
HERE IS THE NEWS,

WHERE IS THE NEWS –

Different worlds in the media

Type of module	Creative communication
Level	B2
Target group	16-19 year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module Ls will critically evaluate newspapers and magazines. Then, working in small groups Ls will choose either a tabloid or a more serious paper and make a summary of it, which they will compare with someone from another group in order to discover the differences in the two genres.
AIMS AND OBJECTIVES OF MODULE	This module aims to enable Ls to do these things more effectively: <ul style="list-style-type: none"> ■ skim texts ■ evaluate texts on the basis of their style, content and attitude ■ make a summary of a newspaper/magazine ■ practise mediation ■ differentiate between serious papers and tabloids
TIMEFRAME	3 lessons
TARGET GROUP	16-19 years-old learners
LANGUAGE LEVEL	B2
SUGGESTED LANGUAGE COMPETENCE	To complete the module, Ls need to be able to do the following: <ul style="list-style-type: none"> ■ understand and express abstract ideas and notions ■ use a variety of grammatical structures and linking devices ■ have some practice in translation
LINKS OF THE MODULE	
Cross-curricular links	Media studies
Links with other modules	–
Links with school-leaving exam	–
FOCI OF SKILLS-DEVELOPMENT	
Communicative language skills	Sharing and comparing information

General, educational skills

- scanning and skimming information
- note-taking
- evaluating newspapers and magazines using an evaluation sheet

EVALUATION

- Self-assessment through criterion-based self-assessment forms
- T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls will be able to evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

SUGGESTIONS

As media in Hungary can be a sensitive issue, it is best to avoid using newspapers which have a strong political affiliation in Hungary and instead use local dailies (*e.g. Somogyi Hírlap*) and magazines (*e.g. HVG, Index etc.*)

BACK UP SYSTEMS

For the first lesson the date of the papers/magazines is not important. However, for the second lesson, it is important to have issues of newspapers/magazines of a given day/week. The teacher can have Ls vote on who brings what for that lesson in order to divide the costs.
OR

Several papers/magazines have online versions, which can also be used if there are computers available for Ls or if the teacher/Ls is/are willing to print them.

<http://www.onlineujsag.lap.hu/> (contains all the Hungarian online papers and magazines available, such as <http://www.hvg.hu/>, <http://www.origo.hu/index.html>, www.index.hu, <http://www.mti.hu/>, <http://www.nlcafe.hu/>,
For tabloids: <http://www.axel.hu/>, <http://www.blikk.hu/> etc.)

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Introducing the topic of journalism with the help of discussion questions	Skimming and evaluating various newspapers and magazines	Thematic vocabulary related to journalism	1.1 Handout – Discussion, 1.2 Vocabulary of journalism, Newspapers/magazines brought by the teacher, 1.3 Evaluation sheet for newspapers/magazines
2	Practising mediation by summarizing a Hungarian newspaper/magazine in English	Expressing opinion Summarizing a newspaper/magazine	Guessing the meaning of headlines	Newspapers/magazines brought by the teacher or the students, 1.3 Evaluation sheet for newspapers/magazines, 2.3 Newspaper/Magazine profile
3	Listening to a summary and note-taking Giving practice in self-assessment	Exchanging information Project evaluation	Note-taking	2.3 Newspaper/Magazine profile, 3.2 Newspaper/Magazine profile for note-taking, 3.4 Self-assessment form

PROCEDURE

LESSON 1: CRITICAL EVALUATION OF PAPERS AND MAGAZINES

Aims of the lesson:

- to introduce the topic of journalism
- to teach thematic vocabulary related to journalism
- to skim various newspapers and magazines and evaluate them on the basis of an evaluation sheet

Materials and resources:

- 1.1 Handout – Discussion; 1.2 Vocabulary of journalism; Newspapers/magazines brought by the teacher, one newspaper and one magazine for each pair (the date is not important); 1.3 Evaluation sheet for newspapers/magazines

STAGE 1	Introduction to the topic of journalism
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking: expressing opinions
ORGANISATION	Whole group Groups of 3-4
AIDS AND MATERIALS	1.1 Handout – Discussion

TEACHER'S ACTIVITIES

1. Ask Ls what comes to their minds when they hear the word journalism. Put a few words or expressions on the board.
2. Give them the handout with the 8 questions, put them in small groups and tell them to discuss the questions. (The 8 questions are such that even students who rarely read papers or magazines find something to talk about.)
3. As feedback, ask each group if they had any similar answers and ask one L to summarize the main points of the discussion. Also, inform Ls that the topic of this module will be journalism and the differences in the different kinds of newspapers and magazines.

LEARNERS' ACTIVITIES

1. Ls share their ideas with the group.
2. Ls work in small groups and discuss the questions.
3. The groups share the main points of the discussion with the group.

Note: If you see that very few of your Ls read newspapers or magazines regularly, you can concentrate on why this is so and ask them about it in the feedback session.

STAGE 2	Vocabulary building
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Gap fill with given words
ORGANISATION	Pairs
AIDS AND MATERIALS	1.2 Vocabulary of journalism

TEACHER'S ACTIVITIES

1. Give Ls the vocabulary exercise and tell them to fill in the gaps with the right word from the box. Tell them not to worry if they don't know all the words or expressions.
2. Check the solutions and make sure you ask Ls to explain what the word/expression means (if possible, in English, however, if you think it's important, you can ask them to provide the Hungarian equivalent as well).

Key:

1. broadsheets, 2. Tabloids, 3. subscribe, 4. circulation, 5. editorial,
6. exclusive, 7. coverage, 8. headline, 9. lead, 10. objective, 11. biased, 12. clear, 13. concise, 14. correct

LEARNERS' ACTIVITIES

1. Ls work in pairs and do the vocabulary exercise.
2. Ls check the solutions.

STAGE 3A	Critical evaluation of newspapers and magazines (partly homework)
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Skimming newspapers and magazines and evaluating them on the basis of an evaluation sheet
ORGANISATION	Pairs
AIDS AND MATERIALS	Newspapers/magazines brought by the teacher; 1.3 Evaluation sheet for newspapers/magazines

TEACHER'S ACTIVITIES

1. Tell Ls to imagine that they are working in the editorial office of a weekly magazine published in English for foreigners in Hungary and in order to decide what sources could be used in this magazine, they are going to evaluate one newspaper and one magazine in pairs. First of all, ask them if they can think of any criteria on the basis of which the papers/magazines could be evaluated. Put a few key words on the board (e.g. layout, style and language, price, etc.).
2. Give Ls the evaluation sheet and go through the criteria to make sure they understand what it covers. Let each pair choose a newspaper and a magazine and tell them to evaluate them by filling in the evaluation sheet. Walk around as editor-in-chief to monitor how they are doing and whether they need any help. Also, because the papers/magazines are in Hungarian, Ls might tend to turn to Hungarian so make sure that the language of the discussion remains English (most of the time).
3. Ideally, Ls will be able to go through the paper and the magazine in this last stage of the lesson but the finalisation of the evaluation sheet could be set for homework. For this, each L in the pair should take home either the paper or the magazine (it's up to them to choose). As you walk around, check how far they have got and listen to their agreement on who does what at home. If they are willing, it will be all the better if they can also work together on both papers.

LEARNERS' ACTIVITIES

1. Ls list some criteria for evaluating newspapers/magazines.
2. Ls go through the criteria, select a paper/magazine and evaluate it.
3. Ls work with the newspaper/magazine in class and evaluate the second one at home.

STAGE 3B Critical evaluation of newspapers and magazines (partly homework)

TIME 20 mins

SKILLS AND COMPETENCIES IN FOCUS Skimming newspapers and magazines and evaluating them on the basis of an evaluation sheet

ORGANISATION Pairs/Groups of 3 (depending on the number of work stations)

AIDS AND MATERIALS Online versions of newspapers/magazines (if there are computers and Internet access in the classroom; 1.3 Evaluation sheet for newspapers/magazines)

TEACHER'S ACTIVITIES

1. Tell Ls to imagine that they are working in the editorial office of a weekly magazine published in English for foreigners in Hungary and in order to decide what sources could be used in this magazine, they are going to evaluate one newspaper and one magazine in pairs. First of all, ask them if they can think of any criteria on the basis of which the papers/magazines could be evaluated. Put a few key words on the board (e.g. layout, style and language, price, etc.).
2. Give Ls the evaluation sheet and go through the criteria to make sure they understand what it covers. If there are computers in the classroom, set them up and direct Ls to this homepage: <http://www.onlineujsag.lap.hu/>, where they can find all the Hungarian online newspapers and magazines. Let each pair choose a newspaper or a magazine (guide them in their choice by informing them that their audience will not be interested in any extreme views on Hungarian national politics) and tell them to evaluate it by filling in the evaluation sheet. Walk around to monitor how they are doing and whether they need any help. Also, because the papers/magazines are in Hungarian, Ls might tend to switch to Hungarian so make sure that the language of the discussion remains English (most of the time).
3. Ideally, Ls will be able to evaluate one paper or magazine in this last stage of the lesson and the other one will remain homework. As you walk around, let them select a newspaper/magazine (if they have analysed a magazine, the second one should be a newspaper and vice versa). This time, Ls might decide between the online papers/magazines (if they have access to them outside class) or a hard copy version. Naturally, if you see that they have finished with the first one, they can start with the second and if they are unable to finish the first one, they can work on it at home.

LEARNERS' ACTIVITIES

1. Ls list some criteria for evaluating newspapers/magazines.
2. Ls go through the criteria. They set up the computers, select a paper/magazine and evaluate it.
3. Ls work with the newspaper/magazine in class and evaluate the second one at home.

Note: Before the next lesson, it is important to decide who brings what newspaper or magazine. For each pair the latest issue of one newspaper and one magazine will be needed and the more varied the papers/magazines, the more interesting the outcome will be.

LESSON 2: SUMMARIZING A NEWSPAPER/MAGAZINE

Aims of the lesson:

- to exchange information about Ls' evaluations on the papers and magazines
- to skim various newspapers and magazines
- to practise mediation by summarizing a Hungarian newspaper/magazine in English

Materials and resources:

- Newspapers/magazines of the given day/week brought by Ls or the teacher; 1.3 Evaluation sheet for newspapers/magazines; 2.3 Newspaper/Magazine profile; dictionaries

STAGE 1	Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Predicting the contents of articles from the headlines
ORGANISATION	Whole group Pairs
AIDS AND MATERIALS	Headlines put on board

TEACHER'S ACTIVITIES

1. Put these headlines on the board and ask Ls to guess what they might mean:
 - 1 Star of Star Wars to wed
 - 2 Head quits after leaked exam results
 - 3 Three sought after break-out drama
2. Check Ls' guesses and see whose is closest to the original.
Key:
 - 1 The star of the film Star Wars is going to get married.
 - 2 A school head was made to resign after it turned out that the exam results had leaked out.
 - 3 Police are hunting three men who have made a dramatic escape from prison.

LEARNERS' ACTIVITIES

1. Ls work in pairs and guess the meaning of these headlines.
2. Ls check the solution.

STAGE 2 Sharing evaluation of newspapers and magazines**TIME** 15 mins**SKILLS AND COMPETENCIES IN FOCUS** Expressing opinions**ORGANISATION** Groups of 4 (2 pairs from the previous lesson)**AIDS AND MATERIALS** 1.3 Evaluation sheet for newspapers/magazines**TEACHER'S ACTIVITIES**

1. Ask the pairs from the previous lesson to work with another pair to share the analyses of their newspaper and magazine on the basis of the evaluation sheet. Tell them that the task is not to go through the evaluation sheet point by point but rather to summarize the main points. In the end they should find some similarities and differences in their papers and magazines.
2. As feedback, ask pairs/groups to list some of the similarities and differences they found in the papers/magazines and ask them to list some typical features of tabloids and the more serious newspapers/magazines. Put a few key words on the board.

LEARNERS' ACTIVITIES

1. Ls work in pairs/small groups and share their analyses.
2. Ls list some similarities and differences they found.

STAGE 3 Making a summary of a newspaper/magazine**TIME** 25 mins**SKILLS AND COMPETENCIES IN FOCUS** Skimming a tabloid or a serious newspaper/magazine
Mediation: making a summary of a Hungarian newspaper/magazine in English**ORGANISATION** Pairs**AIDS AND MATERIALS** Newspapers/magazines brought by the teacher; 2.3 Newspaper/Magazine profile, dictionaries**TEACHER'S ACTIVITIES**

1. Divide the young journalists of the editorial office into two groups: TABLOIDS AND BROADSHEETS. (You can either let Ls choose or have them pick a piece of paper with T or B on it.)

LEARNERS' ACTIVITIES

1. Ls form two groups.

2. Tell them that their critical analysis will now be followed by the summary of a given newspaper/magazine. The TABLOIDS and BROADSHEETS should form pairs. Give each pair a newspaper/magazine in the given genre and give them the newspaper/magazine profile to fill in. After writing about the name, cover and feature article, Ls should find the five most important articles, which are worth summarizing and summarize those. As editor-in-chief, walk around to monitor how they are doing and whether they need any help. Also, because the papers/magazines are in Hungarian, Ls might tend to switch to Hungarian so make sure that the language of the discussion remains English (most of the time). If necessary, help them with vocabulary but emphasize that this is not a word by word translation exercise and they should summarize the main ideas without going into too much detail.
 3. If they cannot finish the task, they can work on it at home but everyone should have their own copy in the next lesson.
2. Ls summarize a paper/magazine by filling out the newspaper/magazine profile.

LESSON 3: DIFFERENT WORLDS?!

Aims of the lesson:

- to exchange information about Ls' summaries of newspapers/magazines
- to practise note-taking
- to practise self-assessment

Materials and resources:

- 2.3 Newspaper/Magazine profile; 3.2 Newspaper/Magazine profile for note-taking; 3.4 Self-assessment form

STAGE 1	Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Comparing information
ORGANISATION	2 groups (TABLOIDS and BROADSHEETS)
AIDS AND MATERIALS	2.3 Newspaper/Magazine profile

TEACHER'S ACTIVITIES

Tell Ls to sit with their group (TABLOIDS and BROADSHEETS) and quickly summarize the most important events that they have taken notes of to see if there are any similarities.

LEARNERS' ACTIVITIES

Ls sit with their group and summarize the most important events.

STAGE 2	TABLOID vs. BROADSHEET
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging information Note-taking
ORGANISATION	Pairs
AIDS AND MATERIALS	2.3 Newspaper/Magazine profile; 3.2 Newspaper/Magazine profile for note-taking

TEACHER'S ACTIVITIES

1. Ask the members of the two groups to pair up with someone from the other group in order to share the information that they have collected.
2. Tell Ls that the task is to exchange information about the events of their paper/magazine. In order to help Ls, distribute a blank copy of Newspaper/Magazine profile for note-taking and ask the pairs to take notes while the other one is talking. Explain to them that the task is to summarize what they have collected so that the other can get a picture of what is/was happening in the world according to that certain paper/magazine on a given day/week.

LEARNERS' ACTIVITIES

1. Ls pair up.
2. Ls exchange information and take notes.

STAGE 3 TABLOIDS vs. BROADSHEETS

TIME 10 mins

**SKILLS AND
COMPETENCIES IN FOCUS** Exchanging information
Summarizing events

ORGANISATION 2 groups
Whole group

AIDS AND MATERIALS 3.2 Newspaper/Magazine profile for note-taking

TEACHER'S ACTIVITIES

1. Ask the two groups to sit back together (TABLOIDS with TABLOIDS, BROADSHEETS with BROADSHEETS).
2. Tell them to summarize what they have heard on the basis of their notes and compare it with the news in their own type of paper. What would they include in their weekly for foreigners?
3. As feedback, ask them what they would include in their weekly for foreigners and what they think of these supposedly different worlds. (What are the focuses of the two different types of media? What sort of readers do they try to attract? Is there any difference in the language they use? What if someone only reads tabloids?)

LEARNERS' ACTIVITIES

1. Ls sit with their group.
2. Ls compare the two worlds.

STAGE 4	What have we learnt? – Evaluating the project
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing: filling in a self-assessment form
ORGANISATION	Individual Whole group
AIDS AND MATERIALS	3.4 Self-assessment form

TEACHER'S ACTIVITIES

1. Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back to the whole project.
2. Collect self-assessment forms and (if there is time) discuss (some of) them in the following class.

LEARNERS' ACTIVITIES

1. Ls complete self-assessment forms.