

## Unit Plan

Learning Focus: Reporting on News and News Events

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CEFR: B2.1

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Title: (pun, idiom, colloquialism)

Press Pass: Behind the Scenes

Subtitle: (a call to action)

Discover the Art of News Reporting

### Unit Theme/Context/Premise:

This unit presents the world of news reporting, exploring how news is gathered, reported, and consumed.

It starts with a podcast interview to introduce:

- the important **role of news** for individuals and for society; and
- how **technology** has changed its delivery.

Students will discuss different aspects of news production and dissemination, including:

- **media bias**,
- **false news**
- **the impact of news** on society.

The primary objective is for students to

- **gather** information for a news event,
- **synthesize** and evaluate news reports, and
- **report** on the news.

This enhances students' understanding of journalism and their media literacy, an implicit secondary objective.

Additionally, they will develop their skills in:

- **distinguishing between facts and opinions**; and
- engaging in thoughtful speculation about events, utilizing concepts of **certainty, probability, and doubt**.

Target Language:

| <b>Lexical (target only)</b>  | <b>Examples</b>   |
|---|---|
| <p><b>Media-Related Terms</b><br/>           Article<br/>           Breaking news<br/>           Bulletin<br/>           Correspondent<br/>           Exposé<br/>           Eyewitness<br/>           Feature<br/>           Headline<br/>           Interview<br/>           Journalist<br/>           Media<br/>           Report<br/>           Scandal<br/>           Topic</p> <p><b>Dangers/Issues in Media</b><br/>           Balance<br/>           Bias<br/>           Fake news<br/>           Gossip<br/>           Influence<br/>           Opinion<br/>           Trust</p> <p><b>Expressions (compound phrases)</b><br/>           Current event<br/>           Just in<br/>           In-depth<br/>           Up to date<br/>           Well-balanced</p> <p><b>Verbs</b><br/>           Announce<br/>           Broadcast<br/>           Leak<br/>           Publish<br/>           Publicise<br/>           Report</p> <p><b>Reporting Verbs</b><br/>           Admitted<br/>           Announced<br/>           Claimed<br/>           Confirmed<br/>           Reported<br/>           Revealed<br/>           Stated</p> <p><b>Expressions with record</b><br/>           Record the news / an interview<br/>           Go on the record<br/>           Be off the record</p> | <p>The <i>journalist</i> wrote an interesting <i>article</i> about space travel.</p> <p><i>Breaking news</i>: a new species of frog has been discovered in the Amazon!</p> <p>The <i>correspondent</i> reported live from the scene of the earthquake.</p> <p>It's important to have <i>balance</i> in a news report to show all sides of the story.</p> <p>Some news programs show <i>bias</i> by only telling one side of a story.</p> <p>My parents taught me how to spot <i>fake news</i> online.</p> <p>There's a lot of <i>gossip</i> in school, but not all of it is true.</p> <p><i>Just in</i>: school will be closed tomorrow due to the snowstorm.</p> <p>The magazine published an <i>in-depth</i> article about the newest video game trends, which included <i>interviews</i> with game designers.</p> <p>The sports news app on my phone keeps me <i>up to date</i> with scores and highlights from basketball games.</p> <p>Our local radio station <i>broadcasts</i> music and news every day.</p> <p>The school magazine plans to <i>publish</i> new stories every month.</p> <p>The school newsletter <i>announced</i> the dates for summer vacation.</p> <p>The <i>eyewitness</i> <i>claimed</i> to have seen a bear in the city centre!</p> <p>During the meeting, they agreed to keep some discussions <i>off the record</i>.</p> |

## Grammar

|  |  |
|--|--|
|  |  |
| Modals + present perfect for speculation and deduction   | The athlete <b>might/may/could have injured</b> his knee when he fell.<br>The big company <b>must have made</b> a large contribution to the mayor's re-election campaign – he gave them land for their factory.<br>The teen <b>can't have stolen</b> the bike – he was in class! |
| Present participle clauses                               | <b>Standing on the corner</b> , she witnessed the unexpected arrival of Taylor Swift and quickly began recording the scene outside the restaurant.   |
| Reduced relative clauses                                 | The <b>report leaked</b> to the press described the city's plan to cut down one hundred old trees.   |
| <b>REVISION</b>  |  |
| Reported speech + passives                               | <b>It was reported</b> by the news channel that the star athlete had been disqualified.<br>The star athlete <b>is reported to have been</b> disqualified.  |
| Reported speech + past perfect / past perfect continuous | Our student representative <b>said</b> that the mayor <b>had spoken</b> about the city's new environmental policies.<br>She <b>stated</b> that the volunteers <b>had been organizing</b> the charity event since last year.  |

## Functions/Can-dos

## Examples

|  |  |
|--|--|
| Gather information for a news event    | Interviewing people for a student newspaper article.   |
| Synthesise and evaluate news reports   | Summarizing an article and saying objective and well-balanced it is.                                   |
| Report on the news                     | Presenting news to class that was read at home.  |
| Talk about media bias                  | Comparing different accounts of a single event and speculating about the reporters' personal opinions. |
| Separate fact from fiction             | Identifying false statements (when contrasted with statistics)   |
| Express certainty, probability, doubt. | Speculating about what happened in an accident or event that no one had seen.                          |

| <b>Skills</b>   | <b>Where in the unit?</b> |
|---|---------------------------|
| Reading articles/reports                                | 1C, 1D, 3A                |
| Reading: identifying genre and style                    | 3B                        |
| Reading: identifying formal register                    | 1C                        |
| Reading: identifying viewpoints/bias                    | 3B                        |
| Listening to radio/TV                                   | 1B                        |
| Listening: inferring implicit meaning                   | 1B                        |
| Listening: listening to interviews                      | 1B                        |
| Writing scripts/news reports – formality                | 2D, 4A                    |
| Writing: Summarising,                                   | 2D, 4A                    |
| Speaking: Summarising                                   | 2D, 4A                    |
| Speaking: Paraphrasing                                  | 2D, 4A                    |
| 'were' and 'was' in strong and weak forms               | 2C                        |
| TS-13-RS-3 - Summarising findings and writing a report. | 2D, 4A                    |

### **Potential Learner Difficulties**

|  |
|--|
| Students likely will be unable to spot fake news, and will likely not read any news, making reading tasks more challenging than the teacher may expect (e.g. inferring meanings or detecting writer bias). |
| Students may have problems with the perfect infinitive (may have got lost, claimed to have been) if not taught with examples in context.   |
| Younger students may have difficulty with shades of meaning and speculation in items like “claimed” and modal verbs of probability.  |
| Some students will find it challenging to take notes on interviews and synthesise several interviews into a short news report.   |
| Some younger students may find it demanding to go beyond human interest stories to talk of serious journalism (lexis   |

like exposés, in depth, well-balanced etc.). Fourteen-to-sixteen-year-olds will need support if they have not been exposed to the genre.

### Syllabus : Queries and Solutions

|  |  |
|--|--|
| Writer Task Description specified ARI 6.0–6.9 (?), but that is typically B1. ARI 8+ is fairly typically exam-level reading material for B2.2 (on the Cambridge FCE Sch).                                   | Solution: Pending confirmation, I will pitch the readings and listening scripts to <b>ARI 6.5 – 7.5</b> so that students can be exposed to the longer target lexis in context, and learn to understand more abstract ideas in longer sentences with linkers. |
| 'Were' and 'was' in strong and weak forms doesn't align perfectly well as a learning objective with the lesson sequence I'm proposing (opportunities may appear when writing content for rest of lessons). | Solution: Widen the topic to word stress in questions, highlighting strong and weak forms of the auxiliary verbs in example interview questions and responses, including other auxiliaries apart from was and were.  |
| UK English conventions or US conventions?  | Although the was posted in Texas, the specified lexis used UK spelling (-ise, -isation) and single quotation marks. I have remained consistent with these UK conventions pending confirmation of preference in your house style.                             |

### Approximate Skill

#### Breakdown

Note: if a section is 'Vocab + grammar – 20 mins' then both vocab and grammar are given 20 mins each in the table.

| Skills    | Timings                   |
|-----------|---------------------------|
| READING   | 1C, 3B, 3C, 3D (95 min)   |
| WRITING   | 2D, 4D (120 min)          |
| LISTENING | 1B, 1D (50 min)           |
| SPEAKING  | 1C, 3B, 3D, 4B (135 min)  |
| LEXIS     | 1B, 2A, 3A.1, 3C (65 min) |
| GRAMMAR   | 1D, 2B, 2D, 3A.2 (65 min) |

**Note:** most activities involve two skills, and 3A is divided into two parts (3A.1 and 3A.2 for logical thematic flow).

## Lesson One

### Homework Review

|        |
|--------|
| 5 mins |
|--------|

### Section 1A: INTRODUCTION TO THE NEWS: READING + SPEAKING (20 mins)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | DISCUSS THE MEDIA  |
| <b>Initial aims &amp; outcomes</b> | Express personal habits and opinions about news.   |
| <b>Lexis</b>                       | News, news stories, catch up on, news topics, sources, newspapers, what's going on, current events.  |
| <b>Grammar</b>                     |  |
| <b>Activity</b>                    | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book introductory survey quiz: students' opinions on / consumption of news and the media.</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Pair work: students take survey together, comparing answers.</li> <li>• Students add up points to determine their news consumption profile (from "never look at news" to "news junkie")</li> <li>• Teacher elicits opinions about how important the news could be, why, and whether they should discuss current events at school.</li> </ul> |

### Section 1B: LISTENING + VOCABULARY (20–30 min)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | LISTENING TO RADIO INTERVIEWS<br>DISCUSS THE MEDIA<br>INFERRING IMPLICIT MEANINGS  |
| <b>Initial aims &amp; outcomes</b> | Understand a podcast interview about young people and the news.  |
| <b>Lexis</b>                       | <p><b>Media (1):</b> article, interview, journalist, media, report</p> <p><b>Additional:</b> analyse news reports, catch up on the news, critical thinking, digital era, fake news, follow the news, journalism, news, news detective, news story, newspaper, printing press, radio news, report news, sources, stay up to date with, tv news.</p>   |
| <b>Grammar</b>                     |  |
| <b>Activity</b>                    | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Listening: radio (podcast) interview "News for Teens"</li> <li>• Book comprehension and vocabulary questions, including 1-2 question with implicit meanings.</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Teacher asks teaser questions about the origin, importance and purpose of the news.</li> <li>• Teacher plays listening once.</li> <li>• Students answer brief comprehension questions.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Teacher plays listening second time.</li> <li>• Students complete vocabulary matching activity.</li> <li>• Teacher elicits opinions about implicit meaning of the text (e.g. the media are businesses, and news influences public opinion.)</li> </ul> |
|--|---|

### Section1C: READING AND SPEAKING (25-30 min)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | <p>READING ARTICLES AND REPORTS<br/> TALK ABOUT MEDIA BIAS<br/> READING: IDENTIFYING GENRE<br/> READING: IDENTIFYING FORMAL REGISTER<br/> READING: IDENTIFYING VIEWPOINTS AND BIAS</p>   |
| <b>Initial aims &amp; outcomes</b> | <p>Identify bias genre, register, and bias in different written news items.<br/> Categorise statements as fact or opinion.</p>   |
| <b>Lexis</b>                       | <p><b>Media (2):</b> breaking news, bulletin, correspondent, exposé, eyewitness, feature, headline, scandal, topic, business.<br/> Additional: scandal, post, sensationalist, gossip, fake news, news website, blog, blogger</p>   |
| <b>Grammar</b>                     |  |
| <b>Activity</b>                    | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book Reading activity with for / against / sensationalist and fake articles and posts to evaluate (avoiding controversial topics and national/international politics).</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Read a series of articles excerpts and posts (total 400 words)</li> <li>• Students speak with partner about what the real situation in each might be.</li> <li>• Students identify articles by genre.</li> <li>• Students identify articles by register.</li> <li>• Students categorize sentences from reports as fact or opinion.</li> <li>• Students identify news reports that focus on personal/emotional aspects, as opposed to the actual issue (or choose one of four sentences which best summarises the situation, including distractors which focus on emotions and gossip).</li> </ul> |

**Section 1D : GRAMMAR AND LISTENING (30 min)**

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | LISTEN TO RADIO/TV<br>EXPRESS CERTAINTY, PROBABILITY, DOUBT   |
| <b>Initial aims &amp; outcomes</b> | <ul style="list-style-type: none"> <li>• Listen to radio reports on news events.</li> <li>• Speculate and make deductions about events or states in the past.</li> </ul>  |
| <b>Lexis</b>                       | must/might/may/could/can't have   |
| <b>Grammar</b>                     | Grammar: modal verbs + perfect infinitive for speculation, certainty and doubt about the past   |
| <b>Activity</b>                    | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book Grammar explanation</li> <li>• Book practice activity</li> <li>• Listening: radio reports about accidents and events</li> <li>• Book: completion activity with 1-3 words missing from each speculation about the accident/event (modal verbs plus perfect infinitives)</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Teacher highlights the difference between a sentence like, 'He is ill' and 'He must be ill'. T asks Students if they tell their friends <i>maybe</i> when they aren't not sure when they don't know the answer to a question, or if they just give an answer like <i>yes</i> or <i>no</i>. T asks Students if they think that is important in telling the news, when a reporter isn't sure of the truth.</li> <li>• Students deduce the means of speculations in the present and in the past to highlight the perfect infinitive's use for expressing past events or states.</li> <li>• Teacher goes over the grammar explanation in the book, asking comprehension check questions.</li> <li>• Students do a sentence completion exercise.</li> <li>• Students listen to a few sentences from a series of radio reports (accident/event + speculation).</li> <li>• Students complete a gapped text with 1-3 words (e.g. might, might have, must have gone) from the target structure.</li> </ul> |

**Section 1E : FILLER (5-15 min)**

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | SEPARATE FACT FROM FICTION  |
| <b>Initial aims &amp; outcomes</b> | Become aware of possible signs of news being fake.<br>Adopt a critical attitude when reading news.  |
| <b>Lexis</b>                       | Fake news   |
| <b>Grammar</b>                     |   |
| <b>Activity</b>                    | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Presentation: Game rules</li> <li>• Presentation: Fake news items mixed with real news items</li> <li>• Optional handout (for homework or more careful study)</li> </ul> |



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|  | <p><b>STAGES</b></p> <ul style="list-style-type: none"><li>• Teacher explains that they are going to play a game in which Students bid on news articles or social media posts that they are sure are true or are sure are false, with each team having 100 ‘EF Dollars’ to bid (in increments of 10 EF\$).</li><li>• Teacher passes out a sheet with a series of article excerpts and social media news posts.</li><li>• Students discuss in pairs which ones they are sure about.</li><li>• Teacher asks teams to bid on the articles they are sure about, saying that each one that they “buy” and are correct about will give them one point (the team with most points wins). e.g. One team pays 30 EF Dollars for the news story “Texas Congress Votes to Become Independent Republic”. Later, they say it is false. That’s correct, because it didn’t happen. The team gets 1 point.</li><li>• Teacher asks for bids on all sentences, writing down which team buys each and encouraging Students to spend all their EF\$ (teams that buy nothing can’t win points).</li><li>• When all of the sentences are bid for, T elicits from each buyer whether they think the news story or post is true or not (and as time allows, why).</li><li>• The team with the most points wins.</li><li>• This filler activity can be taken home for homework and continued during another session as time permits.</li></ul> |
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**Homework Setting and Wrap Up (5 min)**

## Lesson Two

### Homework Review

|        |
|--------|
| 5 mins |
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### Section 2A: READING + VOCABULARY (20 mins)

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | REPORTING ON THE NEWS   |
| <b>Initial aims &amp; outcomes</b> | Use reporting verbs to convey the information.<br>Understand key verbs found in news reports.   |
| <b>Lexis</b>                       | <b>Reporting verbs:</b> admitted, announced, claimed, confirmed, reported, revealed, stated. <b>Other verbs related with the news:</b> broadcast, leak, publish, publicise  |
| <b>Grammar</b>                     |   |
| <b>Activities</b>                  | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book: series of news article excerpts (250 word total) with key lexis highlighted.</li> <li>• Vocabulary activity on reporting verbs</li> <li>• Vocabulary activity on verbs related to news</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• X [Time did not allow, but fairly straightforward]</li> <li>• X</li> </ul> |

### Section 2B: GRAMMAR (REVIEW) (20 mins)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | REPORT ON THE NEWS   |
| <b>Initial aims &amp; outcomes</b> | Use reported speech to express statements about events.<br>Use passive reporting verbs to express statements about events.   |
| <b>Lexis</b>                       | Reporting verbs (from section 2A)  |
| <b>Grammar</b>                     | <ul style="list-style-type: none"> <li>• Review of reported speech + past perfect / past perf. Continuous</li> <li>• Review of reported speech with reporting verb in passive: (a) It was reported that...<br/>(b) He was reported to be...</li> </ul>   |
| <b>Key Activity: output</b>        | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book grammar explanation</li> <li>• Exercise on type (a) passive reported speech</li> <li>• Exercise on type (b) passive reported speech, with reporting verb in the passive.</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• X [Time did not allow, but fairly straightforward]</li> <li>• X</li> </ul> |

### Section 2C: SPEAKING AND PRONUNCIATION (10 mins)

|                         |   |
|-------------------------|---|
| <b>Functions/Can-do</b> | GATHER INFORMATION ON NEWS EVENTS<br>'WERE' AND 'WAS' STRONG AND WEAK FORMS |
|-------------------------|---|

|                                    |   |
|------------------------------------|---|
| <b>Initial aims &amp; outcomes</b> | Use weak and strong word-level stress correctly in questions and answers with verbs (was, were, have, had).   |
| <b>Lexis</b>                       | (Model interview questions)   |
| <b>Grammar</b>                     |   |
| <b>Activities</b>                  | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book: An interview dialogue with model interview questions and answers that highlight strong and weak word stress, and a special emphasis on was/were.</li> <li>• Audio: recorded pronunciation of individual lines.</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Teacher draws attention to model interview questions.</li> <li>• Teacher plays audio (including a pause for students to repeat).</li> <li>• Students repeat the selected sentences.</li> <li>• Teacher gives feedback.</li> <li>• Students read the dialogue out loud in pairs.</li> <li>• This leads into the next activity.</li> </ul> |

**Section 2D: PROJECT: SPEAKING + WRITING (60 min)**

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | GATHER INFORMATION ON A NEWS EVENT<br>REPORT ON THE NEWS<br>SPEAKING: PARAPHRASING AND SUMMARISING<br>WRITING: SUMMARISING  |
| <b>Initial aims &amp; outcomes</b> | Interview people to find out information about an event.<br>Discuss the information gathered with fellow 'journalists'.<br>Write a collaborative news report about the event.   |
| <b>Lexis</b>                       |   |
| <b>Grammar</b>                     |   |
| <b>Activities</b>                  | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• 'Journalists on a Mission' textbook instructions</li> <li>• Photocopies: News story outlines with missing facts and the objectives of the student journalist.</li> <li>• Role-play cards for interviewees</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Teacher gives instructions, news story outlines and role cards for group A and for group B.</li> <li>• Group A students interview group B in role play.</li> <li>• Group B students interview group A.</li> <li>• Groups of A students work together to write a short report; and groups of B students work together to write their own short report.</li> <li>• Subgroups of A students give peer feedback to each other on their work, as do subgroups of B students.</li> <li>• Discussion of about reliability of sources and the detective work involved in journalism.</li> </ul> |

**Section 2D: GRAMMAR (5 min)**

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | REPORT ON THE NEWS   |
| <b>Initial aims &amp; outcomes</b> | Use present participles to vary sentence structure in reporting.   |
| <b>Lexis</b>                       | Reporting live from..., Having covered this story for weeks, Joining us live, Turning now to sports  |
| <b>Grammar</b>                     | Present participles  |
| <b>Activities</b>                  | <b>MATERIALS</b> <ul style="list-style-type: none"><li>• Book grammar section with brief explanation and two model sentences.</li><li>• A sentence half matching/completion exercise</li></ul> <b>STAGES</b> <ul style="list-style-type: none"><li>• Briefly introduce concept with two examples.</li><li>• (Give as homework: ) Complete the sentence by copying the participle clause next to the correct main clause to make sentences frequent in TV news reporting.</li></ul> |

**Homework Setting and Wrap Up (5 min)**

## Lesson 3:

### Homework Review

5 mins

#### Section 3A.1: READING + VOCABULARY (10 min)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | DISCUSS THE MEDIA  |
| <b>Initial aims &amp; outcomes</b> | Learn about investigative reporting and exposés.<br>Use expressions and multi-word vocabulary to talk about news reporting.  |
| <b>Lexis</b>                       | <ul style="list-style-type: none"> <li>• Go on the record, be off the record, record an interview</li> <li>• Implicit revision phrasal verbs from previous unit (carry out, look into, call for, work out)</li> </ul>  |
| <b>Grammar</b>                     |  |
| <b>Key Activity: input</b>         | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book reading: ‘The Pentagon Papers’ (or similar) and comprehension questions.</li> <li>• Book vocabulary section: ‘Expressions with <i>record</i>’ (go on the record, be off the record, record an interview)</li> <li>• Book activity on multi-word expressions: current event, just in, in-depth, up to date, well-balanced</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• X [Time did not allow, but fairly straightforward]</li> <li>• X</li> </ul> |

#### Section 3A.2: GRAMMAR (10 min)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | REPORT ON THE NEWS   |
| <b>Initial aims &amp; outcomes</b> | Writing formal news reports  |
| <b>Lexis</b>                       |  |
| <b>Grammar</b>                     | Reduced relative clauses   |
| <b>Key Activity: input</b>         | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book: brief grammar explanation centred on examples of relative clauses with their reduced relative clause equivalent. (Using vocabulary from 3A.1).</li> <li>• Sentence transformation activity (transform full relative clauses to reduced relative clauses by filling in the gaps correctly).</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• Teacher draws attention to brief grammar explanation and examples of news-themed relative clauses and their reduced clause equivalent.</li> <li>• Students complete gap-fill sentences with news-related verbs in reduced relative clauses. (e.g. The secret document <u>leaked</u> to the New York Times came from the defense department.)</li> </ul> |

**Section 3B: READING + SPEAKING (25 min)**

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | SYNTHESISE AND EVALUATE NEWS REPORTS<br>SPEAKING: PARAPHRASING<br>SPEAKING: SUMARISING  |
| <b>Initial aims &amp; outcomes</b> | -Summarise several news reports and posts on a topic and synthesise the information.<br>-Discuss how reading only certain subsets of texts influenced different groups' opinions on the topic.  |
| <b>Lexis</b>                       |   |
| <b>Grammar</b>                     |   |
| <b>Activities</b>                  | <b>MATERIALS</b> <ul style="list-style-type: none"> <li>• Two sets of excerpts of news articles and posts (on blue and red paper taped to wall or board).</li> <li>• 2-8 squares of blue paper</li> <li>• 2-8 squares of red paper</li> </ul> <b>STAGES</b> <ul style="list-style-type: none"> <li>• X [Novel idea that deserves a day to develop.]</li> <li>• X</li> </ul> |

**Section 3C: READING + VOCABULARY (25 min)**

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | TALK ABOUT MEDIA BIAS   |
| <b>Initial aims &amp; outcomes</b> | Discuss points of view and varying objectives of news reports.<br>Identify dangers and issues in news reporting.  |
| <b>Lexis</b>                       | Dangers/Issues in the news  |
| <b>Grammar</b>                     |   |
| <b>Activities</b>                  | <b>MATERIALS</b> <ul style="list-style-type: none"> <li>• Handouts: Two sets of news items and posts about a school in a neighbourhood across town.</li> <li>• Book: a short article about media bias.</li> <li>• Book: vocabulary section on dangers and issues in news reports.</li> </ul> <b>STAGES</b> <ul style="list-style-type: none"> <li>• X [Key unit content that requires another day to draft]</li> <li>• X</li> </ul> |

**Section 3D: READING + SPEAKING (20 MIN)**

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | DISCUSS THE MEDIA<br>REPORT ON THE NEWS  |
| <b>Initial aims &amp; outcomes</b> | Discuss different types of media organisations.<br>Decide as a group on a type of TV news channel.<br>Gather information on news events (or invent relevant information for an imaginary event). |
| <b>Lexis</b>                       | <b>Revision of unit</b>  |
| <b>Grammar</b>                     | <b>Revision of unit</b>  |

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| <p><b>Activities</b></p> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Book: Description of final TV news project.</li> <li>• Book: Description of 5 TV channels, their profile, target audience, and business objectives.</li> </ul> <p><b>STAGES</b></p> <ul style="list-style-type: none"> <li>• During the unit, the teacher tells students they will be producing their own news programmes in groups.</li> <li>• Teacher now tells them that they need to decide what type of news TV channel they want to work for as a group.</li> <li>• Teacher assigns students to groups so that there is a mix of ability and maturity in each.</li> <li>• Teacher draws attention to profiles of TV news channels in their books.</li> <li>• Students discuss the news channels, their objectives, and the types of news they would produce for each.</li> <li>• Students decide on their TV channel profile.</li> <li>• Teacher tells students that each of them will need to decide on the news story that they will present to the class for their news program. That they can bring information to class to finish it and practice it as a group.</li> <li>• Students start to discuss topics of news stories that each student will present for the station the next day, continuing the discussion outside class and working at home on their assignment.</li> </ul> |
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**Homework Setting and Wrap Up (included in 3D)**

## Lesson 4:

### Homework Review

5 mins

### Section 4A: FINAL PROJECT PART 1 – SPEAKING AND WRITING (about 55 mins)

|                                    |  |
|------------------------------------|--|
| <b>Functions/Can-do</b>            | REPORT ON THE NEWS   |
| <b>Initial aims &amp; outcomes</b> | Students will write scripts for a TV news programme.   |
| <b>Lexis</b>                       | Unit revision  |
| <b>Grammar</b>                     | Unit revision  |
| <b>Activity</b>                    | <b>MATERIALS</b> <ul style="list-style-type: none"><li>• Book: Project Description (same as previous section)</li><li>• Book: Project tips and elements to include (with an example of each).</li></ul> <b>STAGES</b> <ul style="list-style-type: none"><li>• Groups have chosen their TV programme previously and homework was to bring a real or imaginary story idea to class, with possible background information.</li><li>• Students quickly discuss the different segments of their programme, and who does what (some segments could be presented by two ‘journalists’ or a ‘journalist’ and an interviewee/witness.</li><li>• Students finish their draft scripts.</li><li>• Students critique and help each other finalise their scripts.</li><li>• Students practice their presentations.</li></ul> |

### Section 4B: PROJECT PART 2 – SPEAKING (about 55 mins)

|                                    |   |
|------------------------------------|---|
| <b>Functions/Can-do</b>            | REPORT ON THE NEWS<br>DISCUSS THE MEDIA   |
| <b>Initial aims &amp; outcomes</b> | Present a news programme in groups to the class.<br>Discuss the effectiveness and the consequences of different approaches to the news.   |
| <b>Lexis</b>                       |   |
| <b>Grammar</b>                     |   |
| <b>Activity</b>                    | <b>MATERIALS</b> <ul style="list-style-type: none"><li>• Option phone video camera for possible multi-media element.</li><li>• IWB or TV screen for displaying background images if desired.</li></ul> <b>STAGES</b> <ul style="list-style-type: none"><li>• Groups perform their TV news programmes in front of the class.</li><li>• Teacher asks for feedback.</li><li>• Students discuss how different programmes achieved their stations’ goals (business and/or social).</li></ul> |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Teacher sparks student discussion on what they have learnt.</li><li>• Any remaining time can be spent on student requests for revision of topics they need revision on.</li></ul> |
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## **Homework Setting and Wrap Up**

### **Lesson 5:**

#### **Homework Review**

|        |
|--------|
| 5 mins |
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#### **Section 1: Review**

#### **Section 2: Writing Assessment**

## **Homework Setting and Wrap Up**