

10 SPREADING THE NEWS

Objectives

FUNCTIONS	making a point; introducing news
GRAMMAR	reported speech (review); reported questions and requests
VOCABULARY	sharing news; reporting verbs

Student's Book pages 92–93

READING

1 Books closed. As a lead-in, tell students about an interesting piece of news you have heard recently and then ask: *What's the most interesting news you've received this week?* Make it clear that this could be news from a friend/family or from a newspaper/TV programme. Divide the class into pairs for students to discuss the question. Listen to some examples in open class. Ask: *Who heard the most interesting news?*

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity. Ask students to discuss the questions in pairs or small groups. Elicit answers in open class and create a list on the board of other ways of giving or getting news.

Answers

- A talking on the phone B texting C by mail
- D talking in person/talking face-to-face
- E reading a newspaper

2 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity. Give students time to read the opinions. Nominate a student to point to the photo that corresponds to the first opinion on the board. Ask students to work in pairs to match the remaining opinions and discuss if each one is an advantage or disadvantage. Students will speak more if they disagree, so you could tell one of each pair to say that the opinions are advantages, while their partner says they are disadvantages. Have a quick show of hands to check answers and nominate one or two students to justify their opinions.

Answers

- 1 C 2 B, E 3 A 4 D 5 B, C 6 B

3 **SPEAKING** Students work in pairs to come up with more advantages and disadvantages. Make groups of four for pairs to compare their answers. Encourage them to think of any advantages or disadvantages of

the other ways of sharing news that they came up with in Exercise 1. During feedback in open class, ask: *What do your parents/grandparents think about the different ways of sharing news?*

4 **2.19** Before students read the article, ask them to work with a partner and discuss these questions: *What do you know about Twitter and its uses? Do you use it? How?* Give pairs a couple of minutes to discuss and then elicit responses in open class. Tell students they are going to read and listen to a magazine article in order to find the three ways mentioned. Set a two-minute time limit to encourage them to read the text quickly and focus on gist understanding rather than on trying to understand every word. Students compare their answer with a partner before checking in open class.

Answer

Posting news, following celebrities, campaigning/
sharing information

5 Give students time to read the sentences. Check/clarify: *cruelty, sources, protest*. Encourage students to underline the key information in the sentences that will help them match each of the tweets to the corresponding paragraphs in the article. Students read the article in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their answers. Students should check their answers with a partner before whole-class feedback.

Answers

- 1 - 2 2 - 3 3 - 1 4 - 1 5 - 2 6 - 3

Optional extension

As a follow-up to working with a text, it can be useful to give students time to reflect on any new or unusual vocabulary they might be curious about. For example, this text includes phrases such as: *took on a life of its own; to get the attention of; they get to hear what ...* etc. which you might like to draw your students' attention to. Or, you could ask them to choose five phrases (not single-word items) they would like to remember.

6 **SPEAKING** Put students into pairs or small groups to discuss the questions. To maximise communication, give students time to think about their answers prior to their discussions. Monitor to help with vocabulary and to prompt students to give reasons for their answers. Listen to some of their answers during feedback in open class.

TRAIN TO THINK

Identifying the source of a piece of news

Ask students to read the introductory paragraph and answer these questions: *What is the doctor's agenda/reason for his statement? What about the politician's?* Check/clarify: *impartial* (point out that we would normally use *biased* as the opposite rather than *partial*); *suit their own agenda*. Give students time to look at the jobs and the statements. Check/clarify: *abbreviations, helplessness, spread, effective*. Students work with a partner to match the statements to the people. Encourage them to give reasons for their choices. Check answers in open class, insisting on students qualifying their answers.

Answers

1 b 2 d 3 a 4 c 5 e

Optional extension

Ask students to work in pairs to write a statement about Twitter that might be made by the following people. Tell them to think about what their opinion might be and how they might try and say it:

1 a teacher; 2 a teenager; 3 someone over 80; 4 a journalist

Student's Book pages 94–95

GRAMMAR

Reported speech (review)

1 Books closed. As this is a review, you may like to give students time to work in pairs to discuss what they remember about the rules of reported speech before starting the exercise. This helps prepare their minds for the review and encourages them to look for answers in the material. Listen to some of their thoughts in open class but do not comment at this stage.

Books open. Ask students to work in pairs to rewrite the sentences. Remind them to think carefully about the tenses they use. Let them check their answers on page 93, then discuss any changes between direct and indirect speech in open class. Students then read and complete the table with a partner. Check answers.

Answers

- 1 I've just heard about Robin Williams – so sad.
- 2 I just saw Ariana Grande in town. Can't wait for the concert tonight.
- 3 (We should) save our cinema. Join us tonight 8 pm outside the mayor's house.

Rule

- 1 past continuous 2 past perfect 3 past perfect
- 4 would 5 could 6 then 7 that 8 that day
- 9 the next day 10 the day before 11 that night

LANGUAGE NOTE

Point out that the past perfect and *would* do not change in reported speech. Also remind students that we do not change the other words in the list if the time or place of speaking remains the same. For example, 'I will finish it today' is reported as 'He said he would finish it today' if it is being reported on the same day as the original direct speech.

- 2 Ask students to work individually to report the tweets. Point out that they should look at the rule to check their answers. Allow students to compare answers with a partner before feedback in open class.

Mixed-ability

Support weaker students with more staging. Ask them to first circle the verb that will need to be changed, then note down the tense it will change to before finally rewriting the sentence in full.

Answers

- 1 He said he'd be in town later that evening.
- 2 They said they'd had a great time at my house.
- 3 She said she was missing me and that she couldn't wait for the next day.
- 4 John's mum said John had missed his train and he was going to be late.
- 5 Becca said she was seeing Jan that night and would tell her when she saw her.
- 6 Jimmy said the baby was due that day.

- 3 **WRITING** Working individually, students write four tweets. Remind them that tweets cannot exceed 140 characters. Monitor and help with vocabulary and ideas and to encourage students to use a variety of tenses in their tweets. To make the activity more authentic, ask students to work in threes. They each write a tweet, and take it in turns to send their tweets to another student in their group of three who should then report what was said to the third student.

Mixed-ability

Stronger students can write four or more tweets. Weaker students can write two tweets.

Optional extension

For further practice, ask students to look back at the photostory on page 72. Working in threes, students take it in turns to report something that was said by one of the characters. The other two students should race to be first to find the direct speech.

Workbook page 90 and page 126



Be aware of common errors related to reported speech. Go to Get it right! on Student's Book page 126.

VOCABULARY

Sharing news

- 1 Match the first phrase to the definition in open class, as an example. Ask students to complete the exercise in pairs. Check answers in open class. During feedback, say the phrases for students to repeat. Pay particular attention to the linking of sounds between words such as *let you /letju:/, pass on, got in, keep in*. Clarify that the object pronouns (*you, me, etc.*) can be replaced by other objects or names and give some examples e.g. I'll let *him* know.

Answers

1 f 2 a 3 g 4 b 5 h 6 c 7 d 8 e

LANGUAGE NOTE

Break the news is used when giving bad news. We use *get in touch* with people we haven't contacted for some time.

- 2 Working individually, students choose the correct option for each sentence. Students compare answers with a partner before feedback in open class.

Mixed-ability

Stronger students can cover Exercise 1 and complete the sentences before looking back to check their answers.

Answers

1 let 2 break/pass on 3 keep 4 get 5 break
6 retweeted 7 dropped 8 give

Fast finishers

Ask students: *What do you use social media for?* Students write sentences to answer the question using phrases from Exercise 1.

- 3 **SPEAKING** Give some example answers of your own to get them started. Students discuss the questions in pairs or small groups. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. If you want to give students extended speaking practice, ask them to repeat the exercise with a different partner. They will then have an opportunity to improve their answers from the first attempt and should be motivated by their own sense of progress in being able to produce clearer, more fluent answers. Listen to some of their ideas in open class for feedback.

Mixed-ability

Divide the class into pairs roughly according to level. Allow weaker students some time to think about their answers before discussing them.

Workbook page 92

PRONUNCIATION

For practice of omitting the /h/ sound go to Student's Book page 121.

LISTENING

- 1 Books closed. As a lead-in, ask students to work in pairs. Ask half the class to make a list of sections of a newspaper and the other half a list of types of item on a news programme. You could start with a couple of examples: *business; sport*. Elicit answers in open class and create a list on the board. Make sure *international/foreign news* is on the list. Books open. Students discuss the question in pairs. Write some of their answers on the board, but do not comment at this stage.
- 2 **2.22** With weaker classes, play the audio for students to check which of the things they came up with in Exercise 1 are mentioned before setting up this exercise. Give students time to read the sentences. Ask them to underline the key information they will need to listen for. Play the audio while students decide if the sentences are true or false. Let students compare answers with a partner before feedback in open class. During feedback, ask students to explain the reasons for their answers.

Answers

1 T 2 F (It's dangerous some of the time.)
3 F (She can't imagine working in an office.)
4 T 5 T 6 T

Audio Script Track 2.22

- Janice Hello, everyone. It's great to see so many of you here today. Well, I'm what's called a foreign correspondent. That means that I'm a reporter, for my newspaper, who reports on things that are happening abroad. So of course I spend a lot of time away from home, I travel around the world and I try to tell readers at home what's going on in other places. I'm here today to answer your questions so I hope you have lots of them. Where shall we start? The young man in the front row.
- Boy Do you travel to dangerous places?
- Janice Yes. Sometimes you go to a war zone, for example, because to get a really good story you have to get close to the action. And sometimes the action is in a place where there's fighting, and that's dangerous of course. But often, it's more dangerous for the local people who help me – drivers, translators, even the people who arrange interviews for me. I might stay in the country for a few days or weeks and then I come home, but they stay there because that's where they live, and it's not always easy for them. But you asked me if my job was dangerous. And, yes, it is some of the time.
- Girl So why do you do it?
- Janice Good question! Well, I do it because I think it's important and helpful. And of course it's exciting. It's very, very exciting and in a way you get hooked on it. I mean, I can't imagine working in an office, sitting behind a desk every day.
- Boy How do you prepare for each story?
- Janice Well you have to know quite a lot about the place you're going to. You have to spend time reading and talking to people and finding things out. And depending where you're going, sometimes you have to train physically, you know, you might be in a desert or up some mountains so you have to be fit. For one story I did, where I had to follow the army in the Sahara, I had two weeks of training with an army instructor.


He asked me to run ten kilometres with a heavy pack on my back. I didn't like that much!

Girl What is the most difficult part of your job?

Janice Right. Well, I'd say the most difficult part is trying to be objective, you know, to write about what you see and not what you think you see or what you want to see. And sometimes people think your report isn't a fair representation of the facts. In one country – I'm not going to say which one – I sent a report to my newspaper and the government of that country didn't like it and they asked me to leave. And so I left, of course.

Boy Would you recommend your job to other people?

Janice Oh, yes, absolutely. I mean it isn't for everyone – just now, someone asked me why I do it and it's not the first time I've heard that question! But it's a fantastic job, I love it and feel very privileged to have the opportunity to do the work I do.

- 3  2.22 Ask students to work with a partner to try to answer as many of the questions as they can from memory before you play the audio again for them to check. Get students to check answers in pairs before you do a whole-class check.

Answers

- 1 Be close to the action.
- 2 She's helped by drivers, translators and people who arrange interviews.
- 3 She has to train.
- 4 She was asked to leave a country.
- 5 Because the government of the country didn't like what she wrote.

- 4 **SPEAKING** Divide the class into pairs or small groups to discuss the questions. Monitor and help as necessary, encouraging students to expand on their ideas and to use any vocabulary they have learned from the text. Ask pairs or groups to feed back to the class and discuss any interesting points further. Ask: *Do you think foreign correspondents are necessary? Why?*

GRAMMAR

Reported questions and requests

- 1 Ask students to work in pairs to quickly decide which of the sentences are reported questions and which, requests. Check answers. Students then write the direct questions. Remind them that they may need to change pronouns and add auxiliaries when transforming sentences from indirect to direct speech. During feedback, draw attention to the differences between the reported questions and the direct questions. Ask students to read through the rule with a partner and fill the gaps. During whole-class feedback, refer to Exercise 1 and further examples of your own to clarify the answers.

Answers

- 1 question 2 request 3 question
- a Is your job dangerous?
 - b Can you run with a heavy pack on your back, please?
 - c Why do you do that job?

Rule

1 yes/no questions 2 *wh*- questions 3 requests

- 2 Ask students to work individually to complete the exercise. Monitor and help with any questions. Allow students to compare answers with a partner before whole-class feedback.

Answers

- 1 One of the students asked her which newspaper she worked for.
- 2 One of the students asked her where she was going next.
- 3 One of the students asked her if she had ever been scared in her job.
- 4 One of the students asked her if her job was well-paid.
- 5 One of the students asked her who her boss was.

Fast finishers

Ask students to report the questions from Listening Exercise 4 on page 95, starting: *My partner asked me ...*

Optional extension

Ask students to write three questions and two requests about next weekend. Students work in pairs and take it in turns to ask a question or make a request. Their partner has to put the question or statement into reported speech.

Workbook page 91 and page 126

SPEAKING

- 1 In open class, elicit names of famous people that students would like to meet. Divide the class into groups of four for students to agree on the best four and write questions to ask them. Monitor to help students with ideas for questions if necessary.
- 2 Students act out the interviews, noting down answers given. Encourage students to get into character and give detailed answers.
- 3 When the interviews are complete give students time to change the sentences into reported speech. Monitor to make sure students are reporting questions correctly and to make a note of any interesting questions to refer to during feedback. Ask groups to decide which were the most interesting questions and responses from their interviews. Groups take turns to report back their highlights in open class.

WRITING

A magazine article

Students can do the preparation in class, and complete the writing at home. Clarify that students should use reported questions and statements. You could even establish a number and tell students to include at least three reported questions and statements. When they have finished, put students into small groups. Ask them to read each other's articles, count the number of reported statements and questions and check that all bullet points have been included.

READING

BACKGROUND INFORMATION

John Higgins (b. 18 May 1975) is a professional snooker player. He has won the UK championship three times and the world championship four times. After the sting operation in 2010, Higgins was cleared of match fixing, but fined £75,000 for not reporting the attempted cheating to the snooker authorities.

Jude Law (b. 29 December 1972) is an English actor, famous for films such as *The Talented Mr. Ripley* (1999), *Cold Mountain* (2003) and *The Grand Budapest Hotel* (2014).

Sienna Miller (b. 28 December 1981) is an English actress and model. Her most famous films are *Alfie* (2004), *Factory Girl* (2006) and *American Sniper* (2014). She was pursued by tabloid newspapers for many years after she became engaged to Jude Law in 2004. She has compared her life to a video game in which she is constantly chased by 10 to 15 men with cameras. In May 2011 she was paid £100,000 by the *News of the World* to settle her claims that her phone had been hacked.

Amy Winehouse (14 September 1983–23 July 2011) was an English singer. She released two albums: *Frank* (2003) and *Back to Black* (2006). Her most popular songs were *Rehab* and *Valerie*.

- 1 A recording of this text is available with your digital resources.

Books closed. As a lead-in, ask: *Which celebrities do you see most photos of? Where do you see the photos? What are the celebrities doing in the photos? Where do the photos come from?* Divide the class into pairs or small groups for students to discuss the questions. Listen to some of their ideas in open class as feedback.

Books open. Look at the title of the article with students and give them time to read the introduction. Ask students to work with a partner to read the titles of the sections (1–3) and predict what each section might contain. Students then read the article and match each section with a title. Tell them not to worry if they don't understand some of the vocabulary, they should just focus on the matching task. Allow students to check answers with a partner before feedback in open class.

Answers

A 2 B 3 C 1

- 2 Before re-reading the article, ask students to read the questions and underline the key information they should look for in the text. As they answer the questions, they should underline the part of the text which gave them their answers. Also get them to compare with a partner before checking in open class.

Answers

- 1 Journalists
- 2 He admitted being foolish but didn't think he had done anything wrong.
- 3 He used it in newspaper stories.
- 4 Because newspaper editors have to obey the law.
- 5 Because she was followed by photographers wherever she went.
- 6 He ordered the photographers to stay away from her home.

SPEAKING

Divide the class into pairs or small groups for students to discuss the questions. Check/clarify: *set someone up, cross the line, go too far*. Monitor, but avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency and on reacting to the text, not on practice of specific structures or lexis.

VOCABULARY

Reporting verbs

- 1 Books closed. As a quick lead-in, write *say* and *tell* on the board and ask students when we might use these verbs (to report speech). Ask: *Do you know any other verbs we use to report speech?* Brainstorm verbs in open class and write them on the board.

Books open. Ask students to work with a partner to choose a verb to complete each sentence. Check answers in open class. Discuss the meaning of the verbs using the article to help if necessary.

If you're using an IWB, display the sentences in Exercise 1 and the rule box. Look at sentence 1 and elicit that the word that follows *accuse* is an object, and that the object is followed by a preposition (*of*) and a gerund (*taking*). Point out the position of *accuse* in the rule. Do the same for sentence 2, if necessary. If you're not using an IWB, write the sentences on the board and follow the same procedure. Ask students to work with a partner to complete the rule. Elicit answers in open class. Tell students that they should think about these structures when they learn any new reporting verbs to ensure they are using them correctly.

Answers

- 1 accused 2 agreed 3 admitted 4 denied
5 regretted 6 apologised 7 warned
8 criticised 9 ordered

Rule

- 1 apologise 2 agree 3 deny 4 order 5 criticise

- 2 If you're short on time, set this exercise for homework. Students work in pairs to complete sentences 1–6. Ask fast finishers to do 7–8 and/or set as homework. Check answers in open class.

Answers

- 1 He denied stealing the money.
- 2 She accused me of telling Jim her secret.
- 3 He warned me not to touch the dog.
- 4 She regretted saying those things.
- 5 He apologised for breaking my phone.
- 6 She criticised me for driving too fast.
- 7 He agreed to take me to the party.
- 8 She ordered me to tidy my room.

Optional extension


Ask students to work in pairs and test each other on the reporting verbs. e.g.

A: *Accuse*

B: *Accuse someone of doing*

FUNCTIONS

Making a point

- 1  2.23 Ask students to read the news story and answer this question: *Do you think this is an interesting story?* Ask students to discuss in pairs. Listen to some of their ideas in open class.


Play the audio once for students to listen and make notes on the editors' opinions. Repeat the audio for students to note down how the editors justify their opinions. Allow students to compare their answers before a whole-class check.

Answers

- Editor 2 wants to run the story because their readers like controversy.
Editor 1 doesn't want to run it because the woman is not really famous now, so it's not news.

Audio Script Track 2.23

- Editor 1 I'm sorry but there's no way this is a news story. I mean just because this woman was famous for a short while a few years ago doesn't mean that everything she says is news. I'm really against running this story. My mind's made up!
- Editor 2 This is exactly the kind of story we want. This woman always causes controversy and that's what our readers like to read. She sells papers. We're definitely going with this story. And that's final.

- 2  2.23 Divide the class into pairs for students to order the words. Do number 1 in open class as an example if necessary. Once students have completed the exercise, play the audio again for them to check their answers. Confirm answers in open class, saying each of the sentences for students to repeat and for you to check their pronunciation. Point out the strong stress on *really*, *no way*, *exactly* and *definitely* to emphasise the speaker's opinion.

Answers

- I'm really against running this story.
- There's no way this is a news story.
- My mind's made up.
- This is exactly the kind of story we want.
- We're definitely going with this story.
- And that's final.

THINK VALUES

News or not?

- 1 **SPEAKING** Give students time to read each of the five stories and deal with any comprehension issues. Discuss the first story in open class to demonstrate the amount of detail you expect from their discussions and the sorts of thing they should discuss. Students continue in pairs to agree on which stories they would publish and which not. Monitor to encourage students to expand on their answers and to make sure all students are giving their opinions.
- 2 **SPEAKING** Regroup students to discuss their choices. If they agree quickly, encourage them to discuss why they would not run the other stories.

For feedback, have a show of hands to decide on the most popular stories and ask students to give reasons for their choices.


Optional extension

If students have access to the Internet, ask them to work in pairs and search for some unusual additional stories to include on the front page of their newspaper. Ask them to make notes on their story and then describe it to a different pair. They should also give reasons as to why they chose the story.

Student's Book pages 98–99

PHOTOSTORY: episode 4


The news clip

- 1 If you're using an IWB, project the photos onto the board and ask students to close their books. Ask them to try to recall what happened in previous episodes of the photostory and to predict answers to the questions, based on the photos. Write some of their ideas on the board.
- 2  2.24 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. *Who guessed correctly?*

Answers

- They're going to the skate park.
- She was stopped by a news interviewer in the street.

DEVELOPING SPEAKING

- 3 Ask students: *What do you think happens next?* Ask them to brainstorm possible endings. Students should work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP4 Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. *Who guessed correctly?*
- 5 Ask students to answer the questions in pairs. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class. Encourage students to use language from the photostory in their answers.

Answers

- Because he didn't know the cinema was closing.
- 6.25
- She tells her that she'd really miss the cinema, that she went there at least once a month with her friends and that she hoped someone would open up a new one soon.
- Julia
- Because she tripped over the camera after the interview.

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 98 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

Answers

1 Emma 2 Liam 3 Liam 4 Liam 5 Emma
6 Emma

- 2 Students work with a partner to complete the exercise. Check answers. Say each of the phrases in Exercise 1 for students to repeat and check pronunciation.

Answers

1 on earth 2 at least 3 don't bother 4 or something
5 in any case 6 It's none of your business

WordWise

Expressions with way

- 1 Books closed. To focus students on the topic, give them five minutes to look back through the unit to find examples of expressions with *way*. They could also include any other expressions they may know. Write their expressions on the board, but don't comment on meaning at this stage.

Books open. Ask students to work in pairs to complete the sentences with phrases from the list. Check answers.

Answers

1 the same way 2 in my way 3 on my way 4 way too
5 the way 6 in a way

- 2 Students work individually to match the phrases from Exercise 1 with their meanings. During whole-class feedback, give further examples to outline the meaning of each of the phrases, as necessary.

Answers

1 the same way 2 way too 3 on my way 4 in my way
5 the way 6 in a way

- 3 If you're short on time, set this exercise for homework. Students work with a partner to choose the correct option for each sentence. Check answers. For further practice and to personalise the language, you could ask students to write questions using the expressions in pairs. Put pairs together to make groups of four to ask and answer their questions. Monitor to check that students are using the target expressions appropriately.

Answers

1 in my way 2 the same way 3 on his way 4 the way
5 in a way 6 way too

Workbook page 92

FUNCTIONS

Introducing news

- 1 As a lead-in, tell a story about something frustrating that happened to you (e.g. They are opening a late-night disco next to your house). Include some of the phrases to introduce news. In open class, elicit further examples of interesting news items (local, national or international) that students have heard recently.

Look at the two sentences. Students work with a partner to fill the gaps before checking answers in open class. Say the phrases for students to repeat and check pronunciation.

Answers

1 guess 2 guess

- 2 Students work with a partner to complete the sentences. During whole-class feedback, drill the phrases, not being afraid to exaggerate slightly, and encourage students to use wide-ranging intonation as they say them.

Answers

1 heard 2 about 3 know 4 Guess 5 believe

- 3 **SPEAKING** Put students into pairs to make notes on some interesting pieces of news. Monitor to help with vocabulary and ideas. Regroup into new pairs for students to give and react to their news and create short dialogues. Listen to some examples in open class as feedback.

Student's Book pages 100–101

THINK EXAMS

LISTENING

- 1  2.25 Part 4: Multiple choice

Answers

1 B 2 B 3 A 4 B 5 C 6 B 7 A

Workbook page 89

Audio Script Track 2.25

Narrator You will hear an interview with a teenager called Diana Hollingsworth about the 'Good News Project'. For questions 1–7 choose the best answer (A, B or C).

Interviewer We all like to complain that there seems to be nothing but bad news when we turn on the TV or open the newspaper but do we ever think of doing something about it? One person who has decided to do just that is 16-year-old Diana Hollingsworth who is here with me today to tell us all about her 'Good News Project'. Diana, welcome. Tell us, just what is the Good News Project?

Diana The Good News Project is exactly what its name suggests. It's a project to hunt down and report stories that will make us feel happy about the world that we live in. We have links with the local newspaper and radio station and, if they like our

Interviewer stories, they will make sure our story gets into the news. We're also hoping to get involved with local TV, but as of yet, that hasn't happened.

Diana And how did you come up with the idea?

Diana Well, as you said in your introduction, I was tired of seeing nothing but bad news on the telly but I was even more tired of hearing people complaining about this and I thought to myself, 'I can do something about this.' I was the editor of the school magazine so I decided that the next issue would contain nothing but good news. I also used the magazine to explain my idea to pupils. I was amazed by the response I got. Loads of them came forward with stories. That's when I thought I could do more.

Interviewer And what was the next step?

Diana My mum has a friend on the local newspaper and she arranged for me to meet her. I took along some of the stories that I'd been given by people at school and explained my idea to her. She loved the idea and said that each week they would publish one of our stories to see how the public responded to the idea. It was such a success that after a few months we were publishing around five stories in each edition and that's when the radio station got involved.

Interviewer The radio? Tell us more.

Diana The producer of the radio station had seen our stories in the newspaper and really liked the idea of doing something similar. I had a meeting with him and he asked if each morning we could produce one 'feel-good' story that they could broadcast at the end of their news bulletins. Of course, I said yes, even though it meant quite a bit of extra work. But the best thing is that he lets me read out the story. So every evening I have to record a story and send it in to the station.

Interviewer It sounds like you're quite busy.

Diana I am. I mean I don't do all the work myself. I have a team of reporters who find the stories but I'm the one who makes the final decision as to which stories we're going to pass on to the paper and the radio. It's actually quite a bit of responsibility because you need to be sure that the stories are 100% true, which can be difficult. It's probably the toughest part of the job.

Interviewer So tell us more about your reporters. Are they all young people like yourself?

Diana Most of them are. Most of them are pupils from our school but actually anyone can get in touch and send in a story. They can do it just once or they can contribute regularly. And they don't have to write the story. I'm happy to do that if I have all the facts. The only thing we ask any potential contributor is that they can prove their story is true and, of course, the story has to be uplifting. We can't forget that.

Interviewer And finally – can you give us some examples of the types of story you report on?

Diana Oh my goodness. Where do I start? Animals always make good stories. Animals doing funny things, people finding their lost cats, that sort of thing. We also have lots of stories about people doing amazing things to raise money for charities. Sport is also a good area. We had a story the other day about an 82-year-old man who still plays football every week. The stories can be about anything and everything. Well, that's not quite true. We avoid religion and politics completely. They're subjects that will always get you into trouble.

Interviewer Diana, it's been a pleasure. Thank you so much for telling us all about the 'Good News Project' and good luck for the future.

Diana You're welcome and thanks for having me.

TEST YOURSELF UNITS 9 & 10

VOCABULARY

1

Answers

1 degree 2 way 3 drop 4 apologise 5 regretted
6 careers 7 let 8 denied 9 live 10 blame

GRAMMAR

2

Answers

1 hadn't 2 had 3 would 4 didn't 5 was
6 wouldn't

3

Answers

1 I'd sooner ~~had~~ **have** a quick salad and then go back to work.
2 I wish he ~~didn't give~~ **hadn't given** me so many presents – it was so embarrassing.
3 Sheila said the film on TV the day before ~~was~~ **had been** excellent.
4 They announced that the president ~~will~~ **would** make a speech before tomorrow's ceremony.
5 I'd rather you ~~come~~ **came** round to my house, if that's possible.
6 He accused me ~~to break of~~ **breaking** his camera.

FUNCTIONAL LANGUAGE

4

Answers

1 guess, play 2 rather, prefer 3 didn't, to go
4 seen, know