



UNIT 5

Name: News Media

Learning Objective: To report news about general interest topics and major disasters.

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Book, eBoklet, computers, cell phones

Procedure:
GETTING STARTED
(40 minutes)

1. First, students have to activate their previous knowledge by doing some online activities provided in the linkers.
In pairs:
2. Option A: Students have to complete a conversation, then, they have to act it.
Option B: Students have to complete a report, then, they have to read it aloud.
3. Optionally, they can record their voices using a smartphone in order to check their pronunciation.

SHARING IDEAS
(80 minutes)

- In pairs:
1. Students are going to talk about their favourite source of news.
 2. They have to complete a chart in order to organize their ideas.

DISCUSSION
(80 minutes)

- In groups:
1. Students are going to talk about an important news in their city, country or around the world using grammar structures and useful expressions.

Reflect on Grammar

Passive Voice

Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.

Present	Asteroids are made of rock and/or metals.	Use the Passive Voice to focus on the ☐ a. doer of the action ☒ b. the action itself Use the preposition by to introduce the doer in the Passive Voice.
Past	180 donuts were stolen.	
Future	The earth will be hit by an asteroid in 350 years.	

Passive Voice sentences require auxiliary verb to be and the past participle form of the main verb.

Irregular verbs: similar past and past participle forms left: left found: found made: made Different present, past and past participle forms steal, stole, stolen see, saw, seen	Regular verbs: similar past and past participle form trapped: trapped adopted: adopted captured: captured Similar present, past and past participle forms cut, cut, cut hurt, hurt, hurt hit, hit, hit
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Useful Expressions

To introduce yourself

This is _____ with the
(your name)

(kind of news) news.

To quote a source

The police officer said / announced / commented:
"_____"
(the direct quote)

To introduce an interviewee

Mr. _____ is here with us to talk
(name of the person)
about...

2. Ask them to watch 2 videos and check some tips to be a great reporter.
 - a. <https://www.youtube.com/watch?v=hJOReSdDytY>
 - b. <https://www.youtube.com/watch?v=oeTcjO-aqLw>
3. They can use visuals (pictures, short video, or presentation)
4. They have 7-10 minutes to prepare your presentation.
5. They have from 2-3 minutes to act as a reporter. Take turns.
6. The teacher or a volunteer have to record your performance with a smartphone or camera.

Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, give time to practice alone their speech.

Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better. Let students to participate in speaking tasks. Another student can make sure the rules of the activity are being properly held.

Success Indicator: Students are able to carry out the speaking activities accurately.

Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that there is at the bottom.

DISCUSSION (80 minutes)

In groups:

- Students are going to talk about an important news in their city, country or around the world using grammar structures and useful expressions.

Reflect on Grammar	
Passive Voice	
Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.	
Present Asteroids <u>are</u> made of rock and/or metals. Past 180 donuts <u>were</u> stolen. Future The earth <u>will</u> <u>be</u> hit by an asteroid in 350 years. Passive Voice sentences require auxiliary verb <u>to be</u> and the <u>past participle</u> form of the main verb.	Use the Passive Voice to focus on the a. doer of the action ✓ b. the action itself Use the preposition <u>by</u> to introduce the doer in the Passive Voice.
Irregular verbs: similar past and past participle forms left: <u>left</u> found: <u>found</u> made: <u>made</u> Different present, past and past participle forms steal, stole, <u>stolen</u> see, saw, <u>seen</u>	Regular verbs: similar past and past participle form trapped: <u>trapped</u> adopted: <u>adopted</u> captured: <u>captured</u> Similar present, past and past participle forms cut, cut, <u>cut</u> hurt, hurt, <u>hurt</u> hit, hit, <u>hit</u>

Useful Expressions

To introduce yourself

This is _____ with the _____
 (your name)
 _____ news.
 (kind of news)

To quote a source

The police officer said / announced / commented:

 (the direct quote)

To introduce an interviewee

Mr _____ is here with us to talk
 (name of the person)
 about.....

- Ask them to watch 2 videos and check some tips to be a great reporter.
 - <https://www.youtube.com/watch?v=hJOReSdDytY>
 - <https://www.youtube.com/watch?v=oeTcjO-aqLw>
- They can use visuals (pictures, short video, or presentation)
- They have 7-10 minutes to prepare your presentation.
- They have from 2-3 minutes to act as a reporter. Take turns.
- The teacher or a volunteer have to record your performance with a smartphone or camera.

Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, give time to practice alone their speech.

Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better.

Let students to participate in speaking tasks. Another student can make sure the rules of the activity are being properly held.

Success Indicator: Students are able to carry out the speaking activities accurately.

Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that there is at the bottom.

News media –A-

GETTING STARTED:

TIP: Do the following online activities

GAME 1 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Basketball.html>

GAME 2 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Duel%20Game.html>

In pairs complete the conversation.

- Complete the following conversation.
- Choose roles and act the conversation.

A: Koichi, was your house destroyed or damaged by the earthquake in Japan?
 B: Well, Frank, yes, my house and my school were completely destroyed, so I've come to study in America for a year.
 A: Oh, what a shame! I heard it was the strongest quake ever. 9.0 on the Richter scale. wasn't it?
 B: Yeah and that's not all. After a strong seaquake, more destruction comes with tsunamis.
 A: Why? What is destroyed by a tsunami?
 B: All the nearest sea towns are destroyed and lots of people are killed by it.
 A: That's terrible! Will quakes be predicted one day?
 B: Well, I really hope so.

***Extra activity: Record your conversation using a smartphone and check your pronunciation mistakes.**

SHARING IDEAS: In pairs: You are going to talk about your favorite source of news.





Complete the following information

How do you prefer to be informed?	What's your favorite kind of news?

DISCUSSION: Whole class activity

- You are going to talk about an important news in your city, country or around the world.
- Watch the videos: and check some tips to be a great reporter.
 - <https://www.youtube.com/watch?v=hJOREsDdYtY>
 - <https://www.youtube.com/watch?v=oeTcjO-aqLw>
- Use visuals (pictures, short video, or presentation)
- You have 7-10 minutes to prepare your presentation.
- You have from 2-3 minutes to act as a reporter. Take turns.
- The teacher or a volunteer is going to record your performance with a smartphone or camera.



SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

1. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
2. Effective and appropriate responses to given questions	
3. Well-developed and coherent content, clear progression of ideas	
4. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

News media –B-

GETTING STARTED:

TIP: Do the following online activities

GAME 1 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Basketball.html>

GAME 2 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Duel%20Game.html>

In pairs:

- Complete the following report (check page 71 English A2.2).
- Choose roles and read the report.

About 1,200 people _____ (a) yesterday when a tornado hit the city of Joplin. After the disaster, most people _____ (b) in the basement of the houses. The Fire Department and the National Department for Emergencies rescued them today in the morning. Some people _____ (c) to hospitals where they're recovering now. Some old buildings resisted the tornado but they _____ (d) so people living there _____ (e) today because they are in terrible condition and might collapse any minute. "These buildings _____ (f) to fall in any moment" said the national security officer.

***Extra activity:** Read and record your voice using a smartphone and check your pronunciation mistakes.

SHARING IDEAS: In pairs: You are going to talk about your favorite source of news.





Complete the following information

How do you prefer to be informed?	What's your favorite kind of news?

DISCUSSION: Whole class activity

- You are going to talk about an important news in your city, country or around the world.
- Watch the videos: and check some tips to be a great reporter.
 - <https://www.youtube.com/watch?v=hJOREsDdYtY>
 - <https://www.youtube.com/watch?v=oeTcjO-aqLw>
- Use visuals (pictures, short video, or presentation)
- You have 7-10 minutes to prepare your presentation.
- You have from 2-3 minutes to act as a reporter. Take turns.
- The teacher or a volunteer is going to record your performance with a smartphone or camera.



SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

5. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
6. Effective and appropriate responses to given questions	
7. Well-developed and coherent content, clear progression of ideas	
8. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10