

# The journalists' world (teacher's notes)

## 1. Lead-in (Activity 1) 4 mins

**Aim:** to engage students in the context of the lesson.

**Procedure:** Ask SS to discuss questions in pairs.

## 2. Mass media vocabulary (Activity 2) 6 mins

**Aim:** to practice reading skills.

**Procedure:** First, brainstorm the vocabulary connected to newspapers and magazines, accept all answers. Then get your Ss to look through the text and familiarize themselves with mass media vocabulary.

## 3. Vocabulary work (Activity 3) 5 mins

**Aim:** to expand vocabulary in the context of newspapers and magazines.

**Procedure:** SS guess the meaning of the words in bold in the text and match the words with their meaning.

**Keys:**

a rag	a newspaper or magazine that is considered to be of bad quality
<b>gutter press</b>	the type of newspapers that pay more attention to shocking stories about crime and sex than to serious matters
a glossy	a magazine printed on shiny, high-quality paper, containing a lot of colour photographs and advertisements, and usually about famous people, fashion, and beauty
<b>hot off the press</b>	news that just been printed and often contains the most recent information about something.
<b>stop press column</b>	stop press refers to a particular space on the front or back page of a newspaper that contains very recent news added to the newspaper after the printing process starts
a scoop	a story or piece of news discovered and published by one newspaper before all the others
<b>hit the headlines</b>	to appear in the news suddenly or receive a lot of attention in news reports
libel	a piece of writing that contains bad and false things about a person
coverage	the reporting of a particularly important event or subject
<b>back copy</b>	a newspaper or magazine of an earlier date than the one now on sale

## 4. Discussion (Activity 4) 5 mins

**Aim:** to practice speaking for fluency.

**Procedure:** Ask SS to discuss questions in pairs. Monitor closely, correct if students make mistakes using the vocabulary from Activity 3.

## 5. Gathering information in social networks (Activity 5) 10 mins

**Aims:** to practice listening skills and provide free speaking practice in the engaging context.

**Procedure:** First, discuss the questions open class to activate Ss' schemata on the topic of the video. Then ask SS to watch the video message and choose the correct options.

**Keys:**

1. Debby Waldron signs up to Facebook groups because she ...

- a. wants to get in touch with her colleagues.
- b. can get information about what is going on. +
- c. can post interesting articles.

3. People who post stories ...

- a. make publicity for journalists as well. +
- b. post useless pictures.
- c. are eager to become famous.

2. Journalists don't issue press releases because ...

- a. it takes a lot of time to write it.
- b. it is old-fashioned. +
- c. nobody reads them anymore.

4. Facebook and tweeter ...

- a. spread libellous information.
- b. help journalist build their career.
- c. are helpful for those who seek information. +

Then Ss discuss the questions regarding the video.

## 6. Journalists under fire (Activity 6) 8 mins

**Aims:** to practice listening skills and provide free speaking practice in the engaging context.

**Procedure:** Ask SS to watch the video message and discuss information involved.

**Keys:**

1. She was caught in a crossfire.

2. This city was under rebels' control.

3. Almost finished, but there are still some gangs.

4. Yes, they are besieged in the centre of the city.

5. By explosion.

6. They use it for fortification.

7. There are a lot of tunnels under the city which the insurgents used to supply food and weaponry for other rebels.

## 7. Speaking (Activity 7) 8 mins

**Aim:** to practice speaking for fluency.

**Procedure:** The Ss dwell on the suggested questions.

## 8. Speaking (Activity 8) Optional

**Aim:** to practice speaking for fluency.

**Procedure:** The SS are going to choose one of the stories and complete it.

## 9. Sum up. 2-3 mins

Praise Ss for good work and give a delayed error correction feedback.