  
- No, I don't like to talk about the news with my friends. The news is always about disasters and killing or corruption. I find it depressing. And besides, we have better things to talk about.
3. My favorite news media is the Internet. First of all, I don't have to pay for it. I can just browse the news sites and find out what is going on. In addition, I can look for specialist news like soccer news or even fishing news. On top of that, I can check the archives and find what was happening years ago. You can't do that with newspapers.
4. - Yes, I would like to be a news anchor. I think it must be an exciting job and an interesting job. I would enjoy telling the news to everyone watching on TV.  
- No, I would not like to be a news anchor. They have to do late news shows as well as early news shows. What's more they have to talk about sad news all the time. I don't want to talk about how many people died today or how terrorists blew up a building.
5. - Yes, I would like to be a news reporter. I would love to interview famous politicians, sports people and movie stars. It would be very glamorous.  
- No, I don't want to be a news reporter. They have to visit disaster sites and talk with people who have had bad experiences. Some reporters even go to war sites and they are in great danger. I wouldn't mind being a fashion reporter or an entertainment reporter. However, there would still be the stress of trying to report the news before anyone else.
6. I think the advantages of news media are that they tell us what is happening around the world, in our own country and even in our own district. In addition they also tell us all sorts of news. Furthermore they are very up-to-date these days and we can have the news delivered to our smartphones as it happens. However, there are also disadvantages. For example, the media have to compete with each other. So they often try to get the most shocking story about disasters and terrorism. They don't tell us good things because they think people are not interested in good things. On top of that, they give us so much news we don't know what to read. It is easy to miss out on news just because of this overload.
7. In my opinion there are so many disasters and killings on TV news because the news people think we want to know about terrible things happening around the world. In my opinion this actually influences people to perform acts of violence. It would be interesting to see what would happen if the news media focused more on acts of charity and love.
8. - Yes, of course I believe everything I see on the news programs. It is their job to find out about the news, so I trust them. They are the experts.  
- I disagree. I don't believe everything I see on the news programs. They need people to watch their programs, so they find shocking news. I think that they even make up news items if they can't find anything shocking enough.

9. - Yes, I agree with freedom of the press. I think that news media should be able to publish any news they want to. If the government doesn't like the news, that's not important. The main thing is that people should know the truth. For example, if the government is monitoring all my phone calls, I want to know about it. This is my right.
- No, I don't agree with freedom of the press. Some stories are too dangerous to let everyone know about. For example, spy stories or military secrets. Sometimes the government needs to do things that go beyond the law and the press should not be allowed to report what the government is doing.

The final question (#9) is for advanced learners, but being at the end, it will probably only be reached by advanced learners anyway.

## Page 109

### Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 60 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz

Suggested answers:

1. Jenny was surfing the Internet because she want to find out information about tigers becoming endangered. This was for her assignment.
2. Jenny go sidetracked because she found a story about a mother tiger that had rejected her cubs.
3. Ji-hye did not understand the picture right away.
4. Ji-hye thought that the tiger cubs were puppies.
5. The mother tiger did not want to take care of her cubs.
6. Ji-hye said 'It makes a change' because this was an interesting, 'feel good' news story instead of the usual shocking news stories.

## Page 110

### Let's Make a Role-play (pairs, or groups of three)

- Students work together as pairs making their role-play details on this page.
- If they would like one person to be a video camera operator, then students can be in groups of 3.
- Students make a role-play situation (news event) and decide who they will interview.
- They should fill in the two boxes on this page.
- Suggested questions are offered on this page.

## Page 111

### Let's Be Reporters (pairs or groups of three)

- Students make a script for their role-play.
- Then they perform the role-play to another group.
- They might like to make a video.
- Students can watch news videos in order to use appropriate language. For example:

This is ..... speaking from ..... I am talking to ..... now who was on the scene of the accident.

Thank you. This has been ..... in ..... for ABC news.

## Page 112

### My Listening Skills

- Students perform a self-assessment of their listening skills.

This is a consciousness-raising activity, so there are no correct answers and no need to comment on the scores of the students. The activity itself should help them to think about their listening as an important component of discussion.

### Review

- Students review Unit 13 and prepare for Unit 14.

This activity is the same as at the end of Unit 9 and can be done for homework.

Students should get into the habit of reviewing what they have learned and preparing for future study.